# AN ANALYSIS OF STUDENTS' MOTIVATION IN TEACHING AND LEARNING PROCESS BY USING KAHOOT

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**ABSTRACT**

Kahoot! is a game-based learning platform used to review students'knowledge, for formative assessment or as a break from traditional classroom activities.Play is a social-centred process,able to boost motivation and promote learning across all levels and ages.With the growing push for creativity in the classroom as well as the application of effective technology in teaching and learning.The key of teaching and learning process affects the students' motivation as well as the learning goals.This study was carried out to describe an analysis of students' motivation in learning process by using Kahoot! and to describe Kahoot! is effective to motivate students in learning writing process.This research used qualitative method with the observation and questionnaires as the instruments.It involved about three classes of the second grade students of SMPN 1 Sumber.The Sample was VIII A,VIII B, VIII H consist of 100 students.The data was analyzed descriptively.The findings showed that the result of ARCS (Attention,Relevance,Confidence,and Satisfaction) model of motivation defined the students motivated in learning process by using Kahoot! In addition,the result of the questionnaire Kahoot! was effetive to motivate student in learning writing process.

## INTRODUCTION

A. Background of the Study

The need for information technology in this era of globalization is not can be ruled out and become a necessity vital. (Li, Li, & Zhang, 2022)Mastery of information technology has become a "lifestyle" for most people, especially young people.(Yulianti, 2014) Along with the world order that has shifted from the realm of conventional into the digital realm, then the development of Information and communication technology has penetrated into the world of education.(Williamson, 2015)For an educator,mastery and knowledge of technology (technological knowledge) is a competency that must be mastered in order to support the improvement of the learning process.(Fuller & Dawson, 2017)Meanwhile,for students, mastery of technology can support the thinking process and mastery of science and technology.(Thomas, 2014)English is the most important language to be learned because English is a foreign language after Bahasa Indonesia.(Rofiyarti & Sari, 2017)Many people have many different way to learn English, but the most important thing is the aims of the reason they want to learn English.(Rahmat, 2019)There are four major skills which have to be taught in English teaching and learning process.(Perrin, Perrin, Muirhead, & Betz, 2015)One of them is writing skill.(Murray & Lamb, 2011)Harmer (2004:86),Writing is a process and that what is written is often highly affected by the obstacles of genres,then these elements must be presented in learning activities.Kahoot! is an online page that is very

educative because it provides features that can be used as media in the learning process. (Mayers, 2005)In his article, Rofyarti stated that Kahoot! Initially it was a joint project between a team consisting of Johan Brand,Jamie Brooker,Morten Versvik and the Norwegian University of Technology and Science in March 2013 by Sari (2007)Motivation influence this situation.(Sumekto, 2014)Ryan and Deci (2000), To be motivated means to be moved to do something.(Majid, 2013)A person who feels no pushing or inspiration to act is thus characterized as demotivated,whereas someone who is energized or activated toward an aims of learning is considered motivated.It means that motivation influence student to learning English.(Keller, 1987)If someone motivated in learning,they will more attracted to know deeper about the material.(Dellos, 2015)Schlechty,Woolfolk & Margetts (2001;2007) motivation is viewed in the literature as very important for enhancing learning outcomes of all student.(Zucker & Fisch, 2019)The more student interest of the subject of learning the faster they understand the material and be good in grade in any subject of English skill.In fact,in teaching and learning process researcher found several problems when did a teaching practice in one of Junior High School in Cirebon and each class consist of 30-36 students.(Iskandar, 2008) An English teacher can make a plan for lesson (lesson plan) in sequence and planed it well,but not infrequently sometimes teacher found in the process of learning activity,student end it up being bored and also sometimes restless to continuing the lesson and less attention while learning.(Heinich, Molenda, & Russell, n.d.)Beside,student infrequently being passive during learning.It is caused they think English is hard to be learned and the process of teaching and learning which is monotonous were not support them to learn.(Jeremy Harmer, 2001)And also,what teacher say is not understood by the student and there are no media which can make student enjoy the lesson. Pretty (2004) said that the biggest problem that teacher face is to make their student want to learn,and motivation has been believed as the reason for the effective learning by experienced and inexperienced teacher.(Goldenson & Glanze, 1984)Of course,it make learning process are not effective and the subject of the material does not reach well.And even sometimes they wanted to repeat the material again and again without give attention. When teacher asked them to do something like answering the question that is related with the material, they confused and less confidence. (Fraenkel, Wallen, & Hyun, 2012)It is all because they do not have a sense to reach the goal of material. It is absolutely block them to get knowledge and information about English which is meaningful. And of course they need a motivation which is fun and friendly.(Finegan, 2014)Because there are so many problems in motivating student like above,the reseacher proposed to find a best strategies to give motivational element to hold student attention and stay up throughout the lesson. (Djiwandono, 2008)Researcher used media as a motivational element.(Damara, 2016)Bates (1984), Heinich et al (2002) and Koumi (1991) stated from developed countries many researchers found that the use of media resource has major part in motivating student to keep learning.(Creswell, 2014)If students are motivated, automatically they will learn from any media which is used and adapted to their need.(Jones et al., 2016)Ellingtone and Race (1995) student become stimulated to keep learning when they are actively and emotionally involved in their own learning.(Castellan, 2010)In the educational setting,students are expected to be able to write kinds of academic writing which means that the skill of their writing must be understood well.(Gray, 1997)However, to write a good writing,students must acquire the appropriate grammar and mechanics,so they are not considered as indigent students in English writing (Anderson, 2005:4). In reality,things that is regarded as a failure in the learning process is writing.(Byrne, 2013)students identify the skill of listening and reading are easier than writing.Similarly with (Brown, 2000)said that writing is the skill that generally students are least capable in when

