Students' Attitude towards the Utility of Kahoot! in English Learning: a Systematic Review

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Abstract: In the last three years till now, the use of online learning platforms significantly has become a trend caused by the pandemic. Many schools apply learning from home. It has been able to affect the students' attitudes. Hence, teachers should think wisely about using the learning media. One of the popular online learning platforms, Kahoot!, is used by teachers. The impact of Kahoot! on students' attitude is the researcher's concern. To support the research, the researcher applies a systematic review as research method. From a hundred articles, it has been filtered using a systematic review with PRISMA Flow into 38 articles obtained from Google Scholar, Garuda Ristekbrin, and Unpaywall. From 38 articles, it is able to state that Kahoot! is applied in learning all skills of English at once, writing skill, speaking skill, reviewing English, learning pronunciation skill, assessing vocabulary skill, conducting an exam of English, specific theme of English such as Events II, Recreation IV, Energy and Media, and tourism 1, grammar skill, reading skill, and vocabulary skill. Also, the students' attitudes are mostly stated positive. The students are mostly motivated, better comprehending, excited, engaging, enjoyable, a good feeling, entertained, more active in class, paying attention, preferring the Kahoot!, and having the readiness to do with it in the next lesson. To recapitulate, the readers must be aware of common problems such as the internet and technical issues. Hence, the educators are able to keep the students' attitudes in positive attitude.

Keywords: Kahoot!, English, Systematic Review, Utility

Abstrak: Di tiga tahun terakhir, penggunaan platform pembelajaran online secara luar biasa menjadi sebuah tren disebabkan oleh pandemi. Banyak sekolah menerapkan pembelajaran dari rumah. Hal tersebut dapat mempengaruhi sikap peserta didik. Oleh karena itu, guru – guru seharusnya berfikir secara bijak untuk menggunakan media belajar. Salah satu platform pembelajaran online populer yang dinamakan Kahoot! digunakan oleh guru – guru. Dampak dari Kahoot! terhadap sikap peserta didik menjadi perhatian dari peneliti. Untuk mendukung penelitian ini, peneliti menerapkan sebuah tinjauan sistematik sebagai metode penelitian. Dari ratusan artikel, artikel – artikel tersebut telah disaring menggunakan sebuah tinjauan sistematik dengan aliran atau langkah – langkah sistematik PRISMA ke dalam 38 artikel yang mana didapatkan dari *Google Scholar, Garuda Ristekbrin, and Unpaywall.* Dari 38 artikel, artikel artikel tersebut dapat menyatakan bahwa Kahoot! diterapkan dalam semua keterampilan bahasa inggris dalam sekali pertemuan, keterampilan menulis, keterampilan berbicara, meninjau bahasa inggris, mempelajari keterampilan pengucapan, menilai, keterampilan kosa kata, mengadakan sebuah ujian bahasa inggris, spesifik tema dari bahasa inggris seperti Kejadian II, Rekreasi IV, Energi dan Media, dan pariwisata 1, keterampilan tata bahasa, keterampilan membaca, keterampilan kosa kata. Hampir semua sikap peserta didik dinyatakan positif juga. Kebanyakan peserta didik termotivasi, pemahaman yang lebih baik, gembira, menarik hati, menyenangkan, sebuah perasaan yang baik, menghibur, lebih aktif di kelas, lebih menaruh perhatian, lebih suka Kahoot!, dan memilki kesiapan untuk melakukan dengan media tersebut di pelajaran selanjutnya. Sebagai rekapitulasi, pengguna – pengguna harus menyadari terhadap rintangan – rintangan umum seperti permasalahan internet dan teknikal. Oleh karena itu, pendidik – pendidik mampu menjaga sikap peserta didik dalam sikap positif.

Kata kunci: Kahoot!; Bahasa Inggris; Sistematik; Kegunaan

INTRODUCTION

As known by all people around the world, the virus named as COVID 19 has spread to many countries. It has transmitted via human to human, which occurred on 20 January 2020 informed by The World Health Organization (WHO). Then, it thrives to be a pandemic. Indeed, it affects to numerous sides. The side which is impacted much is the education world. One of policy which is applied by almost all countries to education is Home-Based-Learning (HBL). This situation encourages the students to learn from home by using their gadgets. Also, it forces teachers to create the learning media to avoid the students' tedium. Through the popularity of online application, the utility of online application has obviously been advanced for education (Mahalakshmi & Radha, 2020: 02). Thus, the teachers and schools have to prepare well about the internet and other tools to promote HBL.

Running the HBL properly is not always convenient. It has generated a culture shock from School-Based Learning (SBL) to Home-Based Learning (HBL). According to school regulations, the kids are allegedly expected to spend five to seven hours staring at a laptop screen. As a result, it has an impact on kids. Hence, the effectuation of HBL provokes positive and negative outcomes of students' attitudes and perception (Ayu, 2020: 51). This statement is prevalent throughout the alteration from SBL to HBL. The students must adapt to the new concept of learning style, which must be done in their own homes. Hence, the teachers as the facilitator, has a crucial duty to manage HBL as effectively and efficiently as normal class in school (Sari, 2018: 41). Therefore, it is the teachers' responsibility to manage HBL as effectively and efficiently as they would any other class.

