

**Perception on the Use of Kahoot as an Ice Breaker in English Subject of  
the 10<sup>th</sup> Grade Students of SMAN 6 Palembang**

**Thesis**

**by:**

**Meirifa Khairunnissa**

**Students Number : 06011381621065**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2020**

**PERCEPTION ON THE USE OF KAHOOT AS AN ICE BREAKER IN ENGLISH  
SUBJECT OF THE 10<sup>TH</sup> GRADE STUDENTS OF SMAN 6 PALEMBANG**

**Meirifa Khairunnissa**

**06011381621065**

**English Education Study Program**

**Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**Approved by,**

**Advisor 1,**



**Dra. Rita Hayati, M.A.**

**NIP.196006161988032002**

**Advisor 2,**



**Erlina, S.Pd., M.Pd., M.Ed.**

**NIP.197409082000122001**

**Certified by,**

**Coordinator of English Education  
Study Program**



**Hariswan Putra Jaya, S.Pd., M.Pd.**

**NIP.197408022002121003**

**PERCEPTION ON THE USE OF KAHOOT AS AN ICE BREAKER IN  
ENGLISH SUBJECT OF THE 10<sup>TH</sup> GRADE STUDENTS OF SMAN 6  
PALEMBANG**

**A Thesis by:  
Meirifa Khairunnissa**

**06011381621065**

This thesis was defended by the writer in final  
program examination and was approved by the examination committee on:

Day : Monday

Date : July 27<sup>th</sup> 2020

Approved by,

Advisor 1,



Dra. Rita Hayati, M.A.

NIP. 196006161988032002

Advisor 2,



Erlina, S.Pd., M.Pd., M.Ed.

NIP. 197409082000122001

Certified by,

Coordinator of English Education Study Program



Hariswan Putra Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

## DECLARATION

I, the undersigned

Name : Meirifa Khairunnissa

StudentNumber : 06011381621065

StudyProgram : English Education

Certified that Thesis entitled “The Perception on the Use of Kahoot as an Ice-breaker in English Subject of 10<sup>th</sup> Grade Students of SMAN 6 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, August 2020

The Undersigned,

Meirifa Khairunnissa

0601138162106

## DEDICATION

*This thesis is wholeheartedly dedicated to half of my soul, my parents,*

*Ruspa Hartani Indra & Zahri.*

*My mother always teaches me to persevere and prepared me to face the challenges with faith and humility.*

*And my father, who always had confidence in me and offered me encouragement and support in all my endeavors.*

*They have been a constant source of inspiration for my life and gave me strength when I thought of giving up, and who continually provide their moral, spiritual, emotional, and financial support.*

## Mottos

*"So, verily, with every difficulty, there is relief: again... verily, with every difficulty there is relief." (Quran: 94:5-6)*

***"Nothing lasts forever,***

***Your sadness, your sickness, your difficulties,***

***Nothing lasts forever,***

***Your happiness, your pride, your ease***

***and everything,***

***Don't exaggerate it,***

***because everything will pass "***

## ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin, this thesis would not have been possible without the inspiration and support of many wonderful individuals - my thanks and appreciation to all of them for being part of this journey and making this thesis possible. I owe my deepest gratitude to my beloved advisors (Dra. Rita Hayati M.A) and (Erlina, S.Pd., M.Pd., M.Ed.). Without their advice, support, and never-ending patience this thesis would hardly have been completed. Their guidance in the world of building information has been a valuable input for this thesis. And I want to express my gratitude to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M.A., Ph.D), and all his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M. Hum.), the Coordinator of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.) , and also the admin of the English Education Study Program (Nopieghtrie) for their assistance in administrative matters. I also thank the lecturers, including the examiners (Dr. Ismail Petrus, M.A.), (Dra. Zuraidah, M.Pd.), and (Hesti Wahyuni Anggraini, S.Pd., M.Pd.), who have helped me in giving suggestions that are very useful for this thesis.

