

Digital Games-Based Learning: An Innovative Language Learning in EFL Classroom by Utilizing Kahoot!

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Digital Games-Based Learning: An Innovative Language Learning in EFL Classroom by Utilizing Kahoot!

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50 explore students' 39 utilizing Kahoot! to learn a language in the EFL classroom. Data were gathered through interviews with six students 44 from one of Tasikmalaya's high schools. In this study, a qualitative design by using descriptive case study was used, and the findings revealed that students' perceptions of utilizing Kahoot in the classroom were positive, towards students agreeing 44 encouraged them to learn in a fun way rather than by sticking to the books. In addition, Digital Games-Based Learning by using Kahoot! is one of the innovations in learning a language in the EFL Classroom.

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Keywords: Kahoot, EFL Classroom.

Introduction

30 use technology is rapidly evolving, presenting students with actions offering a enjoyable productive environment (Fatimah & Santiana, 2017). Learning language through technology is a not new endeavor in education. It becomes (McCarthy, Sato, & Obari, 2017). Learning language through technologies is occurred to help learners in giving students advantages (McCarthy, Sato, & Obari, 2017). Many kinds of technologies can be used to support the learning activity, such as mobile dictionaries, web platforms, applications, including games called (hereafter interactive games curriculum and their use in educational settings is referred to as DGBL (Van Eck, 2015). It is extremely advantageous for students because it not only promotes learning engagingly material games, but it also allows students using thought (Plass, Homer & Kinzer, 2015). In terms of encouragement, DGBL encourages players to remain active for extended periods through game features such as points and trophies (Plass, Homer & Kinzer, 2015).

In another country, the utilization of digital games in education is increasing as well (Bawa, 2018). Reports on district administration, in 2015, 48 percent of teachers said they use games in their lessons. Whereas when compared to Indonesia, using DGBL for language learning in the classroom is rarely used, especially in Tasikmalaya, West Java. On the other hand, based on the data that the researchers got, one of the senior high schools located in the center of Tasikmalaya is well known as one of the schools in Tasikmalaya that has implemented DGBL during the learning process utilizing Kahoot. as DGBL (Bawa, 2018), which can be played as a learning game conducted in the classroom with the students (Bicen, 2017). Kahoot (Bawa, 2018).

19 Dealing with this phenomenon, the researcher felt interested to research Kahoot as innovative learning in EFL classrooms which has been implemented senior researcher would like to obtain students' utilizing means for innovative EFL Classroom, whether positive or negative. In addition, the result of this research would show how technology, in this case, the use of DGBL can motivate the students' willingness to learn, especially in utilizing Kahoot in EFL Classroom. Many researchers were researching Kahoot, but most of them are conducted by using a quantitative research design. To fill this gap, this research attempts to find how Kahoot utilized based on students' perception as a means for innovative learning by using qualitative research design analysis: a descriptive case study.

Formulation of the Problem

The present study will focus on investigating students' perception of utilizing Kahoot! in EFL Classroom as Digital Games-Based Learning (DGBL) as an innovative language learning tool. The formulation of the problem in this research is, "What are the students' perceptions of utilizing Kahoot in EFL classroom?"

Objective of the

give some useful information about students' perceptions of utilizing Kahoot in the EFL classroom.

Uses of the Research

Theoretically, this study will expand the pedagogical approach of using an innovative language learning tool in the EFL classroom. Furthermore, the study will provide empirical insights into how students' perceptions of utilizing Kahoot in the EFL classroom. In addition, the study will serve the teacher with an innovative language learning of using Kahoot in EFL classroom as one

In line with current technological developments, the use of media in learning methods is increasingly diverse, including digital game is encourage because its concern on instructional time across multiple disciplines and ages." It means, games are effective to be used in many contexts and allowed

Other characteristics games that commonly mentioned are inspiring and engaging experiences. Games could indeed motivate students to remain involved for extended periods (Plass, Homer & Kinzer, 2015). It occurs as a result of a enthusiasm, desire information while playing the game (Lee, Dunbar, Kornelson, Wilson, Ralston, Savic, & Elizondo, 2016). Learners are often provided a 'mistake friendly learning experience through games, which promotes them to explore with their solutions even though they can afford to make mistakes and learn from them (Kriz, 2003).

Kahoot! as Digital Games-Based Learning

utilized the classroom with the students as participants, and a teacher as facilitator (Bicen, 2017). For joining Kahoot, because the quiz be accessed by the link <http://kahoot.it/>. It is different from the teacher, as a facilitator, the teacher is required to sign-up on <http://kahoot.com/> to create quizzes (Bicen, 2017). Fast, free and easy access to join makes Kahoot beneficial for both students and teachers.