From the carried issue, the researchers appoint an online application, Kahoot!, as a fun media learning called gamification, to accomplish students' attitudes. Gamification is defined as a media that creates more game-like (Werbach, 2014: 271). It is added by Priyanti et al., 2019: 03, the significance and the utility are different from the common game is. The researchers select Kahoot! because it is one of the most popular online platforms for learning any kind of lesson. The disparity resulting from the two studies will be discussed. In the first study, there are 45 selected articles as subjects. These articles focus on the teachers' perspective on Quizizz, which encourages students to learn effectively, viable, and accessible. To obtain precise and overt, the researchers implement a systematic review (Lim & Yunus, 2021: 11). Last study, the researchers have successfully filtered hundreds of articles to 112 articles. The scope of this study is the analysis of the influence of Kahoot! on learning. At the end of the results, it gains a positive communication in learning issues and promotes students to learn effectively, viable, and accessible in learning (Zhang & Yu, 2021: 4529-4530). From the first study, looking for various sides related to students or teachers using another online platform is supported. The last study encourages us to do research with other contexts using Kahoot!. From two studies, the researchers can be recapitulated the novelty that we will focus on students' attitudes towards the utility of Kahoot!. The attitude here is divided into three, namely cognitive, affective, and conative (Ajzen, 2005: 4-5; Baker, 1992: 12).

To establish the students' attitude, the researchers apply a systematic review to guide the research method. Systematic reviews administer visible for collecting, an organized, assessing, and synchronization the discoveries of research on a specific topic and question (Sweet & Moynihan, 2007: 01). It is extended with having the purpose which diminishes the bias related to sole study and non-systematic reviews. The researchers are going to analyse hundreds of articles which are gained from several database of journals, namely Directory of Open Access Journals (DOAJ), Google Scholar, Education Resources Information Center (ERIC), Garuda Ristekbrin, Paperity, and Unpaywall. Those articles are going to be shortened within tens based on proper filtration through PRISMA Flow.

To clarify the purpose of this research, the researchers formulate two research questions such as:
1. What are the utilities of Kahoot! in English learning activity?

2. How is students' attitude towards the utilities of Kahoot! in English learning activity?

To sum up, the researchers analysed this research via two research questions. Hence, the main purpose of this research is to comprehend the utilities of Kahoot! in English and comprehend the students' attitude towards the utilities of Kahoot! in English learning activities.

METHOD

The researchers apply Systematic Review as a research design. Quoted in (Sweet & Moynihan, 2007: 01), This research design must be used for the findings of a study on a particular topic and issue to be collected, arranged, assessed, and coordinated visibly. It tries to lessen the bias associated with solitary research and unsystematic evaluations. Likewise, a systematic review is defined as classifying related studies, verifying their standard or quality, and deducing their outcomes by applying a scientific methodology (Khan et al., 2003: 01). To implement the research, systematic review actuates seven stages such as appointing research questions which have already been provided at the introduction, downloading associated articles in several databases, determining inclusion and exclusion criteria, selection of studies by PRISMA flow, analyzing and extracting data in-depth reading of the researcher, collecting the analyzed and extracted data as its results, and synthesizing the findings in result section (Kitchenham, 2004: 3-22). To espouse conducting the research design, PRISMA Flow which has four phases, namely the identification phase, screening phase, eligibility phase, and exclusion phase, have to be executed regularly (Lim & Yunus, 2021: 4-5; Kalogiannakis et al., 2021: 09; Alsowat, 2017: 35; Moher et al., 2009: 334). This paper will present an array of students' attitudes and the utilities of Kahoot! in English learning on each item by reviewing various chosen articles relating to the students' attitudes through Kahoot! in English learning.

1. **Phase 1: Identification Phase**
The researchers have browsed the databases for systematic review: Directory of Open Access Journals (DOAJ), Google Scholar, Education Resources Information Center (ERIC), Garuda Ristekbrin, Paperity, and Unpaywall. The year of the articles has been limited from 2016 to 2021. To support the researchers in searching for, the keywords which are to be typed on each database are provided on table 1

Table 1 Keywords typed to discover related articles.

Databases	Keywords
Directory of Open Access Journals (DOAJ)	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!
Google Scholar	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!
Education Resources Information Center (ERIC)	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!
Garuda Ristekbrin	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!
Paperity	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!
Unpaywall	Students' Attitude AND Kahoot!, Students' AND English AND Kahoot!

The purpose of applying journal articles from the above list of databases is to discover a variety of Kahoot-related findings. We use the same keywords for every search across databases in the search mechanism for these articles.

2. Phase 2: Screening Phase

In this phase, searching and downloading hundreds of articles have been done. Then, the researchers are going to eliminate the identical articles afterward.

3. Phase 3: Eligibility Phase

The eligibility phase has mustered the articles which do not have similar articles. These articles are going to be analyzed on their eligibility. These articles have met the determined criteria by depth reading via asserted inclusion criteria on Table 2. The criteria that must be met are first, second, third, fourth, and fifth. The eligibility phase is the phase that has to be done well in order to guarantee the articles that are in the great classification of quality and high reliability.