I also thankful to my best friend, Tiara Muzdalifah. She has made available her support in a number of ways, especially towards the completion of this thesis. I would like to thank my friends and colleagues Daniel Parulian Sipahutar and Mislina Puspita for their frequent help and support. I want to thank Melisa, Sisi, Desi, Mona, Nadya, Eggi, Rahma, Tiara, Anca, Adilla, Vriska, Alya, Monik, Uwik and "Babyshark" for their moral support. And I also want to thank my favorite senior Riski Aghinia Hafizha who always spreads her kindness to me.

I am forever thankful to my colleagues from SEESPA 2016 for their friendship and support, thank you for the journey along these 4 years. I also thank the 72 students who have been involved in this research. I always wish you all the success in the future. And to every member of *group SEMHAS July 2020*, who always struggle and accompanied me to finish this thesis.

Finally, my deep and sincere gratitude to my family for their continuous and unparalleled love, help, and support. I am grateful to my mother for always being there

for me. I am forever indebted to my parents for giving me the opportunities and experiences that have made me who I am. They selflessly tried to explore new directions in life and seek my own destiny. This journey would not have been possible if not for them, and I dedicate this milestone to them.

Palembang, 2020

The writer

Meirifa Khairunnissa

## Table of Contents

TITLE.....	1
APPROVAL .....	2
EXAMINATION COMMITTEE APPROVAL:...	Error! Bookmark not defined.
DECLARATION.....	4
DEDICATION .....	5
ACKNOWLEDGMENTS.....	6
ABSTRACT .....	xi
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study .....	1
1.2 Research Questions.....	4
1.3 Research Objectives.....	4
1.4 The Significance of the Study .....	4
CHAPTER II.....	5
LITERATURE REVIEW .....	Error! Bookmark not defined.
2.1 Perception .....	Error! Bookmark not defined.
2.2 IceBreaker.....	Error! Bookmark not defined.
2.3 Kahoot! .....	Error! Bookmark not defined.
2.4 English subject.....	Error! Bookmark not defined.
2.5 <i>Kahoot!</i> in Teaching and learning .....	Error! Bookmark not defined.
2.6 Previous Related Studies .....	Error! Bookmark not defined.
CHAPTER III.....	Error! Bookmark not defined.
METHODOLOGY.....	Error! Bookmark not defined.
3.1 Research Design.....	Error! Bookmark not defined.
3.2 Research Setting .....	Error! Bookmark not defined.
3.3 Research Participants.....	Error! Bookmark not defined.
3.4 Instruments and Data collection Technique ..	Error! Bookmark not defined.
3.5 Technique for Analyzing the Data .....	Error! Bookmark not defined.
CHAPTER IV .....	Error! Bookmark not defined.
FINDINGS AND DISCUSSION .....	Error! Bookmark not defined.
4.1 The Students' Perception on The use of Kahoot as an Ice-Breaker in English subject for The 10 <sup>th</sup> Grade Students of SMA N 6 Palembang	Error! Bookmark not defined.
4.2 How <i>Kahoot!</i> is used in the learning of English	Error! Bookmark not defined.
CHAPTER V.....	Error! Bookmark not defined.



<b>CONCLUSIONS AND SUGGESTIONS.....</b>	<b>Error! Bookmark not defined.</b>
<b>5.1 Conclusions.....</b>	<b>Error! Bookmark not defined.</b>
<b>5.2 Suggestions.....</b>	<b>Error! Bookmark not defined.</b>
<b>5.2.1For the teachers .....</b>	<b>Error! Bookmark not defined.</b>
<b>5.2.2For the 10<sup>th</sup> grade students.....</b>	<b>Error! Bookmark not defined.</b>
<b>5.2.3For the future researchers.....</b>	<b>Error! Bookmark not defined.</b>
<b>REFERENCES.....</b>	<b>Error! Bookmark not defined.</b>
<b>APPENDIX .....</b>	<b>41</b>

