



Using Kahoot Application as Interactive Media in the Arabic Speaking Skills Development

Agus Yasin¹, Tiara Eki Wahyu Rinawati², Nabila Rahayu Putri³

^{1 2} University of Darussalam Gontor, Indonesia

³ Kütahya Dumlupınar Üniversitesi, Türkiye

Corresponding E-mail tiaraekivahyu@gmail.com

Abstract

The study examines the widespread phenomenon of reduced student engagement and motivation typically due to traditional pedagogical approaches. This study uses a descriptive qualitative approach through literature analysis to review the past research about the use of Kahoot very relevant in the world of language learning. Results showed that Kahoot Gamification element in technology significantly increases student engagement which make learning interactive and interesting. Having the instant feedback feature available in the application gives students time to identify and correct their mistakes faster, and also allows a more competitive and positive atmosphere in the classroom. Additionally, Kahoot develops learning motivation by eliminating the monotony in the usual teaching methods and promoting active participation. According to the study findings, Kahoot can revolutionize teaching methods in the digital age and is a useful tool for enhancing speaking and other aspects of the Arabic language. It is advised that future studies investigate its use in other language skills and tackle any possible obstacles to its wider deployment.

Keywords: *Kahoot, Speaking Skills, Interactive Media*

Introduction

One way to improve human resources is through education. The process of education is crucial to human existence, from childhood to adulthood and old age (Kaynan Haffat Jehian et al., 2023). Currently, At the moment, Indonesian education needs to be of higher quality. The low quality of education at various levels has hampered the allocation of human resources with skills and expertise in various fields (Fitri, 2021). The most important factor supporting the application of the learning process in education is the availability of suitable and entertaining learning materials, particularly those for learning Arabic (Mahmudi et al., 2023). Arabic remains the words

most dominant language and has the greatest ability to adapt human emotions, culture, and civilization.

Language is one of the human needs and is an interconnected skill, such as reading, writing, listening, and speaking, including Arabic. Language functions as a means of communication and a link between people of nations, making it one of the important factors that can strengthen relationships and create better understanding between nations. Arabic must be learned from an early age to remember how important language is in education. Everyone uses language to express their desires. Arabic is one of the many languages taught around the world (Akhmad Irsyad Asshiddiqi & Moh. Hesbi Suhadak, 2023). It can be stated that language, including Arabic, is a basic human need and functions as a crucial means of communication to strengthen relations between nations. Learning Arabic, like other languages, should integrate theoretical and practical approaches. Among these skills are listening, reading, writing, and speaking skills. Linguistics such as phonetics, morphology, and grammar should be prioritized in these skills.

Technological advancement in the era of society 5.0 is an unavoidable necessity. Contemporary technology is designed to make it easier for users to handle current situations. It has become a part of humans and has influenced the paradigm shift in education (Arifin et al., 2023). Many theories on technology acceptance have identified behavioral intentions, namely the extent to which people intend to use (or continue to use) a technology (al-Abdullatif & Alsubaie, 2022). Additionally, according to the assertion made, learning media will boost student's motivation to learn.

Learning strategies are influenced by advances in science and technology, especially information technology. The use of media can not only simplify and make the learning process more effective, but can also make learning more interesting. Internet-based learning media proves that technology can help learning and teaching through tools and evaluations (Salam et al., 2023). In the past few years, gamified Web 2.0 products like Socrative, Plickers, Quizizz, ClassDojo, Classcraft, and Kahoot have gained popularity in the classroom. Gamifications popularity in education can be attributed to its ability to boost motivation and promote active learning (Sercanoğlu Öden et al., 2021). Kahoot is a game-based application that serves as an engaging interactive learning tool. Because it stimulates learners' visual and verbal aspects, this game-based learning may be a useful tool.