Table 2 Inclusion and exclusion criteria

| No.	Criterion	Inclusion	Exclusion
1.	Type of article	National and International Proceedings, Journal articles, theses	Dissertation, Book and Magazine
2.	Language	English	Non-English
3.	Year	2016-2021	<2016
4.	Peer review	Peer-reviewed	Non-peer-reviewed
5.	Online Platform	Kahoot!	Others
6.	Attitude	Students	Teachers and Parents
7.	Grade	Elementary School - College	Private course and Kindergarten
8.	Psychology	Normal	Mental disorders, disability, or other health impairment
9.	Methodology	Mixed method, Qualitative, Quantitative	Systematic Review
10.	Indexed	Repository of College, Scimago Journal, Scopus, Sinta 1 – 6, and other National and International Journal.	predatory journal

4. Phase 4: Exclusion Phase

Subsequently the eligibility phase, the researchers analyzed further the articles on students' attitudes. Also, the student's grade and their psychology are the concern. The analysis then proceeds to Methodology and Article Index. The points have already been cited on the sixth, seventh, eighth, ninth, and tenth criterion on table 2. This phase is crucial to be accomplished as the final phase to keep the quality and reliability of the articles. Afterward, the articles will be gathered to be analyzed and extracted as its results, and synthesizing the findings in the result section, such has been mentioned earlier.

RESULT AND DISCUSSION

1. PRISMA Flow

As written previously which is about PRISMA Flow, here is the display of the process of PRISMA Flow which has four phases, namely the identification phase, screening phase, eligibility phase, and exclusion phase (Lim & Yunus, 2021: 4-5; Kalogiannakis et al., 2021: 09; Alsowat, 2017: 35; Moher et al., 2009: 334).
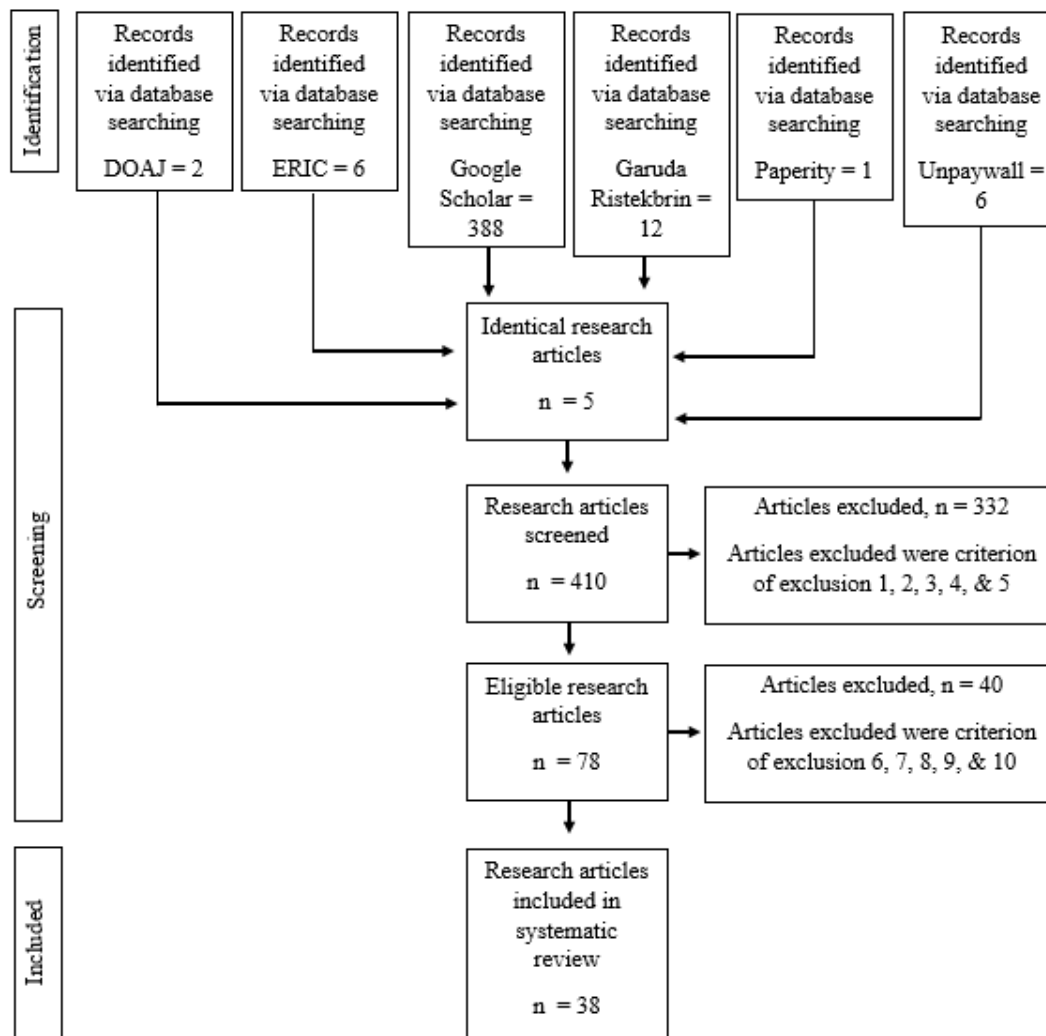
Figure 1 Information of diagram from phases of PRISMA flow.

2. Utility of Kahoot!

The researchers have gained 415 articles from six journal databases, namely Directory of Open Access Journals (DOAJ), Google Scholar, Education Resources Information Center (ERIC), Garuda Ristekbrin, Paperity, and Unpaywall by typing the keywords listed on table 1. Next step, the researchers exclude seven articles caused the identical of title from six databases on the the screening phase. Then, the researchers did a superficial reading that has to match the criteria from the first to fifth on the eligibility phase. At this phase, many articles have to be eliminated. The total of eliminated articles is 332 articles caused unrelated with first until fifth criterion. Lattermost, the researchers do again the deep reading on exclusion phase. The rest of the articles are compulsory to relate with the sixth until tenth criterion on table 2.

