

## Students' Perceptions Of Kahoot-Based Speaking Activities In EFL Classrooms: A Narrative Literature Review

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### **Abstract:**

*The integration of gamification into English as a Foreign Language (EFL) instruction has gained significant attention due to its potential to increase student engagement and motivation. Among various digital learning platforms, Kahoot has emerged as one of the most widely used tools for creating interactive and game-based learning experiences. While numerous studies have investigated the effectiveness of Kahoot in improving learning outcomes, limited attention has been paid to students' perceptions of its use in speaking activities. This narrative literature review aims to explore how students perceive Kahoot-based speaking activities and to identify the pedagogical benefits and challenges associated with its implementation in EFL classrooms. The review synthesizes findings from recent studies published between 2016 and 2025 focusing on Kahoot, speaking instruction, gamification, and learner engagement. The findings indicate that students generally perceive Kahoot positively due to its ability to create an enjoyable learning atmosphere, reduce speaking anxiety, increase motivation, and encourage classroom participation. Furthermore, Kahoot facilitates collaborative interaction and promotes willingness to communicate in English. However, several challenges have also been identified, including time pressure, technological limitations, and the possibility of prioritizing competition over meaningful communication. The review concludes that Kahoot has considerable potential to support speaking activities when integrated with communicative teaching strategies. Future research is encouraged to investigate long-term impacts of Kahoot on speaking development and communicative competence in diverse EFL contexts.*

**Keywords:** Kahoot, speaking activities, EFL learners, gamification, student perception.

### **Abstrak:**

Integrasi gamifikasi ke dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL) telah mendapatkan perhatian yang signifikan karena potensinya untuk meningkatkan keterlibatan dan motivasi siswa. Di antara berbagai platform pembelajaran digital, Kahoot telah muncul sebagai salah satu alat yang paling banyak digunakan untuk menciptakan pengalaman belajar interaktif dan berbasis permainan. Meskipun banyak penelitian telah menyelidiki efektivitas Kahoot dalam meningkatkan hasil belajar, perhatian yang terbatas telah diberikan pada persepsi siswa tentang penggunaannya dalam aktivitas berbicara. Tinjauan literatur naratif ini bertujuan untuk mengeksplorasi bagaimana siswa memandang aktivitas berbicara berbasis Kahoot dan untuk mengidentifikasi manfaat dan tantangan pedagogis yang terkait dengan implementasinya di kelas EFL. Tinjauan ini mensintesis temuan dari studi terbaru yang diterbitkan antara tahun 2016 dan 2025 yang berfokus pada Kahoot, pengajaran berbicara, gamifikasi, dan keterlibatan pembelajar. Temuan menunjukkan bahwa siswa umumnya memandang Kahoot secara positif karena kemampuannya untuk menciptakan suasana belajar yang menyenangkan, mengurangi kecemasan berbicara, meningkatkan motivasi, dan mendorong partisipasi di kelas. Lebih lanjut, Kahoot memfasilitasi interaksi kolaboratif dan mendorong kemauan untuk berkomunikasi dalam bahasa Inggris. Namun, beberapa tantangan juga telah diidentifikasi, termasuk tekanan waktu, keterbatasan teknologi, dan kemungkinan memprioritaskan kompetisi daripada komunikasi yang bermakna. Tinjauan ini menyimpulkan bahwa Kahoot memiliki potensi yang cukup besar untuk mendukung aktivitas berbicara ketika diintegrasikan dengan strategi pengajaran

komunikatif. Penelitian selanjutnya didorong untuk menyelidiki dampak jangka panjang Kahoot pada pengembangan kemampuan berbicara dan kompetensi komunikatif dalam berbagai konteks EFL.

**Kata Kunci:** Kahoot, aktivitas berbicara, pembelajar EFL, gamifikasi, persepsi siswa.

## INTRODUCTION

Speaking is widely acknowledged as a fundamental component of English as a Foreign Language (EFL) learning because it enables learners to communicate meaning, negotiate understanding, and participate actively in social interaction. Unlike receptive skills such as reading and listening, speaking requires learners to process linguistic input and produce language simultaneously in real-time communicative situations. Consequently, speaking competence has become one of the primary objectives of contemporary English language education. Speaking proficiency encompasses not only grammatical accuracy but also fluency, pronunciation, sociolinguistic competence, and strategic communication skills that allow learners to convey messages effectively across various contexts<sup>1</sup>.