In recent years, there has been a tremendous increase in the use of technology in language instruction. Several research have investigated the potential benefits and drawbacks of this strategy. Research by (Riantimun et al., 2024) The usage of the Kahoot application in Arabic language learning has been shown to improve student's interest and engagement levels. Research by (Khomsah & Imron, 2020) There was a substantial association between the use of Kahoot and increased interest in Arabic language study. According to (Wirani et al., 2022) here was a significant connection between the use of Kahoot and increased interest in learning more about the psychological variables driving the continued use of educational technology. Their research found that perceived usefulness, a crucial driver of continued use, is influenced by both competitiveness and enjoyment. Furthermore, contentment is an

important factor in individual impact, and enjoyment strongly predicts Arabic language study. According to (Busiri, 2020) further confirms these findings, emphasizing the potential of Kahoot to boost student engagement and learning outcomes in Arabic language teaching when utilized correctly. Additionally (Tóth et al., 2019) Investigated the effect of Kahoot quizzes on student's exam performance. Their study discovered a favorable association between the number of Kahoot quizzes completed and student's exam scores, indicating that Kahoot can be a useful tool for reinforcing learning and boosting academic performance. While these studies highlight Kahoot's favorable effects on learning outcomes and student engagement, there is a paucity of study into its specific role in building Arabic speaking skills. This study fills this gap by investigating how Kahoot can be used as interactive media to improve Arabic speaking skills. Unlike earlier research, this study focuses on incorporating Kahoot's competitive and interactive aspects into exercises that directly improve speaking proficiency, making a unique contribution to the field of Arabic language teaching.

Based on these findings, the researcher wants to research 1) How does the interactivity of the Kahoot application affect the development of speaking skills in Arabic language learning. And 2) To what extent can the use of the Kahoot application increase students learning motivation in Arabic language subjects.

Method

The method used in this study is a descriptive qualitative research method based on literature, namely an approach used to analyze and describe a phenomenon or issue based on a review of relevant literature. In this method, researchers do not conduct direct observations or interviews, but instead focus on collecting and analyzing data from various library sources such as books, journals, articles, and other documents. According to Sugiyono, data collection techniques in library research or literature studies involve several steps, namely Collection of Data Sources Data is collected from existing literature, including books, journal articles, research reports, and other document sources that are relevant to the topic being researched (Hidayat & Asyafah, 1970).

In the process of collecting literature, first a literature search was conducted related to the use of Kahoot as a learning tool. Then, the selected literature was evaluated to evaluate its quality and relevance to the research topic. Furthermore, important findings related to using Kahoot as a learning tool were identified through the literature analysis (Sulistiyawati et al., 2021). The results of this analysis were used to group the selected literature. This study uses the article analysis method without conducting direct field observations. In addition, this method was chosen because this study uses Kahoot as a learning medium.

Result and Discussion

With the advancement of technology today, many smartphone applications are made through the internet network. Kahoot, one of the learning technologies, is a game played through a free learning platform. The official Kahoot website says that Morten Versvik, Johan Brand, and Jamie Brooker created this platform with Prof Alf

Inge Wang. On the contrary, games have been shown to help student motivation, academic achievement, and classroom dynamics. Elementary schools, high schools, universities, adult education, military training, and medical practice all use game-based learning. Games can be used in education in a variety of ways. One is by incorporating them into traditional classrooms to enhance learning, increase motivation, and increase student engagement (Zubaidi, 2020). By integrating content material into games, digital games enable the brain to process data from short-term memory to long-term memory. Kahoot is an alternative interactive learning platform.

Kahoot was first launched in Norway in September 2013. Kahoot is played by over 4 billion people from approximately 200 countries. Kahoot is made easy to access and allows anyone to create quizzes without age or subject restrictions. In addition, Kahoot is very easy to use because users only need to open it in a web browser rather than downloading it on Android. The advent of smartphones and tablets in particular has allowed users to easily access wireless networks and HTML wherever they are. As a result, the use of these new facilities has encouraged educational application developers and enabled new ideas on how to deliver and respond to quizzes in the classroom. Web-based applications such as Kahoot, Socrative, Quizizz, and Quizlet, which offer a more interactive platform with engaging graphic and audio effects, add elements to the game and turn quizzes into games, are unsurprising results.