Eventually, there are 38 articles which became as researched articles of this paper. The table below is the provided data which has been discovered. These data are about the title of 38 articles, its subjects, and the utilities of Kahoot!, which is the answer to first research questions.
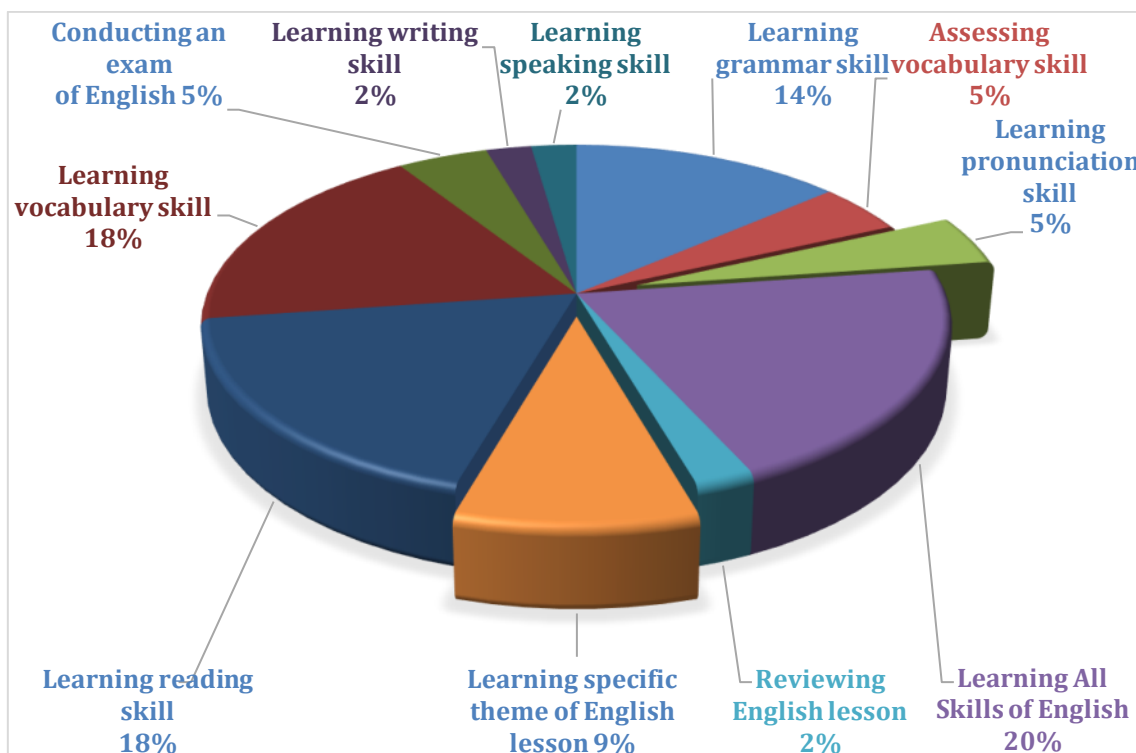
Figure 2 The percentage of Kahoot platform utilities in the 38 articles.

There are 38 articles from several databases of journals which have been analyzed systematically. The outcomes represent 11 utilities from 38 articles with various methods, subjects, or approaches. Eight articles research learning vocabulary via Kahoot!. For example, one study in learning vocabulary is taken by (Benhadj et al., 2019). Based on this finding, Kahoot! is an applicable online platform in learning English vocabulary. The teacher and the students run it well. The second utility is about learning reading skill. There are 453 (unmentioned the total number of three class) students who learn reading skill on those eight articles. The researchers would like to take one articles as an example of the utility of Kahoot! in learning reading skills. The study is researched by (Al Shra'ah, 2021). In conclusion, the online platform Kahoot! is a learning tool that can be applied in learning reading skill. Nonetheless, that environment is proper if the teacher or educator does not leave the class while operating the Kahoot!.

Learning grammar through Kahoot! becomes a third utility. Six articles have learning grammar content which has different level of education. Taking an example from (Pratiwi et al., 2020), Kahoot! is utilized to warm up at their paper. It is functioned as warming up to attract students to comprehend the material. Meanwhile, the utility is continued to other skill which is applied in the specific theme of English lesson, specifically on Events II, Recreation IV, Energy, Media, and Tourism 1 (Pais et al., 2018; Tsymbal, 2018; Lin et al., 2018; Resmayani & Putra, 2020). Based on to (Pais et al., 2018), it is opposite with previous study. The Kahoot! is applied at the end of the lesson as reviewing the material. At fifth utility, the utility is quite different. It is not only about learning but can be applied in assessing vocabulary skill. The studies are from two articles that belong to (Guaqueta & Castro-Garces, 2018; Hadijah et al., 2020). As example, the study is done by (Guaqueta & Castro-Garces, 2018). The utility of Kahoot! does not stop there. It is continued in learning pronunciation (Lestari, 2019; Yürük, 2020). The subjects of these studies are at college level. Afterward, the study which is researched by (Yürük, 2020) explains that learning and teaching pronunciation via Kahoot! is easy enough. The seventh utility runs to do an English examination (Sercanoğlu et al., 2021; Sofyana et al., 2020). The level of education of these studies is different. The examination through Kahoot! is as simple as delivering 20

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questions of each quiz (Sercanoğlu et al., 2021). But, the examination is conducted from their own house.

