

The Use of Kahoot in Teaching Students' Listening Skill at the Tenth-Grade of SMA YP PGRI 3 Makassar

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ABSTRACT

This study aims to investigate the significance of using Kahoot in teaching students' listening skill and students' experience of using Kahoot in learning listening skill at tenth-grade of SMA YP PGRI 3 Makassar. This research focuses on how Kahoot can influence the engagement and attitudes of the students. This research applied an explanatory research design method involving 14 students for Teaching Listening Skill and 4 students for interviews. Interviews were collected through semi-structured interviews. Subsequently, the data obtained were also analyzed inferentially to determine the significance of listening skill. Analyzed using an interactive approach consisting of data reduction, data display, and conclusion drawing. Thematic analysis was used to identify key patterns from the interview data, and ethical principles such as informed consent and confidentiality were maintained. The findings show that the use of Kahoot in teaching students' listening skill is not statistically significant. In other words, the change is not substantial enough to support the assertion that the intervention had a genuine effect. They also found that the platform's interactive capabilities maintained their interest throughout the class. Kahoot enables a more active learning environment by transforming passive learning into an engaging and dynamic experience. Traditional classroom settings frequently involve lectures and passive note-taking, which can lead to poor student participation and disengagement. Kahoot promotes a higher level of engagement and attentiveness by making students actively interact with the material through games and quizzes.

Keywords: *Kahoot, Game-based learning, listening skill, interactive learning, teaching listening*

1) INTRODUCTION

Teachers have been compelled to reconsider their job descriptions and develop new teaching strategies due to the shifting demographics of their students. Many educators now understand that their pupils require 21st century abilities. Technology literacy necessitates the capacity to use technology effectively, and it is regarded as an essential skill in today's dynamic environment. Despite the fact that some educators are still hesitant to use technology in the classroom, students are already making substantial use of a variety of technologies. Educators can improve and change the way we connect and interact with our students and colleagues by utilizing these technologies (Wankel & Blessinger, 2013).

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Since many Wi-Fi networks are readily available in today's digital world, traditional teaching methods frequently fall short of maintaining student motivation in the classroom. This is mostly because students who are tech-savvy no longer find traditional teaching and learning approaches appealing. In addition to the technological developments in the last ten years, teachers have started to integrate online games into foreign language teaching to keep learners engaged, improve attention and create an active learning environment (Abrams & Walsh, 2014; Yürük, 2019; Chiang, 2020; Zou, 2020; Resmayani & Putra, 2020). As one of the most effective and useful techniques for positively influencing students' motivation and enabling educators to create meaningful learning experiences, games have been used as instructional tools by teachers even before the invention of writing (San Millán & Priego, 2014). Instead of listening to their teachers and taking tests, students can work together with their peers in a gamified classroom through a system designed to take them outside of the traditional classroom environment. This gives them a novel, exciting experience that inspires them to learn and practice (Hanus & Cruz, 2018).

Accelerated technological advancements may create a competitive climate, which can be capitalized on by implementing gamification in the classroom (Biçen & Kocakoyun, 2018). Game-based mechanics, aesthetics, and game thinking are used to "engage people, motivate action, promote learning, and solve problems" (Kapp, 2012). This is known as gamification. Students' motivational, cognitive, emotional, and social perspectives can be developed with the help of educational games, and gamification in particular (Licorish, Owen, Daniel, & George, 2018).

Learning through gamification motivates learners to observe their own learning progress, interaction with others in a classroom environment, and achieve their learning objectives in a highly engaging and enjoyable manner (Hung, 2017).

From the researcher's observation and interview with the teacher of tenth-grade of SMA YP PGRI 3 Makassar, the students need more approaches to learn listening English. First of all, the majority of students are unable to concentrate in class because they are so engrossed in their information and communication technology (ICT) devices, such as laptops and cellphones. Second, a lot of students are passive in the listening course because they lack enthusiasm. Lastly, a lot of kids don't care about their listening skills. However, it doesn't work to encourage language learning. As previously explained, the researcher is interested in using Kahoot to help students improve their listening skills and distract them from pointless tasks. According to Wang (2015), Kahoot is a game-

based student response system that can momentarily turn the classroom learning process into a game show. It was able to be accessed through tools of ICT like laptops, smartphones, or others. From the explanation above, the researcher used Kahoot as an alternative game in teaching listening skill at tenth-grade of SMA YP PGRI 3 Makassar because this game can facilitate and motivate the students to be active and understand the content of the text.