Despite its central role in language learning, speaking remains one of the most challenging skills for EFL learners. Numerous studies indicate that learners frequently encounter obstacles such as limited vocabulary, insufficient grammatical mastery, communication apprehension, fear of making mistakes, and low self-confidence during oral interactions<sup>2</sup>. These challenges are particularly evident in EFL settings where English is rarely used outside the classroom. In Indonesia, for example, English instruction often emphasizes examination-oriented learning, written exercises, and teacher-centered pedagogical practices, resulting in limited opportunities for authentic oral communication<sup>3</sup>. As a consequence, many students acquire substantial theoretical knowledge of English while demonstrating limited ability to use the language effectively in spontaneous communicative situations.

The rapid advancement of educational technology has encouraged language educators to integrate digital learning tools into classroom instruction. One pedagogical approach that has gained increasing attention is gamification, which refers to the application of game-design elements in non-game educational contexts to enhance learner engagement, motivation, and participation<sup>4</sup>. Gamification has been widely adopted in language education because it can transform conventional learning activities into more interactive and enjoyable experiences.

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<sup>1</sup> Jack C. Richards, *Teaching and Researching Speaking*, 4th ed. (New York: Routledge, 2021), 18–25.

<sup>2</sup> Jean-Marc Dewaele, "The Effect of Classroom Emotions, Attitudes Toward English, and Teacher Behavior on Willingness to Communicate Among EFL Learners," *Journal of Multilingual and Multicultural Development* 40, no. 1 (2019): 60–72.

<sup>3</sup> Anne Burns and Christine C. M. Goh, *Teaching Speaking: A Holistic Approach* (Cambridge: Cambridge University Press, 2019), 33–41.

<sup>4</sup> Karl M. Kapp, *The Gamification of Learning and Instruction* (San Francisco: Pfeiffer, 2012), 10–15.

Through features such as competition, rewards, feedback mechanisms, and progress tracking, gamified environments may encourage learners to participate more actively in language-learning tasks.

Among various gamification platforms, Kahoot has emerged as one of the most widely used digital tools in educational settings worldwide. Kahoot is a game-based student response system that enables teachers to create interactive quizzes, discussions, and learning activities accessible through smartphones, tablets, or computers<sup>5</sup>. The platform integrates several motivational features, including point-based scoring systems, countdown timers, leaderboards, and instant feedback, which have been shown to increase classroom engagement and learner enthusiasm. Previous research has consistently reported positive effects of Kahoot on student motivation, participation, classroom interaction, and academic achievement across diverse educational contexts<sup>6</sup>.

In the context of language learning, Kahoot has been associated with increased learner engagement and positive classroom experiences. Students frequently perceive Kahoot as an enjoyable and stimulating learning medium that reduces boredom and promotes active involvement during instructional activities. However, a closer examination of existing literature reveals that most studies have primarily focused on measuring learning outcomes, achievement gains, or motivational effects through experimental and quasi-experimental research designs<sup>7</sup>. Comparatively limited attention has been devoted to exploring students' perceptions of Kahoot specifically within speaking activities, despite the crucial role of learner attitudes in shaping participation, willingness to communicate, and overall learning effectiveness.

This gap in the literature is significant because speaking activities differ fundamentally from other language-learning tasks such as vocabulary memorization, grammar practice, or reading comprehension exercises. Effective speaking instruction requires learners to engage in meaningful interaction, express opinions, negotiate meaning, and communicate spontaneously in authentic communicative situations. Therefore, it remains unclear whether the gamified features of Kahoot genuinely facilitate communicative speaking development or merely

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<sup>5</sup> Bente Ø. Wang and Andreas Lieberoth, "The Effect of Points and Audio on Concentration, Engagement, Enjoyment, Learning, Motivation, and Classroom Dynamics Using Kahoot!," *Computers & Education* 149 (2016): 1–15.

<sup>6</sup> Helen Licorish et al., "Students' Perception of Kahoot!'s Influence on Teaching and Learning," *Research and Practice in Technology Enhanced Learning* 13, no. 9 (2018): 1–23.

<sup>7</sup> Zarzycka-Piskorz Edyta, "Kahoot It or Not? Can Games Be Motivating in Learning Grammar?," *Teaching English with Technology* 16, no. 3 (2016): 17–36.

increase surface-level participation without substantially supporting oral communication skills<sup>8</sup>. Furthermore, understanding students' perceptions is essential because learners' attitudes toward instructional technologies can influence their motivation, engagement, and willingness to communicate in a second language.