Interactivity Towards Developing Speaking Skills

The language required to read, write, converse with others, and listen to others. Language enables one to make plans for the future and describe past occurrences. (Qureshi et al., 2022). With one language, information can be conveyed from one generation to the next, creating a rich cultural heritage. As of 2019, 422 million people speak Arabic in Muslim and non-Muslim countries, making it the fifth most widely spoken language in the world. Effective teaching of Arabic as a second language is essential to help students develop their strong language skills (Almelhes & Alsaiani, 2024). However, traditional approaches to language teaching, which focus on grammar rules and memorizing vocabulary, have been criticized for their shortcomings. Traditional approaches alone are insufficient to meet the diverse needs of modern learning because students often struggle to grasp language concepts without collective communication and have limited engagement, which hinders their overall language acquisition. Learning motivation is an important factor that influences student success in the educational process. Various learning methods and tools continue to be developed to increase motivation, including the use of interactive technology in the classroom. Motivation is an important factor in the development of speaking skills in language learning, and Kahoot can enhance student motivation through game interactivity.

Kahoot is one of the contemporary ways. Speaking in the digital era is quite difficult. In the past 20 years, the Internet has significantly impacted language learning, as seen by the rapid advancement of media and technology that offer new breakthroughs in language instruction. Specifically, technology can create ways to learn language using the three primary components of language vocabulary, phonemes, and

structures and constructions for functional abilities like speaking and writing. (Ritonga et al., 2022). Speaking ability is one of the most important language skills. The study of speaking skills is an oral approach that emphasizes the ability to speak a language (Mat et al., 2020). This aims to investigate the Arabic speaking skills learning strategies of good and poor Arabic speakers in learning both inside and outside the educational environment.

The National Capital Language Resource Center (NCLRC) states that the purpose of teaching and mastering Arabic and other foreign languages in the US is to facilitate communication. Successful learners appear to employ ways to maintain focus in the classroom when they are not actively participating in interactions. "The more active ones will use strategies to draw the teacher's attention to them." (Haron et al., 2012). The author believes that being aware of certain strategies to improve speaking skills in a Foreign Language will help learners acquire good speaking skills. One of the interactive learning innovations in this regard is the use of Kahoot, a game-based interactive learning tool that emphasizes student's active participation in the learning process. Kahoot utilizes online quizzes, which allow students to reflect on their answers online, and records all student activities, which can be used as a resume for teacher assessment. Kahoot media and information technology can improve the quality and effectiveness of learning.

Interactivity is vital for the development of speaking abilities in language acquisition, particularly Arabic. Kahoot, a gamified learning platform that encourages active involvement and engagement, is an efficient way to increase interactivity. In the context of Arabic language study, Kahoot is a tool for practicing (effective communication) and enhancing speaking skills. Kahoot's interactive features, such as time limitations and leaderboards, foster a fun and competitive environment, reducing speaking anxiety and increasing confidence. This is consistent with the concept of learning via play, which has been found to increase student motivation and engagement. Furthermore, Kahoot's collaborative features, such as team-based quizzes, promote peer engagement. Students can argue and negotiate answers in Arabic, honing their conversational abilities. The rapid feedback tool allows students to rectify their speech or syntax errors, promoting continual growth.

Kahoot, an application that has many quiz features, can be used to review student's knowledge as a formative assessment or as an alternative to regular classroom activities. How to use the Kahoot application as an interactive learning media is as follows (1) Teachers or lecturers must access the link www.create.kahoot.com or install the application on the Google Play Store. If they do not have an account, they must create one first, (2) After logging in, the next step is to create questions by clicking "create new" on the home page, (3) After the questions are completed, the instructor can immediately start the application by starting the game individually or in groups, (4) When you select the individual or group column, students are asked to visit www.kahoot.com with their respective devices and write down the PIN, which will connect them directly to the game. This will be shown on the PIN column layer, (5) Game players must choose one of the four available answers to answer the question that appears on the teacher's screen, (6) When all game players have chosen their

answer, the results will be displayed, (7) After the session ends, the educator will receive information about the student's rankings, sorted from first to last. (Lin & Kaur, 2018).