## **LIST OF APPENDICES**

APPENDIX A	Questionnaire
APPENDIX B	Interview Guide
APPENDIX C	The Result of Questionnaire
APPENDIX D	List of Respondents
APPENDIX E	The Percentage of Questionnaire/item
APPENDIX F	The Result of Open-Ended Questions
APPENDIX G	Interviews Transcript
APPENDIX H	Thesis Consultation Card
APPENDIX I	Letter of Appointment of Thesis Advisor
APPENDIX J	Decree of the Appointment of the Committee and Seminar Proposal Examiners
APPENDIX K	Research Design Seminar Suggestion List
APPENDIX L	Research Permission from the Education Office of South Sumatra Province
APPENDIX M	Certificate of Conducting Research
APPENDIX N	Approval of Preliminary Research Report
APPENDIX O	Decree on the Appointment of the Committee and Examiners for the Preliminary Research Report
APPENDIX P	Approval of After Preliminary Research Report
APPENDIX Q	Approval of Thesis Defense Seminar
APPENDIX R	Decree on the Appointment of the Committee and Examiners for the Thesis Defense Seminar
APPENDIX S	Approval After Thesis Defense Seminar

**PERCEPTION ON THE USE OF KAHOOT AS AN ICE BREAKER IN  
ENGLISH SUBJECT OF THE 10<sup>TH</sup> GRADE STUDENTS OF SMAN 6  
PALEMBANG**

---

**ABSTRACT**

Relaxing and enjoyable learning is certainly very much needed by teachers and students to increase learning enthusiasm and create a relaxed and enjoyable learning atmosphere. In the current digital era, ice-breaking sessions can be implemented through the use of game-based learning as one of the learning media that receives acceptance in the classroom from the involvement and immediate feedback from the students. Kahoot! is a platform that can be easily used for the activities. The use of game-based learning has been widely accepted throughout the world. This research deals with two problems about 10<sup>th</sup> grades' students' perception of the use of Kahoot as an ice breaker in English subject in SMA N 6 Palembang, and how does the use of Kahoot in learning English. This research is descriptive qualitative. Data collection was taken by distributing questionnaires, interviewing several students and doing member-checking. The data were obtained through questionnaires, interviews, and member-checking based on student perceptions which were interpreted by the researcher. The results of this study indicate positive perceptions that Kahoot can create positive learning environment, encourage students' interest, and enthusiasm so that the learning process more relaxed and enjoyable. Therefore, teachers can use Kahoot as one of the ice breakers as well as learning media for students.

**Keywords:** Kahoot!, Ice-breaker, English subject

---

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Meirifa Khairunnissa

NIM : 06011381621065

Approved by

Advisor 1,



Dra. Rita Hayati, M.A.  
NIP.196006161988032002

Advisor 2,



Erlina, S.Pd., M.Pd., M.Ed.  
NIP.197409082000122001

Certified by,  
Coordinator of English Education Study Program



Hariswan Putra Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

# CHAPTER I

## INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

### 1.1 Background of the Study

The industrial revolution 4.0 is very influential in all spheres of life, especially in education. This industrial revolution shows the impact of changes on interaction behavior between teachers and changes in student experience. Students rely more on technology to make their lives easier. Conducive and enjoyable learning in this era makes a change in learning styles in the learning process. Teachers are required to follow an interactive digital learning process. The presence of telecommunications equipment makes it easy for students and teachers to access information so that at any time and at any time they can easily search for materials and various evaluation methods using information technology. Game-based Learning is one way to provide learning experiences that are able to increase the participation of students' collaboration in learning. Fun and non-boring learning is one of the challenges for instructors and Learning Technology Developers to innovate in learning. *Kahoot!* application as a learning technology platform combines learning evaluation experiences by combining through interactive games and equipped with a monitoring system for students' activities (Correia& Santos, 2017). In this era, technology has its own advantages in the world of education. Prensky(2016) reported that students are excited to experiment with different technologies to help their learning, primarily because they are skilled in the use of digital technology and prefer using apps and games built for these devices. Creativity is needed to create a learning environment that is not boring so that lessons can be understood easily. Ice breaker is an activity that leaves participants to relax and have fun. Ice breaker is an activity, game, or event that is used to welcome and warm up the conversation among participants in any events. Ice breaker also helps the participants to comfortably interact with each other and facilitator (Heathfield, 2015). It is a simple activity that enables to get to know each other, between the students and

teachers. Most of the activities are short, fun, and require little or no organization.