Kahoot lets the users build fun quizzes be encompassed (Bawa, 2018). It is also constructed with another visual accompanied by music and sounds (Bicen, 2017). Students as players answer their smartphones, computers, or any other questions the projector. They must by provides an opportunity for students as players to play with strategies, a setting ().

Playing Kahoot! in the Classroom

Kahoot is the best played in a group setting, especially in the classroom during teaching and learning process. Below is the description of how to handle a quiz or a lesson with Kahoot in the classroom.

1. Find a game that you want to play

Teacher as facilitator must log into his/her account on personal computer connected to projector,

Kahoot home and Log in to teacher's account



Choose one of the millions of publicly available Kahoots on 'discover' button as shown in Figure 2.

Figure 2 Choose game you want to play



You also can create by yourself before which u will be saved on 'My Kahoot' as shown in Figure 3. Check 'play' button on the Kahoot that you want the students to play.

Figure 3 Kahoot! My Kahoot!



- Set game options of Kahoot you will play. There will be two options, classic mode or team mode. Classic means all students have their own devices, so that they will play 1:1 or player vs player. On the other hand, team mode is used for team vs team. Furthermore, set game option as you want. As recommendation, use the general setting without changing anything as most of game hosts do as shown in Figure 4.

Figure 4 Kahoot! game options



- Launch the game so players can join. Students can directly play the game without signing up. They just have to access kahoot.it on their browser, enter the game pin as shown on the screen and write their nickname. Nicknames of the students who already joined the game are shown on the screen of the teacher as shown in Figure 5.

Figure 5 Kahoot! Game Pin



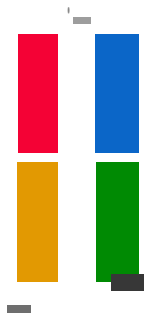
- Read the question and choose the answers. After clicking 'run' button, the game is started. The question will be appeared on the screen as shown in Figure 6.

Figure 6: Question interface



Students have to choose the right answer on their own devices as shown in Figure 7.

Figure 7: Answer interface

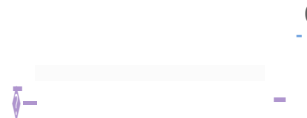


urcen (2018) explained, according to their speed, students earn more points. Each question is shown for 5 seconds at the beginning. Students should think in this manner. Each, depending on the question, an image, video, or response choice is shown, followed by the timer. Students' devices can show four different shapes in four different colors to represent multiple choice questions. The timer will begin for their friends to comment when they check on the button with their correct answers.

- 5. See the top five players on the scoreboard

The top five player names will be appeared on the screen after each question as shown in Figure 8. This is as the result of temporary score. Lower rankings were not shown regardless of the students in the class, but students can see their position on their own devices.

Figure 8: Scoreboard



- 6. Once the game is over, winner information will be displayed in the Podium and the student screen will show their personal results and rank (See Figure 9).

Figure 9: The Winner



The descriptive case study research design was used in this study. This research employs a descriptive case study since it is concerned with presenting a "detailed, contextualized image of a specific phenomenon" without taking any steps to alter anything (Wiersma, 2013). A descriptive case study can be used to learn about students' experiences of using Kahoot as a tool for creative learning in the EFL classroom.

The research was conducted in one of the senior high schools in Tasikmalaya, West Java, Indonesia. This school was chosen because of three considerations: (1) Kahoot has been conducted as a media in English learning since June 2018; (2) the students were familiar with technology, both mobile and computer; and (3) the school supported the screen and projector facilities.

Setting and Participants

The participants of this research were 6 second-grade students. The majority of the students are either 16 or 17 years old. They have recruited volunteers as part of 2 students from the high score, 2 students from the middle score, and 2 students from the low score after using Kahoot in the classroom with their teacher. They were chosen from different levels to get different perceptions which would enrich the result of this research. Before collecting the data, each participant was asked to read, fill and sign the

consent form. It is necessary to ensure that participants allowed the researcher to analyze the data and to use it for publication purposes with keeping the participants' privacy. The interview session was conducted by using a mobile phone to record the voice in the form of audio recording. In conducting the lack of interviews, the researcher asked the WhatsApp numbers for further interview sessions if it is needed.

Technique Of Collecting the Data

In collecting the data, the researcher used semi-structured interviews (SSIs) with the participants and asked several questions about their perceptions of utilizing Kahoot in the EFL Classroom. Adams (2015) stated, "semi-structured interviews are suited for several valuable tasks, particularly when more than a few open-ended questions require follow-up queries." Therefore, this kind of interview is appropriate to the design of this research (descriptive case study) in which intended to present details into what the participants feel and think.