When using Kahoot media, students can experiment with several settings, such as solitary or group use, which can be combined to achieve a specific goal. Stages of Collaboration on using the Kahoot question and answer method in Arabic language learning (Mimouni & Tamer, 2020): (1) The teacher gives socialization for the use of the question-and-answer approach using Kahoot media in Arabic language study, (2) The teacher prepares the material based on the reading by changing the teaching materials, (3) The teacher gives the students time to understand the content delivered. Throughout the learning process, (4) the teacher regularly asks questions about the pupils' comprehension of the topic, (5) he questions are then continued utilizing the Kahoot application, (6) Before running the Kahoot application, the teacher creates the Kahoot PIN for students to use, (7) Once all students have logged up, the teacher can launch the Kahoot app, (8) Students respond to each question based on the content they've just read, (9) After all questions have been answered, the teacher reveals the results for each student.

Not all students or teachers are satisfied in the use of Kahoot media, but some are unhappy with the media. This is not unrelated to factors contributing to the effectiveness of the Arabic language learning process. One advantage of using media is that it can help teachers improve their teaching methods by providing engaging games that increase motivation to learn for students. Anyone can easily utilize it for learning and evaluation. This media is more user-friendly for millennial learners, who are inextricably linked to the world's most popular gadgets, and it is efficient because it does not require the installation of any software that could slow down the smartphone application. This media just requires the creation of a Facebook or Gmail account, both of which many people are already familiar (Alawadhi & Abu-Ayyash, 2021). Students can utilize Kahoot without having to create their own account by entering the PIN obtained from the teacher's account when Kahoot is deployed. On smartphones, it is assisted by a free mobile app available from the Google Play Store.

The impact of using Kahoot in the form of increasing interactivity in the classroom by presenting a game-based learning approach that makes students more involved and motivated. In a competitive yet fun atmosphere, Kahoot encourages active participation where all students contribute simultaneously. This interaction increases student interest and helps them be more confident in speaking, especially when class discussions are held after the game session. The immediate feedback provided by Kahoot allows students to immediately understand their mistakes, including in pronunciation or word choice, which is essential in improving speaking skills. In addition, Kahoot strengthens listening and quick response skills, important aspects in conversation and debate (Qomariyah & Qodir, 2020).

From a motivational perspective, Kahoot has the potential to increase active participation and students desire to learn more through the use of gamification elements. Research shows that elements such as desire, fantasy, and curiosity have the potential to make learning more enjoyable and engaging (España-Delgado, 2023).

Kahoot allows students to learn in an enjoyable environment, which can improve their engagement with educational material. However, the main challenge is a lack of time to respond to each question, which can sometimes undermine the confidence of students in participating, particularly those new to learning Arabic (Alawadhi & Abu-Ayyash, 2021). Although Kahoot may provide instant feedback through quiz results, allowing students to understand how well they understand material, this is only effective if used correctly.

The usage of Kahoot in Arabic language study gives a unique experience for students by creating an engaging and enjoyable learning environment. Students believe Kahoot can increase their enthusiasm for studying Arabic, particularly through the tough gamification features. Healthy competition encourages students to participate actively, including those who are often inert in class. In addition, students believe that Kahoot's fast feedback function helps them grasp their mistakes more quickly. This also speeds up the learning process because pupils don't have to wait for manual evaluation from the teacher. However, for students who have not yet grasped these concepts, Kahoot may only be a fun game that has no significant impact on their ability to play (Tuki et al., 2023). As a result, the integration of Kahoot into the curriculum must improve student's knowledge of Arabic before they begin using the tool to improve their performance.