2) METHODS

This research used Explanatory Sequential Design. According to Creswell (2014) that explanatory sequential design has a strong quantitative background or from the latest fields to the qualitative approach is known as the explanatory sequential mixed method. In this type of mixed method, the first thing is collecting the data and then analyzing quantitative data. This is followed by gathering and analyzing qualitative data.

The researcher used the mix method as the method of this study which means using quantitative method and qualitative method to answer the formulations of the problem. Cresswell (2014) stated that combining or integration of two research and data which is called qualitative and quantitative in a research study is known as mixed method. Thus, mixed method is defined as the approach of research that mixes qualitative and quantitative data within a study. For the quantitative method, the researcher used pre- experimental as the research design, Pre-experiment is one of the assignments, but it is not a random assignment of participants in groups (Cresswell, 2012). Whereas there is one group in pre-experimental design. There is class that are given the pre-test and post-test sample which use both obtained by purposive sampling techniques to represent population. For qualitative research, the researcher used qualitative descriptive study as the design of the study.

The variables in research are measurable representations that vary across units and can have at least two distinct values (Olsson, etc,2021). There are two primary research variables. The independent variable (X) in this study is the Use of Kahoot. This refers to the application and integration of the Kahoot platform as a specific pedagogical intervention or tool within the teaching and learning process. It is the factor that being manipulated or introduced by the researcher to observe its effect. Conversely, the dependent variable (Y) is students' listening skill. This represents the outcome or effect that is expected to change as a result of the independent variable. The study aims to measure whether the use of Kahoot has significant effect on the students' listening skill.

3) RESULTS AND DISCUSSION

Result

a. The Significance of Using Kahoot in Teaching Listening Skill

This part presents the results of a quantitative descriptive study that examines the significance of using Kahoot in teaching listening skill. Listening Test were conducted to collect data from 14 participants.

One class, specifically class X1 of SMA YP PGRI 3 Makassar, served as the sample for this investigation. To assess the pupils' baseline listening skills, a pre-test was administered at the beginning. Three meetings were held as a result. A post-test was administered to evaluate the students' listening skill following the completion of all treatments using Kahoot. This stage aimed to determine whether there was a significant effect in the students' listening skill as a result of using Kahoot in the learning process.

The students' listening test results are presented in the form of tables and histograms. This presentation aims to provide a visual representation of students' listening skill scores before and after using Kahoot as part of the descriptive analysis. Subsequently, the data obtained were also analyzed inferentially to determine the significance of listening skill. The following are the results of the study:

1. Pre-Test

Task In the pre-test, 14 students were given a test one day before using Kahoot in learning listening skill, which took place on July 23, 2025, at SMA YP PGRI 3 Makassar.

Table 4.1: *Pre-Test Score*

No.	Students	Pre-Test Score	
		Correct Answer	Score
1.	AAT	16	64
2.	ABRP	16	60
3.	AN	15	60

4.	AS	15	60
5.	FS	10	40
6.	I	9	36
7.	KGN	11	44
8.	MFZ	6	24
9.	MR	7	28
10.	N	13	52
11.	RH	14	56
12.	SFS	17	68
13.	SNS	10	40
14.	Z	15	60

Table 4.2: *Pre-Test Classification*

No.	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	-	-
2.	Good	70-84	-	-
3.	fair	50-69	8	57.1%
4.	Poor	0-49	6	42.9%
Total			14	100%

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(Source: Learning Outcomes of Clas X1)

The table presents the distribution of students' pre-test scores before the introduction of using Kahoot in learning listening skill. Out of a total of 14 students, the majority, 8 students (57.1%), fell into the "fair" category (scores ranging from 50-69), while 6 students (42.9%) were categorized as "poor" (scores ranging from 0-49). This means that approximately 42.9% of the students demonstrated relatively low initial learning outcomes.

However, after implementing Kahoot in the classroom, it is expected that these results will be improved. With the majority of students starting in the "fair" category, there is room for growth and improvement as they continue to use Kahoot to enhance their listening skill.