Technique Of Analyzing the Data

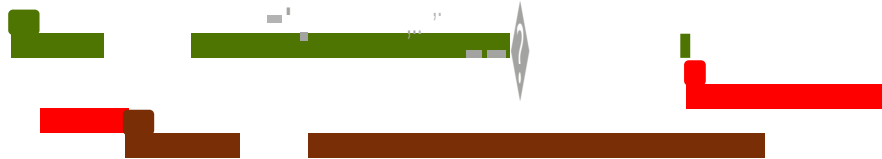
In this research for data analysis, the researcher used thematic analysis. Braun & Clark (2006) state, "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It normally organizes and describes your data set in (rich) detail." This method is simply used for those who are new to qualitative research. There are 6 phases in thematic analysis proposed by Braun & Clark (2006) as follows:

1. Familiarization with your data

The researcher transcribed and translated data from interviews S1, S2, S3, S4, S5, and S6 into English. The researcher printed and read the results of the data on the interview several times before familiar with the material and gained an understanding of the themes and information in the text (See Figure 10).

Figure 10. Transcription of Interview





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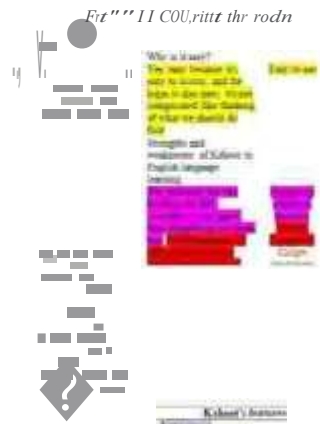
2. Generating initial codes



[Redacted]

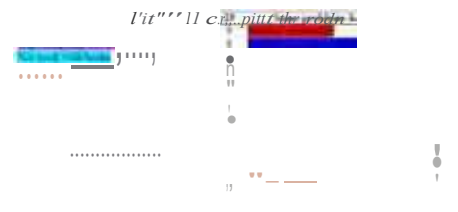


The data were categorized into several codes with the related data after becoming familiar with the data. The researcher coded each data item and organized all of the codes and related data extracts at the end of this process (See Figure 11).



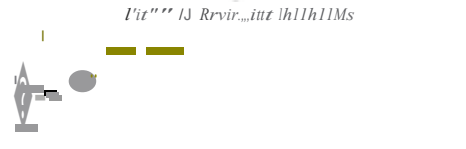
3. Searching for themes

In this phase, the researcher analyzed the code of the data and then classified it into themes (See Figure 12).



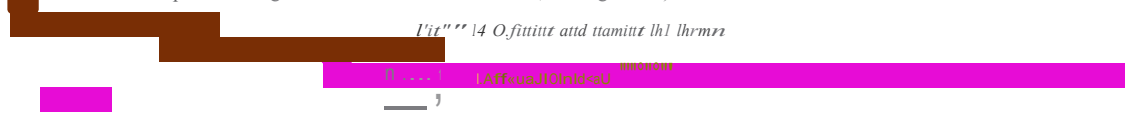
4. Reviewing potential themes

The researcher attempted to change the themes from the previous phase during this phase. Some themes might have to be broken down into smaller components, while others might have to be merged. It can be seen at Figure 13.



5. Defining and naming themes

Besides the reduction of the data, in this phase, the researcher decided the themes used to be interpreted and gave the name for each theme (See Figure 14).



6. Producing the report

This phase is the final opportunity for analysis. The researcher selected the appropriate sentences that convey the core theme or essence of the news, related the analysis to the research question and literature, produced a scholarly report of the analysis.

Results and Discussion

To answer a research problem related to what are the students' perceptions of utilizing Kahoot in EFL classroom, the data were obtained from the interview and were analyzed by using thematic analysis. The result showed that there are three emergent themes: (1) affecting on students' emotions, (2) enriching students' learning experiences, (3) Learning and retention of knowledge, and (4) internet connection as a barrier in students' Kahoot activities.

1. Affecting on Students' Emotions

The result showed most of the students draw their feelings on the interview session conducted by researcher. The students enjoyed and felt entertained learning English by utilizing Kahoot in the classroom. It is proved by these statements:

Table 1. The statements of the participants regarding their feelings on Kahoot activities.