Based on these considerations, this narrative literature review seeks to synthesize and critically examine existing studies concerning students' perceptions of Kahoot-based speaking activities in EFL classrooms. The review addresses three research questions: (1) How do students perceive the use of Kahoot in speaking activities? (2) What benefits of Kahoot-based speaking activities have been reported in previous studies? and (3) What challenges emerge during the implementation of Kahoot in speaking instruction? By addressing these questions, the study contributes to the growing body of research on technology-enhanced language learning and provides practical implications for English language teachers seeking innovative approaches to fostering speaking competence in EFL contexts.

## METHOD

This study employed a narrative literature review design to synthesize and critically analyze existing research concerning students' perceptions of Kahoot-based speaking activities in English as a Foreign Language (EFL) classrooms. A narrative literature review was considered appropriate because it allows researchers to explore, interpret, and integrate findings from diverse studies related to a particular educational phenomenon without conducting statistical meta-analysis<sup>9</sup>.

Unlike systematic reviews that focus primarily on strict inclusion criteria and quantitative synthesis, narrative reviews provide a broader understanding of educational practices and emerging trends. In the context of this study, the narrative approach enabled a comprehensive exploration of how students perceive Kahoot when used to support speaking activities across different EFL settings.

The literature reviewed in this study was collected from reputable academic databases, including Google Scholar, ERIC, Scopus-indexed journals, and peer-reviewed educational publications. The search focused on studies published between 2016 and 2025 because Kahoot

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<sup>8</sup> Sarah Mercer and Zoltán Dörnyei, *Engaging Language Learners in Contemporary Classrooms* (Cambridge: Cambridge University Press, 2020), 87–102.

<sup>9</sup> Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>

began gaining widespread attention in educational research during this period. Several keywords were used during the literature search process, including:

1. Kahoot
2. Gamification in EFL
3. Kahoot and speaking skills
4. Students' perceptions of Kahoot
5. Digital game-based learning
6. Speaking activities in EFL classrooms
7. Technology-enhanced language learning

The selected studies met the following criteria:

- a. Published between 2016 and 2025.
- b. Focused on Kahoot implementation in educational contexts.
- c. Examined student perceptions, engagement, motivation, or speaking-related outcomes.
- d. Conducted within EFL or ESL settings.
- e. Published in English and accessible through academic databases.

The collected literature was analyzed using thematic analysis. Findings from previous studies were categorized into recurring themes related to students' perceptions of Kahoot-based speaking activities. These themes included:

- a) Student motivation.
- b) Speaking confidence.
- c) Classroom participation.
- d) Willingness to communicate.
- e) Challenges and limitations.

The thematic categorization enabled a comprehensive understanding of both the benefits and constraints associated with Kahoot implementation in speaking instruction.

## **RESULTS AND DISCUSSION**

### **Overview of Reviewed Studies**

The reviewed literature consistently demonstrates positive student perceptions regarding the use of Kahoot in language learning. Most studies report improvements in engagement, motivation, participation, and confidence. Table 1 summarizes several representative studies included in this review.

Table 1. Summary of Previous Studies on Kahoot in EFL Learning

Author(s)	Context	Participants	Main Findings
Wang & Lieberoth (2016)	Higher Education	University Students	Kahoot increased enjoyment and classroom engagement.
Licorish et al. (2018)	Language Learning	Undergraduate Students	Improved participation and attention during learning activities.
Wang & Tahir (2020)	Literature Review	Multiple Contexts	Kahoot positively affected motivation and learning performance.
Fitriani (2025)	Indonesian EFL	Senior High School Students	Increased speaking confidence and participation.
Wulandari (2024)	EFL Classroom	Secondary Students	Students perceived Kahoot as enjoyable and motivating.
Ningsih & Sujarwati (2025)	Indonesian EFL	High School Students	Positive influence on speaking practice and engagement.
Huang (2023)	Digital Game-Based Learning	EFL Learners	Gamification improved learner motivation and interaction.
Wardani & Kiptiyah (2024)	Collaborative Learning	EFL Learners	Enhanced collaboration and classroom communication.

The reviewed studies indicate that students generally perceive Kahoot as a supportive learning tool that creates a more interactive and enjoyable classroom atmosphere.

### **Kahoot and Student Motivation**

One of the most frequently reported themes in the literature concerns motivation. Motivation plays a critical role in language learning because it influences learners' persistence, engagement, and willingness to participate in classroom activities<sup>10</sup>.