obtaining a new language.Based on the observation conducted by the writer while doing teaching in SMPN 1 Sumber Cirebon, the writer found that there were some problems appeared in English teaching and learning process,especially in the writing skill.(Brown & Abeywickrama, 2004)Because writing is a skill, the lack of practice was the problem.(Brown, 2001)The teacher did not give enough writing practices both in the classroom and outside the classroom. The teacher in most cases gave the material first and let students to write at the last of teaching learning process,it means there was only one time for students to practice their writing.(Asnawir & Usman, 2002)This kind of process was considered less effective because not all students got the time for personal feedback due to limited time.(Arter & McTighe, 2001)Besides that, the students'motivation to write was low.(Suharsimi, 2006)Some students were extremely unconfident and reluctant to write due to some reasons.(Alessi & Trollip, 1984)The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary,grammar, and sentence organization made their ideas could not be properly conveyed.(Muijs,Aubrey,Harris,&Briggs, 2004)Therefore,schools or institutions should use something better in teaching writing in case to help students more easily to master their writing skill,especially in writing conditional sentence.(YAVUZ, 2014)One of alternatives that can help students in writing especially conditional sentence is by using Kahoot!Kahoot! is a student response system that involve students through game-like pre-created or impromptu quizzes,exchange opinions and browses (Byrne, 2013; Cross, 2014; Kahoot!, 2014; Thomas, 2014). (Mayers, 2005)According to K! Academy (2016) Kahoot! is a complimentary game-basedlearning mediator for whatsoever lesson,in whatsoever tongue, on whatsoever device,for entire ages.(Jayanti, 2011)Broussard and Machtmes (2012) also stated that a gamebased pedagogy like Kahoot! is a complete mediator for hand out, look around, favourite or play content created by teachers and lecturers.There is a researcher who has conducted a research by using Kahoot!, he is Damara (2016), the title of his research is "Students' Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class".(Iskandar, 2008)In this research, the researcher did a survey on how students perceived the use of Kahoot! as an ice breaker in Movie Interpretation class in Sanata Dharma University, Yogyakarta. The aims of this study were to find out students'perception on the use of Kahoot! as an ice breaker and how to improve the use of kahoot! as an ice breaker in Movie Interpretation class.This research employed quantitative research and the type of research was specifically a survey.(Hartono & Hidayat, 2003)The data were obtained by questionnaire, interview, and also observation. The result of the study showed that the students' perception of using Kahoot! as an ice breaker in Movie Interpretation class was positive as the students felt that the use of Kahoot! as an ice breaker really helped students to learn with fun. Moreover, Kahoot! greatly helped students not only on how to learn with fun, but with Kahoot! students became more motivated to learned the material deeper in Movie Interpretation subject.Carol's study (1997) noted specifically that the use of computers in teaching and learning provide motivational activities.Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys, it is according to Byrne (2013) Cross, Kahoot!, Thomas (2014). Students do not need a Kahoot! account to access the quiz and can access the quiz through any device with a web browser, such as an iPad, Android device,or Chromebook.(J Harmer, 2004)It is easier because Kahoot! is easy to access and it included a game which is student really like(Jeremy Harmer, 2001).One research that related with this research from Ryan Dellos (2015) in his journal of title Kahoot! A digital Game Resource for Learning stated that the use of Kahoot! application creates a fun and competitive environment that promotes