Time	Participant (Student)	Statement
02:22	S1	<i>It's easy, simple. I enjoy, it is entertaining like a game</i>
05:58	S2	<i>It's fun, because it can be easily accessed, it's exciting so we don't get boring while learning</i>
03:38	S3	<i>Using Kahoot isn't boring. It's fun.</i>
04:29	S4	<i>It won't be boring while learning.</i>
02:10	S5	<i>I am happy, the learning is exciting.</i>
02:08	S6	<i>The learning is not boring in class, it's fun. It makes me happy. It is also fun using Kahoot.</i>

Based on the data, the students were pleased to learn English in the classroom by using Kahoot. They confirmed that it would not be boring and was entertaining because Kahoot was exciting in the manner of a game. The data presented above is linked to some hypotheses advanced by the researcher in Chapter II about Digital Game-Based Learning (DGBL). According to Granic, Lobel, and Engels (2014), as cited by Edouard (2015), "students should learn academic content while having fun while playing educationally related games." Through the use of DGBL, Kahoot intrigued the students' interest in learning. It means that Kahoot had an impact on their emotions because they felt pleasant and cheerful while using Kahoot in the EFL classroom. Kahoot's . The students stated that they liked and enjoyed the class because of music on Kahoot. Student 1 said the animation was also included. It is shown by these followings:

Table 2 Kahoot's features impacting the enjoyment in the classroom

Time	Participant (Student)	Statement
02:31	S1	<i>I feel entertained because of the animation, the choices are triangles, bullets, boxes, so it becomes animated. Kahoot is not tense, there is also music while playing.</i>
03:10	S2	<i>There are songs, or what we called music.</i>
06:28	S3	<i>There are songs, fun. Kahoot makes the class situation not boring, so it's not sleepy.</i>
04:29	S4	<i>There are songs, so that it won't be boring while learning</i>
02:08	S6	<i>There is sound like what already happened before</i>

Interesting Kahoot features, especially music as audio components, allowed students to feel comfortable while learning. According to Wang and Lieberoth (2015), the use of audio on Kahoot had the greatest influence in the classroom. "The audio simply increased the , allowing immersive ." When audio was turned off, the classroom became silent and low-energy, without any kind of cheering, low response, and no celebration for correct answers. All of above perceptions are backed up with one important emotion: fun Kahoot provides fun and should not be only associated with something less serious. The aspect of fun while utilizing Kahoot faced learning like feeling boring and sleepy. Therefore, Kahoot as an educational platform could be used in language learning because it could attract students to learn English more in a fun way.

2. Enriching Students' Learning Experience

Based on the data, the students stated that Kahoot gave them enriching learning experience. Kahoot made their learning not to be stuck with the books. It is proven as follows:

Table 3 Not stuck with books

Time	Participant (Student)	Statement
04:03	S1	<i>We will get bored if we are learning by using books, occasionally use the technology, and also the features of Kahoot is like a game, it feels better.</i>
05:06	S2	<i>Our learning is not stuck with the textbooks, worksheets or something like that. We can play games, but also play the game while learning.</i>
03:08	S3	<i>It is not stuck with books.</i>
04:29	S4	<i>Our learning is not only by seeing from a book anytime.</i>
05:05	S5	<i>The learning doesn't always use paper, sometimes using gadget is needed, it will be fun too.</i>
04:44	S6	<i>Our learning is mostly monotonous right now, if we learn, it must be related to books or something, but Kahoot is now come in the era of technology, so it can be replaced as an innovative one. It can also reduce the use of paper or books.</i>

Students conceded that Kahoot gave them positive perceptions on the way they learned. Their learning was not stuck to the books, it means their learning is not only by using books or textbooks as a medium because Kahoot was integrated to the use technology. In line with some of research results conducted by Kusuma (2016), she reported that most of teachers had and activity. As the result, mostly students used books, textbooks

or worksheets suggested by the school or the teacher (5). Utilizing Kahoot in the classroom might become a solution to give them an activity in order to enrich their learning experiences. Student's learning style became different and not focus on "chalk and talk" teaching (Wang and Lieberoth, 2016) which (Lincorish *et al.*).

The students also felt like playing game while learning. It could be said using gadget by utilizing Kahoot in the classroom supported their learning experiences in the classroom. This is supported by previous research conducted by Lincorish *et al.* (2018), he claimed Kahoot as an exhaustive tool could enrich students' experience while learning in the classroom.

The enrichment in learning experience was not only exclusively derived from the use of the technology only, but also from the competitive aspect of Kahoot during playing Kahoot in which enable to improve students' cognitive function. It is proved on interview session below:

Table 4 Improving cognitive function

Time	Participant (Student)	Statement
03:38	S2	Kahoot can train our self-confidence, our speed and sharpening our brain.
04:24	S3	We can sharpen our brain. If we want to answer quickly, we must be focus.
03:20	S4	Kahoot can sharpen our brain and regulate speed, so it can manage our time quickly and precisely to answer a question.