2. Post-Test

In the post-test, 14 students were given a test one day after using Kahoot in learning listening skill, which took place on August 6, 2025, at SMA YP PGRI 3 Makassar.

Table 4.3: *Post-Test Score*

No.	Students	Post-Test Score	
		Correct Answer	Score
1.	AAT	16	64
2.	ABRP	17	68
3.	AN	13	52
4.	AS	14	56
5.	FS	17	68
6.	I	8	32
7.	KGN	7	28

8.	MFZ	10	40
9.	MR	12	48
10.	N	15	60
11.	RH	13	52
12.	SFS	14	56
13.	SNS	13	52
14.	Z	12	48

Table 4.4: *Post-Test Classification*

No.	Classification	Score	Frequency	Percentage
1.	Excellent	85-100	-	-
2.	Good	70-84	-	-
3.	fair	50-69	9	64.2%
4.	Poor	0-49	5	35.8%
Total			14	100%

(Source: Learning Outcomes of Clas X1)

The table presents the distribution of students' pre-test scores after the introduction of using Kahoot in learning listening skill. Out of a total of 14 students, the majority, 9 students (64.2%), fell into the "fair" category (scores ranging from 50-69), while 5 students (35.8%) were categorized as "poor" (scores ranging from 0-49). This means that approximately 64.2% of the students demonstrated relatively fair initial learning outcomes.

The results suggest that Kahoot may have had a positive effect on the students' listening skill, as the majority of students fell into the "fair" category. This indicates that the use of Kahoot could be an effective tool in improving students' performance in this particular skill.

a. Average Score

Table 4.5: *Average scores of Pre-Test and Post-Test*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error
Pair 1	PreTest	49.71	14	14.269	3.814
	PostTest	51.71	14	12.098	3.233

Based on the data obtained from 14 respondents, it was found that the average pre-test score was 49.71, while the average post-test score increased to 51.71. This indicates a slight increase in the average score from the pre-test to the post-test (from 49.71 to 51.71).

b. Normality Test

Table 4.6: *Test of normality Pre-Test and Post-Test*

Tests of Normality

Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.193	14	.166	.918	14	.203
PostTest	.165	14	.200*	.940	14	.420

In this study, a normality test was conducted using the Shapiro-Wilk test because the sample size was less than 50 students. According to the normality test results displayed in the table above, the significance (Sig.) value for the pre-test data was 0,203, while for the post-test data was 0,420. Since the significance value for the pre-test is greater than 0.05 ($p > 0,05$), it can be concluded that the pre-test and post-test data are normally distributed. Hence, the assumption of normality is satisfied, and parametric statistical analysis (paired t-test) was used to analyze this data.

Table 4.7: Paired Samples Test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest	-2.000	13.197	3.527	-9.620	5.620	-.567	13	.580
	PostTest								

Paired Samples Test was conducted to determine whether there is a significant difference between the pre-test and post-test scores of the students. The test was used because the normality test results showed that the pre-test and post-test data is normally distributed ($p > 0.05$), making the parametric test more appropriate.

Based on the table, it is known that all students (14 in total) showed the standard deviation of the differences is 13.197, while the standard error of the mean is 3.527. The confidence interval (95% Confidence Interval) for the mean difference is between -9.620 and 5.620. Since this interval includes the value 0, this indicates that there is no significant difference between the two means. The calculated t-statistic value is -0.567 with 13 degrees of freedom (df).

The two-tailed significance value (p-value) is 0.580. Since this p-value is much greater than 0.05, it can be concluded that statistically, there is no significant difference between the Pre-Test and Post-Test average values.

Although there appears to be an increase in the average score from the pretest to the post-test (i.e., the average post-test score is 2,000 points higher), the statistical test results show that the difference is not statistically significant. In other words, the change is not strong enough to claim that there is a real effect from the intervention.

b. The Students' Experience of Using Kahoot in learning Listening Skill

This part provides the results of a qualitative descriptive study that investigates students' experience of using Kahoot in learning listening skill. Semi-structured interviews were used to gather data from four participants, outlined by Ajlouni et al. (2023) was used for analysis.