The influence of Kahoot on students learning motivation in Arabic lessons

Kahoot's impact on student's motivation to complete quizzes and course concepts, and helping them memorize the vocabulary they have learned. By using gamification, students can interact with the content in a synchronous online course. Classroom experiences with Kahoot have shown that quizzes can increase student participation and motivation in small classes. In addition, the experience shows how important quizzes are for assessing student's knowledge before the final exam. In addition, Kahoot gamified quiz scores have increased significantly (Rojabi et al., 2022). This is because gamification makes learning fun. Kahoot can support student's motivation to achieve success levels in online learning environments.

Gemma M Boden and Lindsay Hart revealed several advantages of the Kahoot application, namely (a) attractive, colorful appearance (b) encouraging students to participate actively (c) free access (d) many types of questions that can be created (e) easy to create quizzes (f) allows shy students to answer questions (g) the presence of images that can help color blind students in responding to quizzes. The researchers began this study by taking a quiz through the Kahoot application at an Arabic language course. The researchers felt the benefits of using the application, such as the encouragement to master the content presented and the desire to get high scores and rankings (Aulia Karima Zuhda Utami & Dudung Hamdun, 1970).

Before the lesson starts, lecturers can utilize Kahoot to make sure the students understand the material. After the lesson, lecturers can utilize Kahoot to ensure the students understood. To increase student's comprehension, lecturers should go over each Kahoot questions responses with their students. Pupils think about Kahoot more difficult and competitive in open-ended questions than in surveys; they consider it to

be enjoyable rather than tedious and akin to games with more eye-catching graphics. Some claimed that while responding to inquiries, they felt more assured (Elkhamisy & Wassef, 2021). Kahoot can also be used for practice and revision, helping students remember what they have learned. With this they can also directly track how well they have mastered the material and how far they have progressed in a particular topic.

This hypothesis identifies three categories that make learning enjoyable 1) challenge (objectives with ambiguous results); 2) fantasy (allure via internal or external fantasy); and 3) curiosity (cognitive curiosity as well as sensory curiosity via sounds and visuals). This idea transforms the second category fantasy into a game show in which teachers and students compete as hosts and contestants when it comes to the setting of classroom learning. In the first category, challenge, students compete with other players and must provide answers to questions. The final category, curiosity, challenges pupils to solve cognitive puzzles through visuals and audio. In order to make up for the small variance, students compete to get the correct answers during the game (Lin & Kaur, 2018).

Kahoot can help create a learning environment that is not monotonous. Because games are a natural tendency of students, their motivation to learn increases. Therefore, games can be used to encourage students to learn topics they don't like. In addition, it can be used in teaching Arabic (Muslimin et al., 2024). Digital game-based learning media that can be optimized to increase student motivation and independence as well as help evaluate learning and improve student's intellectual intelligence. Kahoot content can also be customized to encourage students to learn more about all the material taught. Students are very interested in using the Kahoot platform as a quiz in learning (Khomsah & Imron, 2020). Kahoot, one of the Arabic language learning media, can help students understand and absorb Arabic knowledge with listening skills. Kahoot media has a feature for uploading videos and images, which makes listening skill learning activities easier.

One of the advantages of Kahoot from the interactive sessions conducted by mentors and students is that they allow students to assess their own strengths and weaknesses and the teacher to assess the depth of their knowledge. Active review sessions also help students focus more on their knowledge, making them better prepared to solve problems, and improve their thinking skills needed for exams. Compared with traditional teacher-centered approaches, strong evidence shows that student-centered approaches improve learning and academic performance (Kalleney, 2020). The Kahoot application is mostly examined in the teaching setting. The current study, on the other hand, attempts to look into the utilization of Kahoot as a teaching tool. Furthermore, various research has looked into the usage of Kahoot in English language training in general, but not especially for vocabulary tests (Hadijah et al., 2020). The usage of Kahoot in a vocabulary test is necessary because students can utilize Kahoot as a means of learning new vocabulary while taking the test. In contrast, Kahoot is seen as a medium capable of helping students understand the test.