The further utility connects to reviewing English learning activity as a foreign language (Yürük, 2019). the researcher involves Kahoot! at the end of three units to review it. From this paper, we know that Kahoot! is suitable as a reviewing tool of English skill. Other utilities of Kahoot! deals with learning writing skill (Cárdenas-Moncada et al., 2020). This paper applies quantitative research, which results from positive attitude of students. Hence, the utility of Kahoot! has proven that it is beneficial to learn writing skill and review the material. The tenth utility of Kahoot! relates to speaking skill (Sartini, 2020). There is a dissimilar thing from prior studies on this paper. It is about the subject, which is cadets in the Nautical Science program. Next, the speaking skill is examined via Kahoot! in the form of a conversation related to reality in the maritime world. The Kahoot! is successful in escalating the cadets' speaking skill. It means that Kahoot! is convenient to be applied in speaking skills for English Specific Purposes as cadets' case.

To recapitulate, previous articles have discussed particular skills. This paragraph will present the studies which tells that Kahoot! is also suitable for learning all English skills. There are nine articles which discuss about it. From numerous countries which research about learning all skill via Kahoot!, the researchers of this paper would like to take an example from the paper of (Ekinci, 2020). The paper takes twice a week to apply Kahoot! which first and second weeks are used to introduce the essentials and the function of Kahoot!. Next, the researcher creates a game by Kahoot! in the form of several questions which focus on specific language in the course book consisting of various English skills. Based on another study (Sofyana et al., 2020), all English skills are learnt and examined with Kahoot!. From these two evidences, Kahoot! is successfully inserted in learning activity from the beginning to closing stage. Also, it can be summarized that Kahoot! Results positive outcomes in all skills and specific stages such as reviewing and warming up during English learning activities.

To face a defiance in English learning environment, the teacher has a responsibility to solve it. From prior discussion of the utilities of Kahoot!, the researcher gains an excellent result which must be shared to the reader. First of all, the researcher selects Kahoot! Platform since it is used by billions of users, according to its official website data. This platform is aimed at supporting learning activities, especially during the Pandemic. Also, Kahoot! has been analyzed by many researchers. Thousand articles have discussed it which it also supports to apply systematic review. On this paper, the researcher would like to reveal some findings of this platform. First finding which is about the utilities itself, the researcher finds several utilities of Kahoot! during English learning activity. By the utilities and the way it is used, Kahoot! has evidently become an extraordinarily applicable online learning tool. Kahoot! is appropriate not only in English skills and different stages of learning but also in different classification of students, which means here the cadets. Hence, there is no hesitation to use this online platform in learning English skills, especially in different classifications of students related to the inclusion criteria.

3. Students' Attitude through Kahoot!

After successfully applying the PRISMA Flow, 38 articles were gained to be provided as research data in the systematic review method. Figure 3 provides the data which describes the author and year, these kinds of attitudes which are cognitive, affective, conative or action of each article while learning English through an online platform named Kahoot!. The researchers show these data in order to give the result, which is based on the second research question. Hence, the readers are going to know each attitude on each article. The attitude itself has a crucial role in advancing the progress of learning. A positive attitude supports the advanced output in a learning activity (Baker, 1992: 12).
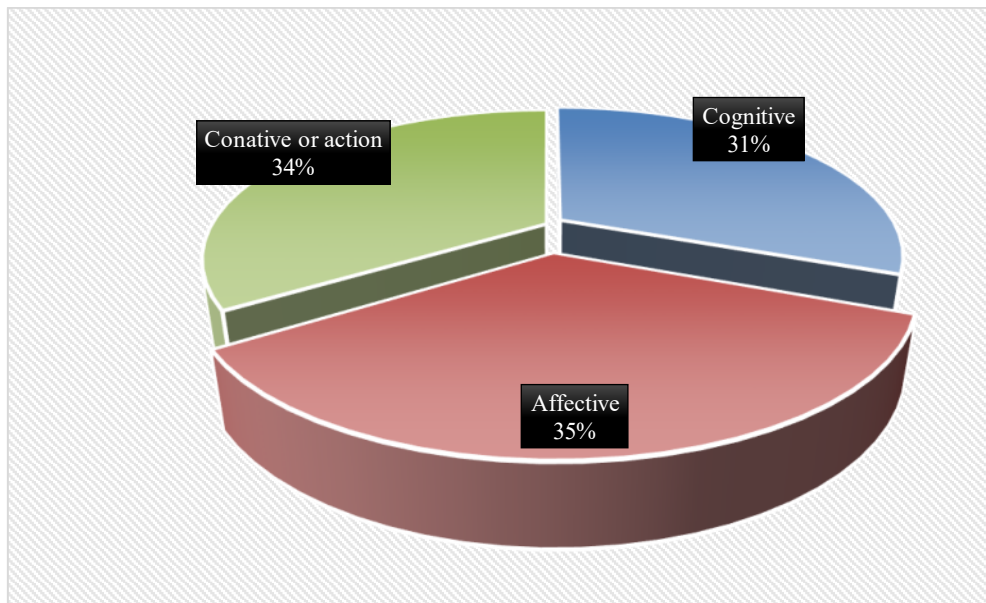
Figure 3 The percentage of three kinds of attitude in the 38 articles.