1. Level of familiarity with AI among Respondents

Table 4.8: *Frequency of level of familiarity with AI among Respondents*

No.	Code	Respondents (R)	Frequency
1.	Very familiar	R1	1
2.	fairly familiar	R4	1
3.	slightly familiar	R2, R3	2

Based on the interview results, as presented in Table 4.1, all respondents reported familiarity with AI in their lives. One respondent (R1) noted that AI is very familiar. Similarly, another respondent (R4) pointed out that AI is fairly familiar. Additionally, two respondents (R2, R3) found that AI was slightly familiar to them.

The following bar chart provides a clearer view of these findings by showing the level of familiarity with AI among respondents.

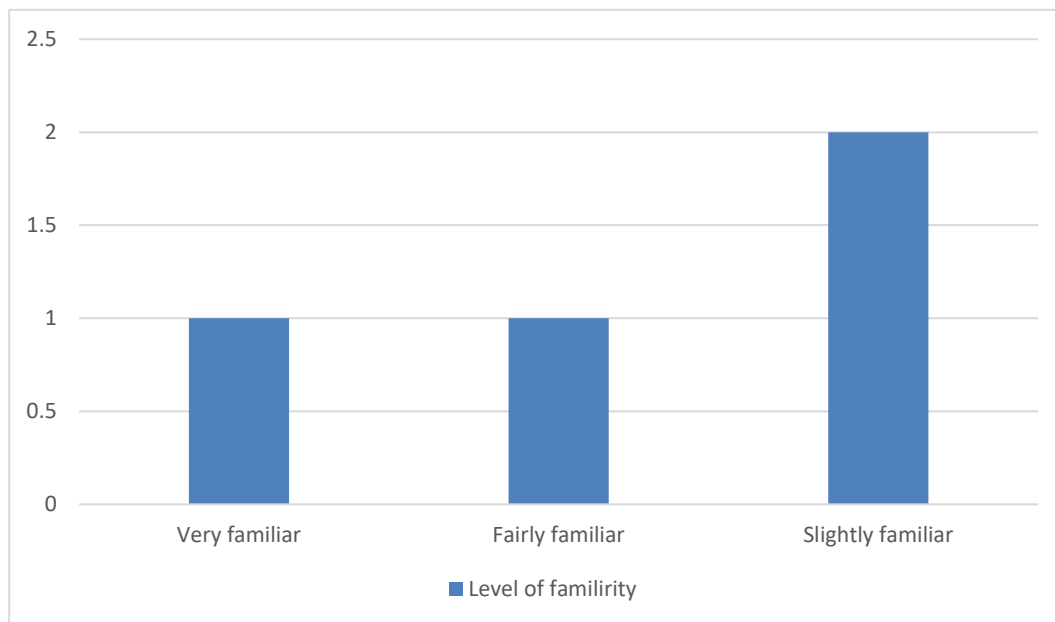


figure 4. 1: *Diagram of level of familiarity with AI among Respondents*

2. Feeling of using Kahoot in learning listening skill

Table 4.9: *Frequency of feeling of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	Happy	R1, R2, R3, R4	4

Based on the interview responses summarized in Table 4.8, all students agreed that they feel happy in using Kahoot in learning listening skill. The positive experiences shared by the students highlight the effectiveness of incorporating technology like Kahoot into language learning activities.

3. Enjoying of using Kahoot in learning listening skill

Table 4.10: *Frequency of Enjoying of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency

1.	Entertaining	R1, R2, R3, R4	4
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According to the interviewees' summaries in Table 4.8, all students agreed that Kahoot is entertaining for their learning listening Skill. They discovered that the platform's interactive features keep them interested throughout the lesson.

4. The techniques to surmount the obstacles of using Kahoot in learning listening skill

Table 4.11: *Frequency of techniques to surmount the obstacles of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	Find better network connection	R1	1
2.	calm the classroom situation	R1	1
3.	Try to get closer to the Audio	R2, R3, R4	3

According to the interviewees' summaries in Table 4.8, students identified the techniques to surmount the obstacles of using Kahoot in learning listening skill. One respondent (R1) found the internet was bad and the class was so noisy; therefore, finding better network connection and calming the classroom is the solution. Additionally, some respondents (R2, R3, R4) highlighted that they had to try to get closer to the audio because of the noisy class. Overall, the interviewees provided valuable insights on how to overcome obstacles in learning the listening skill through Kahoot.

These results are better understood in the bar chart that follows, which displays the frequency of techniques to surmount the obstacles of using Kahoot in learning listening skill.