Traditional speaking activities often generate low enthusiasm among learners due to fear of making mistakes and limited opportunities for meaningful interaction. Kahoot appears to address this issue through gamification features such as points, rankings, badges, and immediate feedback.

<sup>10</sup> Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.

According to Hamari et al, gamification enhances intrinsic motivation by transforming routine learning tasks into engaging experiences. When learners perceive educational activities as enjoyable, they become more willing to participate actively<sup>11</sup>.

Wang and Lieberoth (2016) found that students reported higher levels of enjoyment during Kahoot sessions compared to conventional instructional approaches. Similarly, Licorish et al that observed that Kahoot increased students' attention and enthusiasm throughout classroom activities<sup>12</sup>.

The motivational benefits of Kahoot can be explained through Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as key factors influencing learner motivation<sup>13</sup>. Kahoot provides opportunities for students to experience achievement through scoring systems while simultaneously interacting with peers.

Furthermore, contemporary learners, particularly Generation Z students, tend to respond positively to technology-mediated learning environments. Since many students are already familiar with digital games and mobile applications, Kahoot creates a learning experience that aligns with their everyday technological practices. Consequently, the reviewed literature suggests that Kahoot can function as a powerful motivational tool that encourages students to engage more actively in speaking activities.

### **Kahoot and Speaking Confidence**

Confidence constitutes one of the most influential affective variables in second and foreign language speaking performance. In the context of EFL learning, confidence is closely associated with learners' willingness to communicate, perceived communicative competence, and readiness to engage in oral interaction. Students who possess higher levels of speaking confidence tend to participate more actively in classroom discussions, take greater risks in language production, and demonstrate stronger persistence when encountering communicative difficulties. Conversely, learners with low confidence often avoid speaking opportunities, limit

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<sup>11</sup> Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. In *Proceedings of the 47th Hawaii International Conference on System Sciences* (pp. 3025–3034).

<sup>12</sup> Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning A literature review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>

<sup>13</sup> Ryan, R. M., & Deci, E. L. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

their linguistic output, and experience higher levels of communication anxiety, which may negatively affect language development<sup>14</sup>.

A substantial body of literature indicates that speaking anxiety remains a pervasive challenge among EFL learners. Many students hesitate to express their ideas orally because they fear making grammatical errors, mispronouncing words, or receiving negative evaluations from teachers and peers<sup>15</sup>. Such apprehension frequently results in reduced classroom participation and reluctance to engage in communicative tasks. The issue becomes particularly significant in EFL contexts where opportunities for authentic language use are limited and classroom interactions serve as the primary avenue for speaking practice. Consequently, creating a supportive learning environment that minimizes anxiety and promotes confidence has become an important pedagogical objective in contemporary language education.

The findings synthesized in this review suggest that Kahoot may contribute positively to the development of learners' speaking confidence. Unlike traditional speaking activities that often emphasize accuracy and formal assessment, Kahoot incorporates game-based elements that encourage participation through competition, enjoyment, and immediate feedback. The gamified structure appears to redirect students' attention away from the fear of making mistakes and toward active engagement in learning tasks. As a result, learners may perceive speaking activities as less threatening and more enjoyable, thereby increasing their willingness to communicate.

Several empirical studies support this conclusion. Fitriani reported that students participating in Kahoot-based speaking activities expressed greater comfort in sharing ideas and opinions because the learning atmosphere was perceived as enjoyable, interactive, and non-judgmental<sup>16</sup>. Similarly, Wulandari found that the integration of Kahoot into speaking instruction enhanced students' self-confidence, particularly among learners who were previously reluctant to participate in oral classroom activities<sup>17</sup>. The study further revealed that students felt less intimidated when responding to speaking prompts presented through a digital platform compared to conventional teacher-directed questioning.

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<sup>14</sup> Jean-Marc Dewaele, "The Effect of Classroom Emotions, Attitudes Toward English, and Teacher Behavior on Willingness to Communicate Among EFL Learners," *Journal of Multilingual and Multicultural Development* 40, no. 1 (2019): 60–72.

<sup>15</sup> Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

<sup>16</sup> Fitriani, "Students' Perceptions of Kahoot-Assisted Speaking Activities in EFL Classrooms," *Journal of English Language Teaching Studies* 7, no. 1 (2025): 45–58.