Regarding the students' attitude, the researchers have successfully recapitulated and synthesized from 38 articles. First attitude concerns on cognitive side. It is about earning better knowledge, understanding, or outcomes, enhancing the motivation, and belief in own confidence. (Baker, 1992: 12; Ajzen, 2005: 04). According the figure 3, There are 29 of 38 articles which are confirmed the utility of Kahoot! affects the students' cognitive. As study examples, the methods of each article are different such as experimental, quasi experimental and mix method (Ekinci-, 2020; Hou, 2018; Al Shra'ah, 2021). Yet, the research results assert that students feel motivated caused they obtain the concept like in game situations (Zakia, 2019; Chiang, 2020; Khalilian et al., 2021). Other findings, the articles with different methods and focus assert that the subject of the research or the students are motivated caused the features provided in Kahoot! such as playing with their friends, colorful menu, back sound, picture, and others (Basuki & Hidayati, 2019; Yürük, 2019; Benhadj et al., 2019; Kaur & Nadarajan, 2020; Korkmaz & Öz, 2021). The next findings which confirm that the students believed of motivation raised the scoring system which permits them to see it directly (Zarzycka-Piskorz, 2016; Cárdenas-Moncada et al., 2020; Farmana & Wonua, 2021). The feature of the scoring system also shapes their students' belive in motivation in higher condition (Sercanoğlu et al., 2021; Marsa et al., 2021; Sartini, 2020). Thus,being on the top of the score list and being the winner are their ambitious (Lin et al., 2018; Reynolds & Taylor, 2020). These situation is mainly encouraged by good cognitive which enhances their continuity to run it (Kaur, 2019). Further finding which impacts to their cognitive is about belonging the gadget. It upholds the motivation during operating Kahoot! in English learning activity (Pais et al., 2018). Whether online classroom of offline classroom, the communication between teacher and students should be exist well. Kahoot! can actualize it well. As result, it evokes believing motivated in English learning activity (Tsymbal, 2018; Oktaria et al., 2021).

To gain better cognitive, friendly situations, entertainment tool, teacher's good attitude, and apply the tool easily (Tsymbal, 2019). The students are concrete to study the lesson diligently. Therefore, they gain better thought, and concentration and augment their comprehension of English (Pratiwi et al., 2020; Rachman et al., 2020; Kusumayanthi & Rusmiyati, 2021; Farmana & Wonua, 2021; Ayumi & Chan, 2021). It does not stop there. Kahoot! also acquires the students' belief of their selves which results confidence in English learning (Guaqueta & Castro-Garces, 2018; Pais et al., 2018; Tsymbal, 2018; Hadijah et al., 2020; Chiang, 2020; Al Shra'ah, 2021). In

conclusion, these findings recapitulate that Kahoot can escalate the cognitive side of students, which can encourage their motivation, comprehension, belief, and confidence.

Related to second students' attitude, it is about the affective side. It is described as the condition of their feelings after applying the particular object, which is Kahoot! in this case (Baker, 1992: 12; Ajzen, 2005: 04). Afterward, the feelings are able to be shown by having favorable feeling will be enjoyable, excited, satisfied, and so on. According to figure 3, it shows that there are 33 articles assert the affective side through the utility of Kahoot!. Based on (Budiati, 2017; Lestari, 2019), the subjects of their study felt positive feeling caused the students feel different from their usual learning style. Another study also confirmed that 97.8% of students feel excited to play it (Mustafa et al., 2018). It is in line with (Zarzycka-Piskorz, 2016; Yürük, 2019) who stated that most students feel favorably because Kahoot! is available to be played with other users in case other friends. It is continued by (Zakia, 2019; Kaur & Nadarajan, 2020; Ayumi & Chan, 2021; Khalilian et al., 2021) who asserted their subjects have favorable feeling during the implementation of Kahoot! because they feel such as in game vibes. They continue it by saying the style of Kahoot! creates an exhilarating environment. The warming up, formative test, or stimulation evoke the favorable feeling of students into the main topic in fun way (Kaur, 2019; Chiang, 2020; Sibatuara, 2021). By presenting the live score directly in front of students, they gain positive feelings to answer the questions well (Basuki & Hidayati, 2019). Caused feeling helped, students feel positive to do a task with Kahoot! During English learning (Lin et al., 2018; Yürük, 2020).

Afterward, the articles its researcher applies pre and posttest as procedure to discover the students feel engaging, satisfying, entertaining, and enjoyable in running the Kahoot! (Cárdenas-Moncada et al., 2020; Taylor, 2020). It is emphasized during the interveiwing and surveying section which the research subject states that providing the live score to students creates positive feelings that are engaging, exciting, and enjoyable (Marsa et al., 2021; Benhadj et al., 2019). It is upheld by (Guaqueta & Castro-Garces, 2018), which the procedure implements eight lessons and eight assignments. Its result declares that tenth graders feel engaging during the implementation of Kahoot!. Further studies which apply analysing a phenomenon in a class as its methodology of research attest that most students in different level of education feel excited, enjoyable, and engaging (Resmayani & Putra, 2020; Kusumayanthi & Rusmiyati, 2021). Other features make students feel enjoyable such as an easy access with no email, easy to play it with only choosing the multiple choice with cool appearance, and back sound. This feeling is inserted in 14 articles. The numbers of articles are 14 articles from Figure 3. In conclusion, they feel satisfied and having favorable feelings with the utilities of all features provided in Kahoot! during English learning activity (Sercanoğlu et al., 2021).