The students claimed Kahoot as a medium because it strengthened their learning. They expressed gratitude for how Kahoot aided their learning. Kahoot allowed individuals to compete and participate in answering questions and selecting the most correct answer. Each question they answered increased their self-confidence and encouraged them to be more ambitious by answering correctly. Kahoot could also support them sharpen their sights and regulate their response speed. As a consequence, Kahoot encouraged the students in better focusing and managing their time while answering questions. Lincorish *et al.* (2018) addressed similar findings about the competitive nature of Kahoot. "Many students enjoyed the competitive nature of Kahoot as a motivational tool. They regarded Kahoot as a "perfect" experience in terms of how students like to "perform" while using Kahoot in the classroom. The desire to win empowered the students to plan ahead of schedule and engage with the subject. "I haven't mastered the material yet, using Kahoot in the classroom needs preparation in material comprehension because I want to be the best and choose the correct answer" (Student 4). Kahoot offered students the opportunity to focus and show their best performance when they utilized Kahoot in the classroom. It could enrich their learning experiences because of the competitive aspects on Kahoot itself.

Kahoot was a valuable learning tool that enriched participants' learning experience, according to participants. Kahoot helped them remember not only the content but also appreciate new perspectives. Kahoot material motivated many students. Kahoot provided theory. As investigated Kahoots aided revision, stimulated debate, and helped them conserve knowledge.

4. Internet Connection as A Barrier in Students' Kahoot Activities

Based on the data, the students got challenges when they filled the answer for every question given. They got problem with the internet connection. It is found in these statements:

Table 5 Internet connection problems

Time	Participant (Student)	Statement
02:22	S1	There are some people who don't have smartphones or quota. Sometimes, the internet connection is slow, too.
03:38	S2	The weakness of Kahoot is when we don't have quota, battery or we don't have a smartphone.
06:41	S3	Sometimes the network is slow. There must be WiFi.
03:59	S4	My problems are quota and the network. Kahoot needs quota and I usually don't have it.
03:16	S5	I don't have quota. I also use hotspot from my friend. My friend's network is slow, so I can't maximize while answering the questions.
02:59	S6	The internet is slow.

Students stated that their problem was in internet connection. Sometimes, they had no data package to access and play Kahoot in the classroom. An alternative way to face this problem was by using hotspot from their friends, but the problem of slow connection also might occur to those while playing. In relation to the internet connection problem, essentially WiFi connection was available in this school, so that the students who had no access to the internet from their smartphone could use the WiFi facility. Inappropriately, they were not freely to use the WiFi because the password was required.

The internet connection problem became a main barrier happened when the students used Kahoot in the classroom. It made the students uncomfortable when played Kahoot. It should be known how frustrating internet connection problem can be, particularly when it was really needed in order to achieve the smoothness connection during playing Kahoot in the classroom. Kahoot as an online platform internet connection needed should be supported by excellent connection, it also coherent with Ministry of Education and Culture Indonesian's policy led by Muhadjir Effendy who stated that the development of learning activity in the classroom should be integrated to internet and technology (Rahmawati, 2018).

Conclusion and Suggestion

Based on the research results, the researcher found that most of the students had a positive perception of utilizing Kahoot in the EFL classroom. The use of Kahoot was viewed as fun, not bored and giving enjoyment. Kahoot could be a beneficial and remarkable tool that permitted the student to make classroom situations to be more interesting or to motivate and encourage students' learning. With Kahoot, students were able in enriching the learning experience which is not stuck to the books. It made them increasing their motivation. Furthermore, Kahoot! as a platform relating to competition style in learning helped the students in sharpening their brain, improving their response time, and enabling them to learn topics that were difficult to understand. In conclusion, Kahoot! as Digital Games-Based Learning can be used as an innovative medium to enhance learning activity in the English classroom.

Regarding the topic in this study, there are possible suggestions for the next researchers who are interested in conducting the research topic about utilizing Kahoot in the EFL classroom. First, it is suggested for the next researcher to focus on students' perceptions of the questions used as the material to conduct Kahoot and its benefits to the subjects being taught. Second, useful language skills in English learning as assessment tools. Third, it will be valuable to analyze the classroom.

researcher also suggests the teacher utilize Kahoot in the EFL classroom. It will be beneficial to make the teaching-learning process better. The teacher can give a variation of the question that related to the material to help the students understand the material more and learn in a fun way.

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