<sup>17</sup> Wulandari, "Enhancing Speaking Confidence through Kahoot-Based Classroom Interaction," *Indonesian Journal of Applied Linguistics* 14, no. 2 (2024): 210–223.

The positive influence of Kahoot on confidence can also be explained through established theories in second language acquisition. Krashen's Affective Filter Hypothesis posits that emotional variables such as anxiety, self-confidence, and motivation significantly influence language acquisition<sup>18</sup>. According to this framework, learners are more likely to acquire language effectively when their affective filter is low, allowing linguistic input to be processed more efficiently. Conversely, high levels of anxiety and low self-confidence may create psychological barriers that impede language learning. Within this context, Kahoot's playful and interactive environment may function as a mechanism for lowering learners' affective filters by reducing performance pressure and increasing enjoyment during speaking activities.

Furthermore, Kahoot appears to facilitate confidence development through the provision of structured and scaffolded participation opportunities. In many classroom applications, teachers use Kahoot not merely as a quiz platform but as a trigger for discussion, opinion sharing, problem-solving tasks, and oral presentations. Students are often encouraged to discuss possible answers with peers before presenting their responses publicly. This gradual progression from collaborative interaction to individual performance aligns with sociocultural perspectives on language learning, which emphasize the importance of scaffolding and social support in developing communicative competence<sup>19</sup>. Through repeated exposure to low-risk speaking opportunities, learners may gradually develop greater confidence in their ability to communicate in English.

Another factor contributing to confidence enhancement is the immediate feedback provided by the platform. Instant feedback allows learners to evaluate their performance without experiencing prolonged uncertainty regarding the correctness of their responses. Research on formative assessment suggests that timely feedback can strengthen learners' self-efficacy by helping them recognize their progress and identify areas for improvement<sup>20</sup>. In the context of speaking instruction, positive feedback delivered through a gamified environment may reinforce students' perceptions of competence and encourage continued participation.

Nevertheless, the relationship between Kahoot and speaking confidence should not be viewed as universally positive. Several studies caution that competitive features such as leaderboards and public rankings may generate pressure for some learners, particularly those

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<sup>18</sup> Stephen D. Krashen, *The Input Hypothesis: Issues and Implications* (London: Longman, 1985), 30–32.

<sup>19</sup> James P. Lantolf and Steven L. Thorne, *Sociocultural Theory and the Genesis of Second Language Development* (Oxford: Oxford University Press, 2006), 197–214.

<sup>20</sup> John Hattie and Helen Timperley, "The Power of Feedback," *Review of Educational Research* 77, no. 1 (2007): 81–112.

with lower language proficiency. While competition can motivate participation for many students, it may simultaneously increase anxiety among learners who consistently achieve lower scores. Therefore, the effectiveness of Kahoot in fostering confidence depends largely on how teachers design and implement speaking activities. Emphasizing collaboration, formative feedback, and communicative interaction rather than solely focusing on competition may maximize the platform's positive effects on learners' confidence.

Overall, the reviewed literature indicates that Kahoot can contribute meaningfully to the development of speaking confidence among EFL learners. By creating an enjoyable, supportive, and interactive learning environment, the platform helps reduce communication anxiety, lower affective barriers, and encourage active participation in oral communication. However, its effectiveness is strongly influenced by pedagogical design, suggesting that teachers should carefully integrate Kahoot within broader communicative language teaching practices to ensure that confidence gains translate into sustained improvements in speaking performance.

### **Kahoot and Classroom Participation**

Participation is another major benefit consistently highlighted in the literature.

Active participation is essential for speaking development because speaking competence cannot be acquired solely through passive exposure. Learners need opportunities to produce language, negotiate meaning, and engage in interaction. In many traditional classrooms, participation tends to be dominated by a small number of highly motivated students, while less confident learners remain silent. Kahoot appears to reduce this imbalance by encouraging whole-class involvement.

Licorish et al observed that nearly all students participated during Kahoot sessions because the platform requires individual responses from every learner. This feature minimizes passive behavior and promotes inclusive participation<sup>21</sup>. Similarly, Ningsih and Sujarwati found that Kahoot increased students' willingness to engage in classroom discussions and speaking activities. Students reported feeling more motivated to contribute because they viewed the activities as enjoyable challenges rather than formal assessments<sup>22</sup>.

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<sup>21</sup> 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(9), 1–23. <https://doi.org/10.1186/s41039-018-0078-8>

<sup>22</sup> Ningsih, A., & Sujarwati, D. (2025). Kahoot-assisted speaking activities and students' engagement in Indonesian EFL classrooms. *Journal of English Language Teaching and Linguistics*, 10(1), 75–89.