The difficulties are specific to objectives with ambiguous results that can be created by using different skill levels, multi-tiered objectives, concealed data, and random components. Answering multiple-choice questions properly and swiftly is the

challenge of Kahoot. There's no guarantee of the accuracy of the answer or the number of points granted. The right response remains a secret until every student has completed their responses (Wang & Tahir, 2020). a participant in the game a breather at this point, which can improve motivation, enjoyment, and concentration in learning and computing. Simultaneously, Kahoot stimulates cognitive interest by asking users to determine if an answer is accurate, as well as sensory inquiry through animated graphics, music, and sounds. Using these components makes learning more enjoyable and increases interest in both the sensory and cognitive domains, which can ultimately increase learnings efficacy in the context of language instruction (Sholihah et al., 2023). By understanding and optimizing these aspects, Kahoot can be a very effective tool in improving students learning experiences and learning outcomes.

Several studies have found that using technology such as Kahoot provides opportunities to create more enjoyable and engaging learning experiences, which is important for the development of speaking skills (Ashraf Galal El-Din Abdel-Rahman, 2021). It has been discovered that technical difficulties can disrupt learning and reduce the effectiveness of using Kahoot in the classroom. Challenge, curiosity, and quick feedback are all incorporated into Kahoot which creates a more engaging learning environment and supports more general educational objectives of encouraging students critical thinking and drive. These results suggest that integrating such gamified approaches could be instrumental in addressing the ongoing challenges in language acquisition, providing a scalable and effective solution for educators across various educational contexts.

From the teacher's perspective, using Kahoot in Arabic language acquisition has numerous practical benefits that can improve the effectiveness and efficiency of the teaching process. Teachers believe Kahoot is valuable for fostering an interactive and engaging learning environment, particularly in heterogeneous courses. Teachers may readily attract students' attention using Kahoot, especially those who are typically less enthusiastic about Arabic language subject. One of the primary benefits perceived by teachers is the convenience of providing real-time assessments of pupils' comprehension. The instant quiz answers enable teachers to swiftly discover pupils' areas of difficulty, such as vocabulary knowledge, grammar comprehension, or pronunciation. Using Kahoot's data, teachers can provide more targeted follow-up learning for students who need enrichment or remediation.

Kahoot as a tool for assessing student knowledge necessitates careful planning to ensure that any problems encountered by students can be used as a source of reflection and learning. If it is only used as a assessing tool with no reflection, the utility of the feedback may decrease. The use of Kahoot as a technique of assessing student's knowledge necessitates appropriate guidance from the instructor to guarantee that every error made by the students can be used for reflection and learning. If it is merely utilized as an assessment tool without in-depth thought, the benefits of feedback may be reduced (Abdullah S. Al-Asmari, 2022). By using Kahoot games, assessments can help educators or researchers evaluate student's cognitive abilities. The feedback scores generated by students when answering multiple-choice questions given by the game can be used to conduct this assessment (Min et al., 2021). The use of Kahoot

media is very important in learning Arabic, especially with the support of facilities that have been prepared in advance. Students can more easily understand what they have learned by participating in this activity. The use of Kahoot Media is very important for learning Arabic, especially with the facilities that have been prepared in advance.

Finally, while Kahoot improves student engagement and motivation, many questions remain about integrating the application into a more comprehensive learning curriculum. In general, Kahoot is an effective tool for increasing student motivation and engagement in Arabic language learning; however, it must be supplemented with clear understanding of the best ways to use it and careful consideration of potential technical and pedagogical shortcomings.

Conclusion

This study aims to examine the impact of using the Kahoot application as an interactive learning media in teaching Arabic, especially in developing students speaking skills and learning motivation. Based on the literature review conducted, it was found that Kahoot is able to increase student engagement in the learning process through an interactive and fun gamification approach. The use of Kahoot not only provides an interesting learning experience but also strengthens language skills, especially in speaking and listening.