student motivation to learning.It is very friendly and benefits both educators and students.(Chakraverty & Gautum,2000)Students need to be engaged if they are going to learn.(Hafner & Hafner, 2003)Kahoot! is a best practice in education and finding ways to integrate competitive games in the classroom that promote learning is essential for educators in the twenty first century.(Cole & Feng, 2015)Kahoot! also belived can trigger motivation of student to learning From the explanation,the writer interest to conduct a research with the title: The Analysis of Students'Motivation in Teaching and Learning Process By Using Kahoot! The writer tries to solve the problem with expectation after the use of Kahoot! application in teaching learning process,student will be more motivated,interest and spirit in learning, also the process of learning will be more effective.

## METHOD RESEARCH

This describes the procedures of study in order to find out the answers of the two questions previously stated in chapter one(Bruning, Alge, & Lin, 2020)b.This consists of research method,research design, source of data of population and sample,technique of data collection,instrument of data collection,and technique of data analysis.

**A. The Time and Place of The Research**

The writer conducted this research for two months, starting from March 2019 to April 2019.The research was adapted to the calendar of education and the second semester of academic year 2018/2019.In it implementation it was divided into 3 stages,namely the preparation stage, the data collection stage and the data processing stage Research was conducted at SMPN 1 Sumber Cirebon in the academic year 2018/2019, and the object of research is class 8.Moreover, the writer chose this school to facilitate data collection from samples,conformity with the scope of the study,close to the domicile of the researcher and saving time and costs.

**B. Research Method**

The writer used descriptive qualitative method which focuses on lately fact analysis as a way to get the result of the data optimally This research is done in particular setting that is in the classroom situation. The researcher collaborated with the other researcher as an English teacher to carry out the research to find the answer of research problem. And the subject of the material which was deliver by the teacher was writing skill that is If Conditional Sentence.In this case,the researcher used qualitative as the method.Creswell (2014) stated qualitative methods rely on text and image data, have unique steps in data analysis, and draw on kind of designs.The researcher found it pleasuring to hold a research that uses qualitative format. It demans many aspects to analyse,just like Creswell illustrated above.Furthermore, Yin,(2011) added that qualitative research enables to found in-depth studies about a broad array of topics,including favorites,and everyday life stuffs.Moreover,qualitative research gave greater latitude in selecting topics of interest.

**C. Research Design**

The design that will be used in this research is case study. Creswell (2014) also state that "These designs focus on data collection,analysis,and writing, but they originate out of disciplines and flow throughout the process of research (e.g., types of problems, ethical issues of importance)". From those statement above,the researcher found case study research as the most suitable design in the research to get the best result as possible with the function was to describe the analysis of student motivation supported by "Kahoot!" in learning writing process and to describe the use of "Kahoot!" is effective to motivate students in learning writing process.Here is the design of the research In this research the writer used Kahoot! application

to motivate student in writing class, so the writer used Kahoot! application as the media to deliver the material in writing class and the writer only focused on students' motivation.The writer used questionnaire and observation as the ways of how to get the implementation of the data.

## DATA ANALYSIS AND DISCUSSION

First,it explained analysis of student motivation in learning process supported by "Kahoot!" in writing class.Second, it explained "Kahoot!" was effective to motivate students in learning writing process.And the last, it explained discussion.

### A. The Data Description

The title of this study that is "An Analysis of Student Motivation in Teaching and Learning Process by Using Kahoot!" has the purpose to describe the analysis of student motivation in teaching and learning process by using Kahoot! and to describe the use of Kahoot! effective to motivate students in learning writing process that is Conditional If exactly at the second year of SMPN 1 Sumber Cirebon. The writer chose the last year of SMPN 1 Sumber because the material given is Conditional If which is syncronize with the curriculum.And the research is done in the beginning academic year 2018/2019, so that is why this is done in the second year of SMPN 1 Sumber Cirebon. In this study the writer used pre-experimental research. With the respondents was the VIII class of SMPN 1 Sumber which amounts to 352 students. The researcher used non random class as the experimental class and only two class without using control class.This research was done on 1$^{st}$ until 16$^{th}$ April 2019. The researcher conducted a study for three meetings.On the first meeting, researcher only gave the questionnaire about student motivation in learning process before using Kahoot!. The second and the last meeting was the treatment of using Kahoot! in learning process with 90 minutes in every meeting.This study was conducted by using Kahoot! as the media to deliver the material in learning process.The researcher collaborated with the other researcher as an English teacher to carry out the research to find out the answer of the researchproblem. And she prepared a lesson plan (RPP) as a reference in teaching and learning activities. For the first meeting was conducted on Monday, April 1, 2019.The second meeting was on Monday, April8, 2019, and the last meeting was on Tuesday,April 16, 2019. And here the process of analysis of students' motivation in teaching and learning process by using Kahoot! application:

### a. Session 1

The first meeting was on Monday,April 1, 2019.In the firstmeeting,the researcher only gave a questionnaire to know their motivation about their experience when did learning process before using Kahoot!.