Regarding next side of attitude, it relates to conative or action side. It concerns with the readiness to do with the object in the future (Baker, 1992: 13). The person has a willingness or a tendency to do something to the particular object (Ajzen, 2005: 05). After passing tight process, the researchers discover 32 articles which has an outcome of conative side. As first studies, they apply classroom action research (CAR) (Yürük, 2019; Sartini, 2020; Ayumi & Chan, 2021). The outcomes show the attractive during English learning activity are obtained by more students. It is claimed also by (Pratiwi et al., 2020), who reports that students represent a good attention under the Classroom Action Research with Kahoot! as its learning tool.

Next methodology of research which is applied in four studies is survey. Kahoot! is operated as a usual tool to be used in their students' daily English learning. Then, the researchers formulate the questionnaire based on their theories and variables or research questions. After obtaining the data, students' responds show positive result. Most of them are readiness to operate Kahoot! again during English learning in next meeting and to prefer playing it as a learning tool in English learning (Mustafa et al., 2018; Kaur, 2019). It is added that students are ready to play again in the next meeting after playing Kahoot! routinely once every meeting for 14 weeks (Lin et al., 2018). It is emphasized that the students are willing to play with Kahoot! in the next meeting (Benhadj

et al., 2019). It is ascertained after the researcher has provided the survey at the end of the grammar and vocabulary learning.

Qualitative research is also applied to other studies. The researchers analyze the phenomenon which describes the readiness of students to conduct English learning, whether in school or their own home using Kahoot! (Basuki & Hidayati, 2019; Oktaria et al., 2021). Resmayani & Putra (2020) add it, who declare that students are active during English learning activities. They apply Kahoot! in the main activity of English learning. As stated, Kahoot! gains good conative from students, which it is good strategy in building good environment of learning activity.

Quasi-experimental and experimental also become the methodology of the research. The researchers apply the procedure by dividing two groups: the experimental and control groupsroup. From experimental group, they act to pay more attention during Kahoot! operated by them in English learning and prefer to play Kahoot! in next meeting (Al Shra'ah, 2021; Korkmaz & Öz, 2021). It is in line with the study which claims that Kahoot! affects positive in conative or action side (Rachman et al., 2020). By implementing experimental as its research methodology, they gain the result which states that students are more active during implementing Kahoot! as a learning tool and are ready to play with Kahoot! (Rachman et al., 2020; Yürük, 2020).

Concerning quantitative which applies questionnaire and theoretical review (Tsymbal, 2018). The study is organized for one semester. After organizing learning activity with Kahoot!, the researcher obtains a result which claims that most students are ready to operate Kahoot! over one semester. The next way which the researcher appoints is a case study. It comprises the classes of English and the freshman courses in the area of Tourism (Pais et al., 2018). During applying Kahoot! in the second semester, the result claims that 93% students have a readiness to conduct Kahoot! in the class. Mixed method also takes place to analyse this online platform named Kahoot!. After implementing it, the researchers gain the outcomes which assert that most students pay more attention and desire to learn with Kahoot! in the next chance. It is emphasized during the interview that they are eager to act with Kahoot! in learning (Marsa et al., 2021).

Next study, the learning activity is designed for one week (Sercanoğlu et al., 2021). Four hours of learning in course and an hour for implementing Kahoot! Competitive vibes pop up and affect students in their active learning. Other study which has same methodology of research applies questionnaire and interview. It supports the statements that the students have a positive attitude in the conative or action side, which claims they are willing to do with it during English learning activity (Sibatuara, 2021). It is added by (Sofyana et al., 2020), who showed that the students recommended the Kahoot! as their online tool of formative test in English learning in the next meeting (Sofyana et al., 2020). Then, the researcher who applies this research methodology does with Kahoot! To obtain results twice a week for 14 weeks (EKİNCİ-, 2020). It asserts that the students pay a lot of attention during English learning activity.

Further study, the researcher applies quantitative and qualitative to seek the solving of the problem (Budiati, 2017). At first, the researcher teaches as usual. Then, the researcher provides the questionnaire to comprehend and to evaluate the prior teaching. Afterward, the researcher teaches students through three steps: material arrangement, class arrangement, and applying Kahoot! in teaching the present tense. As results, the students react for a willingness to do more with Kahoot!. Next research method concerning on the utility of Kahoot! is descriptive qualitative. The researcher explores and examines a phenomenon and the class's learning culture (Kusumayanthi & Rusmiyati, 2021). They did the research for meetings in two days. The learning sequence is giving the material to students from the book, presenting deeper material with several questions in power point, and checking their understanding through Kahoot!. For two days, the researchers gain the result which asserts that students receive a positive attitude of conative or action side. They state that Kahoot! make them more active during English learning activity and willing to do it again in next meeting. It is emphasized by (Zakia, 2019) who applies the same research methodology. The researcher gains results that assert that the students have a positive action to prepare and to learn English with Kahoot!. Further study still relates to descriptive, but

it is quantitative (Farmana & Wonua, 2021). The subject of the research has operated Kahoot! in their learning activity. Hence, the researchers apply Likert Scale to obtain the data of students' view. After delivering several formulated questions, they recapitulate that the students pay more attention during English learning activity.