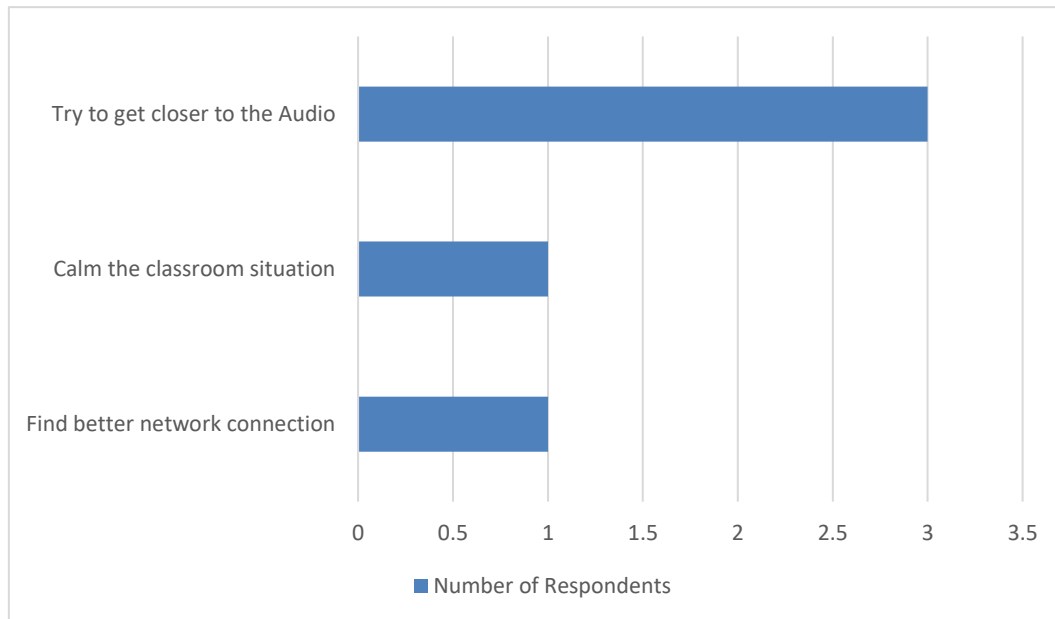


Figure 4. 2: *Diagram of techniques to surmount the obstacles of using Kahoot in learning listening skill*

5. The advantages of using Kahoot in learning listening skill

Table 4. 12: *Frequency of the advantages of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	More familiar with English	R1, R4	2
2.	It can help to improve Listening and Speaking Skill	R2	1
3.	It can help to understand English	R3	1

Based on the interview responses summarized in Table 4.8, students identified various advantages when learning listening skill through Kahoot. Two respondents (R1, R4) found that Kahoot helps them to be more familiar with English. Similarly, one respondent (R2) noted that Kahoot can help them to improve their listening and speaking skill. Another respondent (R3) pointed out that Kahoot

can help them understand English. Overall, the interview responses indicate that students see Kahoot as a beneficial tool for improving their English language skills, particularly in the area of listening.

6. The weaknesses of using Kahoot in learning listening skill

Table 4. 13: *Frequency of the weaknesses of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	Difficult to answer some questions	R1, R2, R3	3
2.	No weakness	R4	1

According to the interviewees' summaries in Table 4.8, students found it difficult to answer some questions in Kahoot, noted by three respondents (R1, R2, R3). Another respondent (R4) mentioned that there are no weaknesses in using Kahoot. Overall, the feedback from students regarding Kahoot was mixed. While some found it challenging to answer certain questions, others did not see any weaknesses in using the platform.

7. Boosting confidence of using Kahoot in learning listening skill

Table 4. 14: *Frequency of boosting confidence of using Kahoot in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	Fairly boosting confidence	R1, R4	2
2.	Boosting confidence	R2, R3	2

Based on the interview responses summarized in Table 4.8, students gave positive feedback on how Kahoot can boost their confidence level. Two respondents mentioned that Kahoot fairly boosted their confidence level (R1, R4). Another respondent (R2, R3) also indicated that Kahoot greatly boosted their confidence. Students gave extremely good feedback about Kahoot's influence on their confidence level overall. It is evident that incorporating Kahoot into the classroom has significantly

increased pupils' confidence and self-assurance. This emphasizes how crucial it is to use dynamic and captivating resources like Kahoot in classrooms to boost students' self-esteem and motivation for learning.