Papastergiou (2009) found that games improved students' knowledge of computer memory systems to a greater extent than other computer-mediated learning tools, namely, educational websites. Students' interactions with their peers and lecturers and positive vibes can be enhanced by games. Papastergiou (2009) also found that students rated games as more appealing and more valuable as an educational tool compared to other performance-tracking educational websites that contained the same content. Moreover, Kahoot provides meta-cognitive support to lecturers and encourages students to think critically on their understanding of the various ideas while enabling them to enhance their insight (Plump and LaRosa 2017) and to encourage their ability to think on different issues. Wang and Lieberoth (2016) dissected *Kahoot!* to explore which gamification elements positively impact students' experiences finding that the full *Kahoot!* experience, rather than any single component, accounted for students' increased concentration and enjoyment. Siegle (2015) states "*Kahoot!* is a game-based quiz to measure students' knowledge." *Kahoot!* is one of the media which is usually used as an ice breaking session that carries quizzes as the base. *Kahoot!* can be implemented using internet connection and several supporting media such as computer / laptop / smartphone. *Kahoot!* can also be held in an individual or team because *Kahoot!* is easy to use for beginners, the researcher carries *Kahoot!* as the object of the research. The statements from the researcher above are also supported with some theories. As stated by Byrne (2013), Cross, *Kahoot!* and Thomas (2014) "*Kahoot!* is a student's response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys" (p.49). Students do not need an account to join the quiz on *Kahoot!* (Byrne, 2013). It only needs the teachers to have an account to create quizzes (Thomas, 2014). Official Website Kahoot (2017), "Kahoots are best played in a group setting, for example, a classroom. Players answer the questions on their own devices, while games are displayed on a shared screen to unite the lesson. It creates a 'campfire moment' encouraging players to look up and celebrate together. Besides creating your own Kahoots, you can search among millions of existing games."

The use of educational games as learning tools is found to support the development of students' cognitive, motivational, emotional and social outlook (Papastergiou2009; Siegle2015). However, they are better suited to smaller classrooms with elementary and high school students. Rather than university students who have to achieve specific learning outcomes through course work delivered in medium to large lectures. Students' perceptions about using *Kahoot!* as an ice-breaker in English subject will show how technology can increase students' willingness to study, especially after they use *Kahoot!* as an ice breaker in English subjects.

A study conducted by Licorishet al (2018) entitled “Students’ Perception of *Kahoot!*’s Influence on Teaching and Learning” reveals that all the students seem to agree that the use of *Kahoot!* trigger positive attention and focus in the classroom.

Another study done by Yuruk in 2019 entitled “Edutainment: Using *Kahoot!* As A Review Activity in Foreign Language Classrooms” raise some findings on the use of *Kahoot!*.that there are higher level of motivation towards learning language using Kahoot game platform. The participants’ responses show that they feel motivated in learning the language after they were engaged in Kahoot!games.

Some English teachers at SMAN 6 Palembang used *Kahoot!* as an ice breaker, one of them is in English subjects. Usually the Kahoot method was applied once in a month during the middle or at the end of the lesson when the subject material has been finished to refresh the students' brains so they don't get bored easily and get excited again in learning English.

In conclusion, the researcher would like to obtain the students’ perception on the use of *Kahoot!* as an ice breaker in English subject. The researcher conduct this research based on the use of *Kahoot!* as an ice breaker in SMAN 6 Palembang can be categorized as a new media for ice breaking session. Based on the situation, the researcher wants to see students’ perception on the use of *Kahoot!* as an ice breaker in English Subject.

## **1.2 Research Questions**

This study attempts to answer these two research questions which are formulated as follows:

1. What is the students' perception on the use of *Kahoot!* as an ice breaker in English subject?
2. How *Kahoot!* is used in learning English?