### b. Session 2

The second meeting was on Monday, April8, 2019. In the second meeting, the teacher gave pre-test about the material which will given.After that the teacher started to teach them as usual whit her teaching method. While teacher did the treatment, the researcher observed how students' activity with fulfill the observation sheet of motivation which is included five points in four categories. And researher observed fifty students as a group consist of two until three students in each group.

### c. Session 3

The last meeting was on Tuesday, April 16, 2019. In this meeting, the teacher explained what and how to use Kahoot! and did the treatment by using Kahoot! application. Teacher taught writing skill that was Conditional If and for the process of the learning activity between teacher and the students can be seen in lesson plan (see Appendix).And the researcher observed

students' activity with fulfill the second observation sheet of motivation in the back of the class. And in the end of the learning activity, the teacher gave a post-test and also the researcher gave a questionnaire about their motivation after using Kahoot! application.

**B. The Data Analysis**

   This is the process and result of the data analysis from the students' motivation in teaching and learning process by using Kahoot! and the use of Kahoot! effective to motivate students in learning writing.

**1. An Analysis of Student Motivation in Learning Process by Using "Kahoot!"**

   This is the result of students' observation as the instrument of analysis of student motivation in learning process by using Kahoot!. the observation sheet was used in this study and it was all about students' activites during teaching and learning process in the classroom. The result of observation sheet can be seen below:

Result of Observation (Meeting 2)

a. Attention  χ100%
   = 100%
   = 60.8%
b. Relevance/Accepting χ100%
   = 100%
   = 54.8%
c. Confidence χ100%
   = 100%
   = 63.6%
d. Satisfactionχ 100%
   = 100%
   = 62.4%

   Based on the calculation above, it showed the result of attention was 60.8% and on the students' activity criterion had "enough" effect. It means that teaching english use a traditional way can'tmake high attention for student in teachingand learning writing process. Because at the first sign, when teacher said learning process as usual, their face look like bored.The result of relevance was 54.8% and on the students' criterion had enough affect.It means that what students absorb does not show that all learning material can be accepted in traditional ways. The result of confidence was 63.6% and on the students' activity criterion had an enough affect it means that they was not too confidence enoughto understand the material.It can be seen on what they did, they need an innovation way to make they feel confident.The researcher known it because the amount of who was answer the question was on the screen of power point. And the last is the result of satisfaction was 62.4%, on the students' criterion had aenough affect. It means that students had feel bored. Because of the level of material is so hard to understand. Beside, the teacher have no power or inovation to make them feel fresh.

Result of Observation (Meeting 3)

 a. Attention χ100%
   = 100%
   = 98%
 b. Relevance/Accepting χ100%
   = 100%
   = 88%
 c. Confidence χ100%
   = 100%
   = 85.2%

d.  Satisfactionχ 100%

  = 100%

  = 84%

Based on the calculation above, itshowed that the result of attention was 98% and on the students' activity criterion had a very good affect. It means that students interest about the material which was delivered with KahootI.Also,the use of Kahoot! can give a very high attention for student in teaching and learning writing process. Because at the first sign, when teacher said learning process will use Kahoot! application and have to log in into the website "kahoot.it" and absolutelty it must be connected using their gadget,they was so curious. During learning process they totally focused and interest on what they saw on the screen. It can be seen from their sight that always look to the front. That is all because the researcher combine between what student like that is gadget and the material. And also the look of Kahoot! application that has several colours, signs, musics that made students interest.Next, the result of relevance was 88% and on the students'activity criterion had a very good affect.It means that they were more understand about the system and the material given. They already usual to answering the questions and also already approximating how fast they had to understand the material and read the question, and chose the best answer.Because they knowed there was a limited time to answer the question. And the one who fastest to answer,their name and score would appear on the screen.The last, it does not need a long time to make them understand about this application and they easily follow the question to the next question.For the result of confidence was85.2%and on the students' activity criterion had a  very good affect. It means that the student confidence enough to learning using Kahoot! application. It can be seen on how fast they answered the question on Kahoot!. And the last the result of students' satisfaction was 84% and on the students' activity criterion had a good affect. It was all because one student and the other do a high competence and they were who win or lost push to be number one.In addition, researcher also analyzed questionnaire that already fulfilled by the students to support an analysis of students' motivation supported by Kahoot!. The first questionnaire sheets were conducted a week before teacher gave the treatment in the second meeting on Monday,April 8, 2019. And the second questionnaire was conduct in the third meeting which was done on Tuesday, April 16, 2019.Moreover, the first questionnaire consist of ten statements by offering three options about their responses in learning process using traditional learning.And the second questionnaire had ten statements by offering three options about their responses in learning process using Kahoot! application.Those thee options are Strongly Agree (SA), Agree (A) and Disagree (D). Then the result of questionnaire was presented in the following table.