Exploratory is next research methodology (Kaur & Nadarajan, 2020). Ten questions are developed to seek the students' view through their experience playing Kahoot!. After gaining the answers to questions, they interpret that the students do a positive conative to Kahoot!, played in the next meeting. This study proves that Kahoot! is a fun tool operated together with English as a learning subject. Another research that focuses on teamwork and task goals is also applied (Zarzycka-Piskorz, 2016). The subjects play Kahoot! between one and three times. Then, the researcher divides the questionnaire to perceive their attitude. Afterward, the researcher concludes that the students are willingness to do more with the online platform, Kahoot!. It is one line with the research which applies a qualitative research (Hadijah et al., 2020). It concerns on the students problem and the phenomenon during learning with Kahoot!. After running the interview section, the researchers gain the results which assert that the students react a willingness to learn with Kahoot! as their tool in daily English learning.

Prior paragraph is supported by other research which implements descriptive qualitative and is recapitulated by questionnaire (Egilistiani & Prayuana, 2018). They handle the students with several times of playing Kahoot!. Then, the results are gained which the students are readiness to with Kahoot! in their daily learning activity. To end this paragraph, there is a study which implements game-based student response systems (GSRSs) as the research methodology (Chiang, 2020). The Kahoot! is inserted as warming up. To obtain the result, the researcher delivers a questionnaire which consist of 29 questions. The researcher concludes that the students produce a persistence in English learning activity.

Kahoot! have been utilized in every skills and learning stages of English such as speaking, reading, listening, grammar, reviewing and so on regarding 38 articles. The teachers apply it not only on warming up or assessing, they apply it as a test also. Previous utilities, the students express positive attitude on cognitive, affective, conative, or action. Nevertheless, they discover several obstacles related to operate the Kahoot! such as internet issue and availability of smartphone. In another study, the researcher finds the equivalent results with the discovering on another subject. It is proven on the study of (Pinna et al., 2019) who stated that Kahoot! as online platform for learning tool on organizational behavior subject results positive attitudes. It raises motivational, having better emotional, having admiration during playing it, and having better self-confident. In conclusion, the teachers have to maximize the utilities and minimize the obstacles. As a result, this platform can be a great learning tool during online or offline learning.

4. **The Students' Experience of Trouble through The Utilites of Kahoot! In English Learning Activity**

After particular research methodologies are applied in English learning with Kahoot! as an online learning platform, the researchers confront several obstacles during running Kahoot!. From 38 research articles, nine of them discover several obstacles. According to (Egilistiani & Prayuana, 2018; Ekinci, 2020; Lin et al., 2018), some students have an internet connection during operating Kahoot!. As known, some providers do not always have a stable connection in particular place. It is occurred also in Wi-Fi user (Budiati, 2017). The Wi-Fi sometimes has a bad connection caused many users in the school. Hence, the teacher and the school should provide an appropriate connection. It can use the teachers' personal connection which they have to use better. Also, the school is able to upgrade the better Wi-Fi which can be used well for all users.

It does not stop on internet issue. It is continued on technical issue. Based on (Zarzycka-Piskorz, 2016), the lower score can be from the students' mistake during clicking the choice. Many factors impact it. One of them is caused they use the online platform for the first time (Hadijah et al., 2020). Zakia, 2019 support that some of students do not have a smartphone. Other obstacles or challenges related to technical issues are the limitation on time and the number of

characters in questions and responses (Chiang, 2020; Yürük, 2020). Therefore, the importance of explaining about how to operate the online platform is necessary. Then, the teachers have to check whether the students have a smartphone. Those mentioned obstacles are able to disturb the way students run the Kahoot! if the teachers are unaware, look for the obstacles and the solutions. For instance, we know that any online platforms need good quality internet connection. Then, the students cannot run the Kahoot! well if the internet connection is unstable. The school have to be aware and solve it soon. They have to provide anything for better teaching and learning environment.

CONCLUSION AND SUGGESTIONS

According to the findings, many researchers have researched Kahoot! as an online platform, mainly focusing on English Language Teaching. Then, they discover its utilities with the attitude. The following conclusions can be drawn from hundreds of articles filtered by a systematic review, the review results and analysis derived from 38 articles.

Various Kahoot!'s utilities are discovered, such as assessing, testing, warming up, being fun learning media in all English skills, and so on. Therefore, teachers or educators apply this platform to English learning activities.

Then, the researchers acquire diverse attitudes. The author divides attitude based on two books explaining that the attitude is divided into three sides: cognitive, affective, and conative or action. On the students' cognitive side, the researchers discover how Kahoot! is applicable to assist students in having better knowledge or understanding, enhancing their motivation and belief in their confidence. The second finding shows that having favorable feelings such as enjoyment, excitement, satisfaction, and engagement are the affective side of using Kahoot! Felt by the students. Meanwhile, conatively, the students present their conative during playing or operating Kahoot!. Based on the findings, the researchers obtained the data, which states that the students are ready and willing to do something with Kahoot! as the learning platform in the future or next meeting.

To sum up, Kahoot! in English Language Teaching and Learning is acceptable with various cognitive, affective, and conative implications. Hence, It is suggested that this study needs to be explored more in the future by conducting a comparative study between two or more online learning platforms to examine the positive shortcomings helpful in improving the quality of English Teaching and Learning. There will be many impacts of using online platforms like Kahoot! to optimize the teaching process and assess both formative and summative.

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