Kahoot provides immediate feedback that helps students quickly understand their mistakes and encourages improvement in speaking skills. In addition, the platform facilitates a healthy competitive atmosphere in the classroom, significantly increasing students' motivation to learn Arabic. Thus, the use of Kahoot as an interactive learning tool has proven to be effective in increasing students' motivation and language skills and creating a dynamic and non-monotonous learning environment. In the context of Arabic language learning, Kahoot helps overcome traditional teaching approaches' limitations by providing easier and more engaging access for students. This positive impact shows the great potential of this application to be integrated more widely into language teaching, especially in the increasingly digital era.

REFERENCES

- Abdel-Rahman, E. A. (2021). The Effect of Quizizz and Kahoot Applications on Developing EFL Vocabulary Learning among Freshmen Students at Faculty of Education. *Majalah al-Tarbiyah*, 32(126).
- Abdullatif, A. M., & Alsubaie, M. A. (2022). Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia. *Sustainability*, 14(19).
- Alasmari, A. S. (2022). The Effective Role of Using Kahoot Application in Supporting University Education in Saudi Universities: Case Study on King Abdulaziz University Jeddah, Saudi Arabia. *International Journal of Computing, Communications and Networking*, 11(4).

- Alawadhi, A., & Abu-Ayyash, E. A. S. (2021). Students' perceptions of Kahoot: An exploratory mixed-method study in EFL undergraduate classrooms in the UAE. *Education and Information Technologies*, 26(4).
- Almelhes, S. A., & Alsaiani, H. E. (2024). A Conceptual Framework for Teaching Arabic as a Second Language. *Theory and Practice in Language Studies*, 14(7).
- Arifin, Z., Desrani, A., Ritonga, A. W., & Ibrahim, F. M. A. (2023). Arabic Language Learning Approach Using Smart Technology in Higher Education. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 6(1).
- Asshiddiqi, A. I., & Suhadak, M. H. (2023). The Application Make Match Teaching Method in Improving the Speaking Skill of Students at Arabic Language Center Al-Qodiri 1 Jember. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 9(1).
- Busiri, A. (2020). Pemanfaatan Media Kahoot dalam Pembelajaran Keterampilan Mendengarkan Bahasa Arab di IAI Sunan Kalijogo Malang. *Mubadasah: Jurnal Pendidikan Bahasa Arab*, 2(2).
- Elkhamisy, F. A. A., & Wassef, R. M. (2021). Innovating Pathology Learning via Kahoot Game-based Tool: A Quantitative Study of Student's Perceptions and Academic Performance. *Alexandria Journal of Medicine*, 57(1).
- España-Delgado, J. A. (2023). Kahoot, Quizizz, and Quizalize in the English Class and their Impact on Motivation. *HOW*, 30(1).
- Hadijah, H., Pratolo, B. W., & Rondiyah, R. (2020). Interactive game "Kahoot" as the Media of Students' Vocabulary Assessment. *Journal on English as a Foreign Language*, 10(1).
- Haron, S. C., Ahmad, I. S., Mamat, A., & Mohamed, I. H. A. (2012). Strategies to Develop Speaking Skills among Malay Learners of Arabic. *International Journal of Humanities and Social Science*, 2(17).
- Hidayat, T., & Asyafah, A. (1970). Paradigma Islam dalam Metodologi Penelitian dan Implikasinya terhadap Penelitian Pendidikan Agama Islam. *Tadrib: Jurnal Pendidikan Agama Islam*, 4(2).
- Jehian, K. H., Rusady, A. T., & Thoyyibah, A. (2023). The Influence of Arabic Teacher Professional Competence in the Use of Electronic-Based Learning Media, *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 9(1).
- Kalleney, N. (2020). Advantages of Kahoot Game based Formative Assessments along with Methods of Its Use and Application during the COVID-19 Pandemic in Various Live Learning Sessions. *Journal of Microscopy and Ultrastructure*, 8(4).
- Khomsah, A. F., & Imron, M. (2020). Pembelajaran Bahasa Arab melalui Kolaborasi Metode Questioning dan Media Kahoot. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 5(1).