## **1.3 Research Objectives**

Based on the research problems above, the researcher concludes that the research has several objectives. The objectives of this research are presented as follows.

- a. To find out students' perception on the use of *Kahoot!* as an ice breaker in English subject.
- b. To find out how *Kahoot!* is used in and learning English.

## **1.4 The Significance of the Study**

The research was carried out in order to provide several contributions to the lecturers and students. Researchers explain some of the advantages of the study taken and used for the future. The findings of this study are expected to make a positive contribution to:

### **1.4.1 English Teachers**

This research provides a deeper description for teachers to understand about the use of *Kahoot!* as an ice pick in the English subject. This research can provide useful information to teachers about students' opinions about using *Kahoot!* as an ice pick in class whether it's important or not to do *Kahoot!* in the English subject. It is hoped that this research can provide some useful suggestions for English teachers in providing ice breaker sessions to make the teaching-learning process better. The benefits are also for other teachers who might try to implement or even implement *Kahoot!* as an ice breaker in their class.

### **1.4.2 The Students of 10th grade**

After the researcher was getting the research findings, it was hoped the teacher is really aware of how to use *Kahoot!* as an ice-breaker. The results of this

study could be used to determine whether *Kahoot!* could help students relax before facing material on an English subject or not. The results could also be used to see if *Kahoot!* as an ice-breaker at the beginning of class helps students to understand the material to be taught in English subject.

### **1.4.3 The Future Researchers**

The researcher expected that the research can stimulate future researchers to explore more in the use of the questions for quizzing with *Kahoot!* as an icebreaker and also find other essential findings such as the importance of the questions for quizzing with *Kahoot!* as an ice breaker to help students understand the material more.



## REFERENCES

- Al-Bataineh, A., & Brooks, L. (2003). Challenges, advantages, and disadvantages of instructional technology in the community college classroom. *Community College Journal of Research & Practice*, 27(6), 473-484. doi.org/10.1080/713838180
- Ary, D., Jacobs, L. C., & Razavieh, A. (2010). Introduction to research in education 8th edition, Wardsworth Cengage Learning. *Canada:UK*
- Barrio, CM, Muñoz-Organero, M, Soriano, JS. (2016). Can gamification improve the benefits of student response systems in learning? An experimental study. *IEEE Transactions on Emerging Topics in Computing*, 4(3), 429-438. DOI 10.1109/TETC.2015.2497459
- Basham, M. J., & Yankowy, B. (2015). Adding to Your Teaching Repertoire: Integrating Action Research into the Lesson Plans. *Journal of Instructional Research*, 4, 31-37. Retrieved January 17, 2020, from <http://humanresources.about.com/od/glossary/g/what-is-anicebreaker.htm>
- Bowerman, B. L., O'Connell, R. T., & Koehler, A. B. (2005). Forecasting, time series, and regression: an applied approach. Belmont, USA.
- Boyle, F. T. (1993). IBM, talking heads, and our classrooms. *College English*, 55(6), 618-626.
- Byrne, R. (2013). Free technology for teachers: Kahoot!-create quizzes and surveys your students can answer on any device. Retrieved on January 17, 2020, from <http://www.freetech4teachers.com/2013/11/kahoot-create-quizzes-and-surveys-your.html#.VLnc78buzuU>
- Cheong, Cheong, C., Cheong, F., Filippou, J. (2013). Quick Quiz: A Gamified Approach for Enhancing Learning. In Proceedings of the 17th Pacific Asia Conference on Information Systems (PACIS), Jeju Island, Korea.
- Chlup, D. T., & Collins, T. E. (2010). Breaking the Ice: Using Ice-breakers and Re-energizers with Adult Learners. *Adult Learning*, 21(3-4), 34-39. doi.org/10.1177/104515951002100305
- Correia, M., & Santos, R. (2017). Game-based learning: The use of Kahoot in teacher education. Proceeding of the 25th *International Symposium on Computers in Education* (pp. 1-4). Lisbon, Portugal

- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Flanigan, E. (2011). The importance of ice breaking and warm up activities in English class. *international Journal of English Literature and Social Science (IJELS)*. [Online], 3(5), 6.
- Flick, U. (2006). *An introduction to qualitative research*. SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. McGraw-Hill, New York.
- Gibbs, G. R. (2007). *Analytic quality and ethics. Analyzing qualitative data*. London, UK: Sage Publications.
- Graham, K. (2015). TechMatters: Getting into Kahoot!(s): Exploring a game-based learning system to enhance student learning. 42(3), 4.
- Granic, I., & Lobel, A. E, CM, and Engels, RCME 2014. The benefits of playing video games. *American Psychologist*, 69(1). doi:10.1037/a0034857
- Guo, R. X., Dobson, T., & Petrina, S. (2008). Digital natives, digital immigrants: An analysis of age and ICT competency in teacher education. *Journal of educational computing research*, 38(3), 235-254. doi.org/10.2190/EC.38.3.a
- Hovious, A. (2015). Digital games for 21st century learning: Teacher librarians' beliefs and practices.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. New Delhi, India.

- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot!'s influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(1), 9, doi: 10.1186/s41039-018-0078-8
- McCullagh, P., Noble, J. M., & Portenga, S. (2014). Education for sport and exercise psychology.
- McFarlane, A., Sparrowhawk, A., & Heald, Y. (2002). Report on the educational use of games. *TEEM (Teachers evaluating educational multimedia)*, Cambridge, England
- Méndez, D, & Slisko, J. (2013). Software socrative and smartphones as tools for implementation of basic processes of active physics learning in classroom: classroom: an initial feasibility study with prospective teachers. *European Journal of Physics Education*, 4(2), 17–24
- Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. New York, NY: John Wiley & Sons.
- Papastergiou, M. (2009). Digital game-based learning in high school computer science education: Impact on educational effectiveness and student motivation. *Computers & education*, 52(1), 1-12. <https://doi.org/10.1016/j.compedu.2008.06.004>
- Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for eLearning novices. *Management Teaching Review*, 2(2), 151-158. [doi.org/10.1177/2379298116689783](https://doi.org/10.1177/2379298116689783)
- Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9(5). 1-6. <https://doi.org/10.1108/10748120110424816>
- Rosas, R, Nussbaum, M, Cumsille, P, Marianov, V, Correa, M, Flores, P, et al. (2003). Beyond Nintendo: design and assessment of educational video games for first and second grade students. *Computers and Education*, 40(1), 71–94. [doi.org/10.1016/S0360-1315\(02\)00099-4](https://doi.org/10.1016/S0360-1315(02)00099-4)
- Siegle, D. (2015). Technology: Learning can be fun and games. *Gifted Child Today*, 38(3), 192-197. [doi.org/10.1177/1076217515583744](https://doi.org/10.1177/1076217515583744)
- Teddle, C., & Yu, F. (2007). A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100. DOI 10.1177/1558689806292430
- Thomas K. Crowl. (1996). Fundamentals of educational research. New York: America. McGraw-Hill Humanities, Social Sciences & World Languages.

- Thomas, C. (2014). *Kahoot!*.<https://www.graphite.org/website/kahoot>
- Wang, A. I. (2015). The wear out effect of a game-based student response system. *Journal of Computers and Education*, 82(2), 217-227.doi: 10.1016/j.compedu.2014.11.004.
- Wang, AI, & Lieberoth, A (2016). The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using *Kahoot!*.*Proceedings from the 10th European Conference on Games Based Learning*, (p. 738). Reading, UK: Academic Conferences International Limited.
- Webster, M. (1985). Webster's ninth new collegiate dictionary, Springfield, MA: Merriam Webster.
- Wehrle, R. (2004). Computers in education: The pros and the cons. Retrieved on January 17,2020,from <http://www.edweek.org/sreports/tc98/intro/intro.html>
- Yien, J. M., Hung, C. M., Hwang, G. J., & Lin, Y. C. (2011). A game-based learning approach to improving students' learning achievements in a Nutrition course. *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 1-10.