These results are more easily seen in the bar chart that follows, which displays the frequency of utilizing Kahoot to boost confidence among respondents.

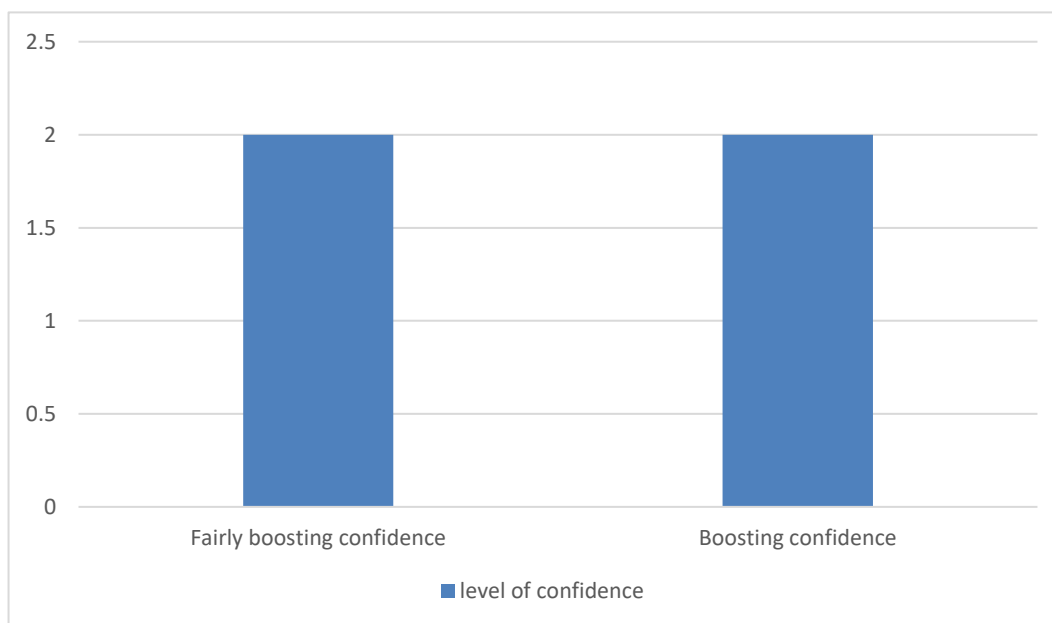


Figure 4.3: *Diagram of boosting confidence of using Kahoot in learning listening skill*

8. Listening skill enhances of using Kahoot

Table 4.15: *Frequency of listening skill enhances of using Kahoot*

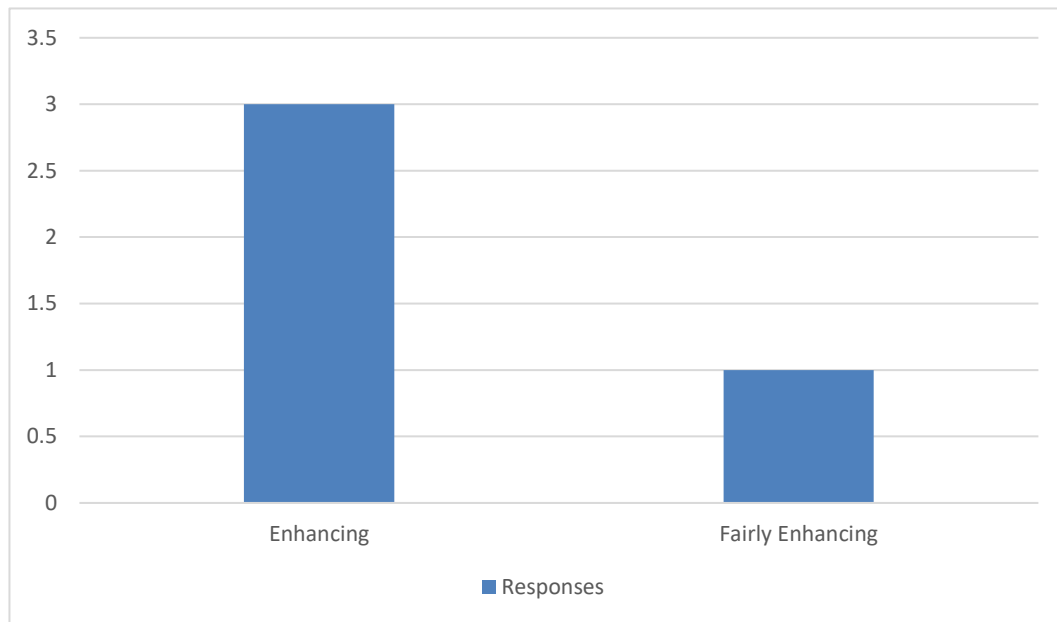
No.	Code	Respondents (R)	Frequency
1.	Enhancing listening skill	R1, R2, R4	3
2.	Fairly enhancing listening skill	R3	1