In addition, Kahoot supports immediate feedback, allowing students to evaluate their performance instantly. This feedback mechanism encourages continued participation and helps learners monitor their progress. The literature therefore indicates that Kahoot can transform speaking classrooms into more interactive environments characterized by higher levels of student participation.

### **Kahoot and Willingness to Communicate**

Willingness to Communicate (WTC) refers to a learner's readiness to initiate communication when opportunities arise. WTC has become an important construct in second-language acquisition because speaking competence depends largely on learners' willingness to use the language.

Several studies suggest that Kahoot contributes positively to students' WTC. The platform provides structured opportunities for interaction while reducing the psychological risks often associated with speaking.

Mercer and Dörnyei argue that learners are more willing to communicate when classroom environments are supportive, engaging, and non-threatening. Kahoot's competitive yet playful nature appears to satisfy these conditions<sup>23</sup>.

Students often report feeling less intimidated when speaking during Kahoot activities because the focus is shared among all participants rather than directed toward a single individual. As a result, learners become more willing to express opinions, answer questions, and engage in discussion.

Furthermore, Kahoot-based activities frequently involve collaborative learning. Group discussions prior to answering questions provide opportunities for peer support and negotiation of meaning, both of which contribute to increased communicative willingness. The reviewed literature therefore suggests that Kahoot not only increases participation but also promotes students' readiness to communicate in English.

### **Challenges and Limitations of Kahoot-Based Speaking Activities**

Despite numerous benefits, the literature also identifies several challenges associated with Kahoot implementation.

#### **1. Time Pressure**

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<sup>23</sup> Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.

One commonly reported issue involves time constraints. Kahoot's timer-based system may create pressure for some students, particularly those with lower proficiency levels. Wang and Tahir noted that learners occasionally focus more on answering quickly than on producing meaningful language. This issue can reduce opportunities for deeper communicative interaction<sup>24</sup>.

## **2. Technological Limitations**

Successful implementation of Kahoot depends heavily on technological infrastructure. Problems such as unstable internet connections, limited device availability, and technical malfunctions can disrupt classroom activities. Selwyn argues that unequal access to technology remains a significant challenge in educational innovation. In some contexts, technological barriers may limit the effectiveness of Kahoot-based learning<sup>25</sup>.

## **3. Overemphasis on Competition**

Although competition can increase motivation, excessive competition may create negative consequences. Some students may become overly focused on winning rather than learning. Wang and Tahir suggest that teachers should carefully balance competitive elements with collaborative activities to ensure that educational objectives remain the primary focus<sup>26</sup>.

## **4. Limited Speaking Production**

Another limitation concerns the design of Kahoot itself. The platform was originally developed as a quiz-based response system rather than a dedicated speaking tool. Consequently, meaningful speaking practice depends largely on how teachers integrate speaking tasks into Kahoot activities.

Without appropriate instructional design, Kahoot may primarily promote short responses rather than extended oral communication. Therefore, effective implementation requires teachers to combine Kahoot with communicative language teaching strategies, discussion tasks, and collaborative speaking activities.

## **CONCLUSION**

This narrative literature review explored students' perceptions of Kahoot-based speaking activities in EFL classrooms. The reviewed studies consistently indicate that students generally perceive Kahoot positively due to its ability to create engaging, interactive, and motivating learning environments.

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<sup>24</sup> Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning A literature review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>

<sup>25</sup> Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury.

<sup>26</sup> Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning A literature review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>

The findings demonstrate that Kahoot contributes to increased motivation, enhanced speaking confidence, greater classroom participation, and stronger willingness to communicate. Through gamification features such as points, leaderboards, immediate feedback, and interactive challenges, Kahoot encourages learners to engage more actively in speaking activities while reducing communication anxiety. Nevertheless, several limitations remain. Time pressure, technological constraints, excessive competition, and limited opportunities for extended oral production may reduce the effectiveness of Kahoot if not carefully managed. Therefore, teachers should integrate Kahoot with communicative teaching approaches that emphasize meaningful interaction rather than merely correct answers.

Overall, Kahoot represents a promising pedagogical tool for supporting speaking instruction in EFL contexts. Future studies are encouraged to investigate the long-term effects of Kahoot on speaking proficiency, communicative competence, and learner autonomy across different educational settings.

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