- Mahmudi, I., Maha, M. B., Lubis, Z., Silmy, A. N., & Zalzuli, A. (2023). The Effectiveness of Al-Muhādistah Textbook to Improve Arabic Speaking Skills. *Arabiyatuna: Jurnal Bahasa Arab*, 7(2 November).
- Mat, A. C., Bakar, A. F. A., Nokman, A. Z., Musilehat, N. S., & Mohamad, N. (2020). Speaking Skills: What Arabic Language Students Do in Simulation Activity? *Universal Journal of Educational Research*, 8(12).
- Öden, M. S., Bolat, Y. İ., & Goksu, İ. (2021). Kahoot as a Gamification Tool in Vocational Education: More Positive Attitude, Motivation and Less Anxiety in EFL. *Journal of Computer and Education Research*, 9(18).
- Qureshi, M., Mahdiyyah, D., Mohamed, Y., & Ardchir, M. (2022). Scale For Measuring Arabic Speaking Skills In Early Children's Education. *Journal International of Lingua and Technology*, 1(2).
- Riantimun, A. F., Hasanul Mutawakkilin, Adella Ira Wanti, Danial Hilmi, & Okita Fatma Marliana. (2024). Pemanfaatan Aplikasi Kahoot sebagai Media Pembelajaran Bahasa Arab Interaktif. *Shaut al Arabiyyah*, 11(2)..
- Ritonga, M., Febriani, S. R., Kustati, M., Khaef, E., Ritonga, A. W., & Yasmar, R. (2022). Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education. *Education Research International*, 2022.
- Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., Khodijah, S., & Amumpuni, R. S. (2022). Kahoot, is it Fun or Unfun? Gamifying Vocabulary Learning to Boost Exam Scores, Engagement, and Motivation. *Frontiers in Education*, 7.
- Salam, M. Y., Mahayuni, M., Taman, M., & Mudinillah, A. (2023). Using Artificial Intelligence for Education in the Education 5.0 Era to Improve Reading Skills. *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 10(2).
- Sholihah, I. A., Krenata, N. A. C., & Nisa, N. K. (2023). Analisis Keuntungan dan Kerugian Kahoot sebagai Platform Media Pembelajaran. *Jurnal Pembelajaran Inovatif*, 6(2).
- Sulistiyawati, W., Sholikhin, R., Afifah, D. S. N., & Listiawan, T. (2021). Peranan Game Edukasi Kahoot dalam Menunjang Pembelajaran Matematika. *Jurnal Matematika*, 15(1).
- Tóth, Á., Lógó, P., & Lógó, E. (2019). The Effect of the Kahoot Quiz on the Student's Results in the Exam. *Periodica Polytechnica Social and Management Sciences*, 27(2).
- Tuki, N. H., Ahmad, S. Z. H., & Asbulah, L. H. (2023). Elevating Arabic Vocabulary Learning: A Dive into Digital Gaming Applications. *International Journal of Academic Research in Progressive Education and Development*, 12(4).
- Utami, A. K. Z., & Hamdun, D. (1970). Pengaruh Penggunaan Aplikasi Kahoot terhadap Motivasi Belajar Bahasa Arab Siswa Kelas X MAN 4 Kebumen. *EDULAB: Majalah Ilmiah Laboratorium Pendidikan*, 5(1).

- Wang, A. I., & Tahir, R. (2020). The Effect of Using Kahoot for learning – A Literature Review. *Computers & Education*, 149, 103818.
- Wirani, Y., Nabarian, T., & Romadhon, M. S. (2022). Evaluation of Continued use on Kahoot as a Gamification-Based Learning Platform from the Perspective of Indonesia Students. *Procedia Computer Science*, 197.
- Zubaidi, A. (2020). Development of Mahârah al-Istimâ' Test Instrument for Electronic Based Arabic Student Using The Kahoot Application. *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 7(1).