According to the interviewees' summaries in Table 4.8, students gave positive feedback on using Kahoot. The most frequently mentioned benefit was improving listening skill, noted by three respondents (R1, R2, R4). Another respondent (R3) also indicated that Kahoot fairly enhances

listening skill. Overall, the feedback suggests that Kahoot is a valuable tool for improving student engagement and comprehension in the classroom.

To better visualize these findings, the following bar chart presents the frequency of listening skill enhances of using Kahoot.

Figure 4.4: *Diagram of listening skill enhances of using Kahoot*



9. Kahoot can help to increase listening skill

Table 4. 16: *Frequency of Kahoot can help to increase listening skill*

No.	Code	Respondents (R)	Frequency
1.	Kahoot can help to increase listening skill	R1, R2, R3, R4	4

As shown in Table 4.9, all students agreed that Kahoot can help them increase their listening skill. Hence, students find Kahoot to be a valuable tool in enhancing their listening skill and are eager to incorporate it into their language learning routine.

10. Using Kahoot is helpful in learning listening skill

Table 4. 17: *Frequency of using Kahoot is helpful in learning listening skill*

No.	Code	Respondents (R)	Frequency
1.	Helpful	R1, R2, R3, R4	4

As presented in Table 4.10, all students agreed that Kahoot is helpful for their learning. Students believe Kahoot is a very helpful tool for developing listening skill. Their responses demonstrate clear appreciation for Kahoot as a practical, solution-focused digital learning platform.

The findings of this study reveal an insignificant effect on the listening skill of students in Class X1 at SMA YP PGRI 3 Makassar. In other words, the change is not strong enough to claim that there is a real effect from the intervention.

Before the treatment, pre-test results indicated that most students struggled to understand listening audio. Although some students demonstrated familiarity with the content of the audio, other students had difficulty understanding the audio. This suggests that conventional listening is not the only way to teach listening skill in class; Kahoot can also be used as digital learning media. Digital learning media often advocate for a more integrated and strategic approach that combines both bottom-up and top-down processing, and encourages students to become active, strategic listeners.

Kahoot as Digital Learning Media

All students who participated in this research show that they feel happy in using Kahoot in learning listening skill. The positive experiences shared by the students highlight the effectiveness of incorporating technology like Kahoot into language learning activities. This aligns with Oktaviani (2021), most of the students who used Kahoot as Digital Learning Media showed that they were enjoying the learning process was made livelier by Kahoot's interactive features, which promoted involvement and active participation.

This is in line with research that Kahoot media will help achieve complete learning goals, both cognitive, affective, and psychomotor, because of its attractive appearance with varied image, sound and question type effects, which make students feel that learning is fun (Alfansyur & Mariyani, 2019).

Furthermore, all students agreed that Kahoot is entertaining for their learning listening skill. They discovered that the platform's interactive features keep them interested throughout the lesson. By converting passive learning into an interesting and dynamic experience, Kahoot makes it possible for a more active learning environment. Lectures and passive note-taking are common in traditional classroom environments, which can result in low student participation and disengagement. By requiring students to engage with the content through games and quizzes actively, Kahoot encourages a greater degree of engagement and focus. This is in line with research that stated that Kahoot learning media provides students with comfort and activity in learning (Sulistiawati et al., 2023).

Benefits Experienced by the Students in Using Kahoot

In this study, students identified various advantages when learning listening skill through Kahoot. Two respondents (R1, R4) found that Kahoot helps them to be more familiar with English. Similarly, one respondent (R2) noted that Kahoot can help them to improve their listening and speaking skill. Another respondent (R3) pointed out that Kahoot can help them understand English. Overall, the interview responses indicate that students see Kahoot as a beneficial tool for improving their English language skills, particularly in the area of listening.

Students gave positive feedback on how Kahoot can boost their confidence level. Two respondents mentioned that Kahoot fairly boosted their confidence level (R1, R4). Another respondent (R2, R3) also indicated that Kahoot greatly boosted their confidence.

Students gave extremely good feedback about Kahoot's influence on their confidence level overall. Incorporating Kahoot into the classroom has significantly increased pupils' confidence and self-assurance. This emphasizes how crucial it is to use dynamic and captivating resources like Kahoot in classrooms to boost students' self-esteem and motivation for learning. This aligns with Shaker et al., (2021) that Kahoot can have a positive impact on student confidence and student engagement & learning, and further that the impact of Kahoot on these aspects are correlated.

Challenges Faced by the Students in Using Kahoot

According to the findings, students identified obstacles when learning listening skill through Kahoot and the ways to overcome. One respondent (R1) found the internet was bad and the class was so noisy; therefore, finding better network connection and calming the classroom is the solution.

Additionally, some respondents (R2, R3, R4) highlighted that they had to try to get closer to the audio because of the noisy class. Physiologically, noise can cause symptoms like dizziness, stress, feelings of discomfort, and frustration, which further disrupt learning (Buchari & Matondang, 2017).

Poor or unstable internet connectivity, slow internet speed, and limited bandwidth can disrupt the Kahoot learning experience, leading to frustration and reduced engagement. Students in regions with limited internet access face greater challenges using Kahoot effectively (Rochmahwati et al., 2025).

Students found it difficult to answer some questions in Kahoot, noted by three respondents (R1, R2, R3). Another respondent (R4) mentioned that there are no weaknesses in using Kahoot. Overall, the feedback from students regarding Kahoot was mixed. While some found it challenging to answer certain questions, others did not see any weaknesses in using the platform.

Kahoot in Enhancing Listening Skill

In this study, students gave positive feedback on using Kahoot. The most frequently mentioned benefit was improving listening skills, noted by three respondents (R1, R2, R4). Another respondent (R3) also indicated that Kahoot fairly enhances listening skill. In contrast, in quantitative analysis, it can be concluded that statistically, there is no significant difference between the Pre-Test and Post-Test average values.

Although there appears to be an increase in the average score from the pretest to the post-test, the statistical test results show that the difference is not statistically significant. In other words, the change is not strong enough to claim that there is a real effect from the intervention.

All students agreed that Kahoot can help them increase their listening skill. Hence, students find Kahoot to be a valuable tool in enhancing their listening skill and are eager to incorporate it into their language learning routine. Kahoot shows a strong positive impact of Kahoot on listening skill acquisition (Nisak et al., 2024).

Students agreed that Kahoot is helpful for their learning. Students believe Kahoot is a very helpful tool for developing listening skill. Their responses demonstrate clear appreciation for Kahoot as a practical, solution-focused digital learning platform.

4) CONCLUSIONS

Based on the data analysis results presented in the previous chapter, Chapter IV, which discussed the findings and discussion, two key findings emerged.

a. The Significance of using Kahoot in Teaching Listening Skill

Based on the research conducted on Tenth-Grade students' of Tenth-Grade at SMA YP PGRI 3 Makassar, it can be concluded that the use of Kahoot in Teaching listening skill is not statistically significant. In other words, the change is not significant enough to support the assertion that the intervention had a genuine effect.

b. The Students' Experience of Using Kahoot in Learning Listening Skill

Kahoot enables a more active learning environment by transforming passive learning into an engaging and dynamic experience. Traditional classroom settings frequently involve lectures and passive note-taking, which can lead to poor student participation and disengagement. Kahoot promotes a higher level of engagement and attentiveness by making students actively interact with the material through games and quizzes. Likewise, students' evaluations of Kahoot's effect on their general confidence level were overwhelmingly positive. Students' confidence and self-assurance have clearly risen as a result of using Kahoot in the classroom. In order to increase students' self-esteem and drive for learning, it is imperative that schools employ engaging and dynamic tools like Kahoot.

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