**Tabel 1.** The Result of Questionnaire Before the Treatment (Source: Keller 2010)

| No. | Statements | Alternative Answer | | |
| --- | --- | --- | --- | --- |
| | | Strongly Agree | Agree | Disagree |
| 1. | I'm interested in learning English by using traditional learning. | 0 student (0%) | 25 students (25%) | 75 students (75%) |
| 2. | I'm curious in learning English by using traditional learning. | 0 student (0%) | 13 student | 77 students |

| | | | (13%) | (77%) |
|---|---|---|---|---|
| 3. | I'm sure that learning English by using traditional learning very useful for me. | 0 students (0%) | 13 students (13%) | 87 students (87%) |
| 4. | I'm sure that using traditional learning is one of the way to comprehend the material in learning English | 1 student (1%) | 21 students (21%) | 78 students (78%) |
| 5. | It's easy for me to using traditional learning in learning English. | 3 students (3%) | 25 students (25%) | 72 students (72%) |
| 6. | I'm sure that traditional learning is able to help me to more confidence in learning English. | 0 students (0%) | 18 students (18%) | 85 students (85%) |
| 7. | I'm satisfy in learning English by using traditional learning. | 1 student (1%) | 15 students (15%) | 84 students (84%) |
| 8. | I'm enjoy in learning English by using traditional learning. | 1 student (1%) | 15 students (15%) | 84 students (84%) |
| 9. | I'm happy in learning English by using traditional learning. | 0 student (0%) | 30 students (30%) | 70 students (70%) |
| 10. | I'm sure that using traditional learning is able to motivate me in learning English. | 0 students (0%) | 17 students (17%) | 83 students (3%) |

**Tabel 2.** Result of Questionnaire After The Treatment (Source: Keller 2010)

| No. | Statements | Alternative Answer | | |
|---|---|---|---|---|
| | | Strongly Agree | Agree | Disagree |

| No. | Statement | | | |
|---|---|---|---|---|
| 1. | I'm interested in learning English by using Kahoot!. | 75 students (75%) | 24 students (24%) | 1 student (1%) |
| 2. | I'm curious in learning English by using Kahoot!. | 88 students (88%) | 10 students (10%) | 2 student (2%) |
| 3. | I'm sure that learning English by using Kahoot! very useful for me. | 78 students (78.%) | 22 students (22%) | 0 student (0%) |
| 4. | I'm sure that using Kahoot! is one of the way to comprehend the material in learning English. | 86 students (86%) | 14 students (14%) | 0 student (0%) |
| 5. | It's easy for me to using Kahoot! in learning English. | 96 students (96%) | 4 students (4%) | 0 student (0%) |
| 6. | I'm sure that Kahoot! is able to help me to be more confidence in learning English. | 78 students (78%) | 20 students (20%) | 2 students (2%) |
| 7. | I'm satisfy in learning English by using Kahoot!. | 88 students (88%) | 12 students (12%) | 0 student (0%) |
| 8. | I'm enjoy in learning English by using Kahoot!. | 96 students (96%) | 4 students (4%) | 0 student (0%) |
| 9. | I'm happy in learning English by using Kahoot!. | 89 students (89%) | 11 students (11%) | 0 student (0%) |
| 10. | I'm sure that using Kahoot! is able to motivate me in learning English. | 90 students (90%) | 10 students (10%) | 0 student (0%) |

Based on the result of the questionnaire above before the treatment, it showed that learning English using traditional learning was monotone. Students did not too interest in learning English exactly on writing class using traditional learning which was usual they found when they learnt English. And also they totally just so, or not curious about learning English. But they believed enough if learning English using traditional learning is useful for them, it can be seen on the scale of useful point (point 3). Learning English using traditional learning had less motivate them to learn. And it had a big effect for they confidence, satisfy, enjoyment, and happiness in learning process exactly in writing class. It means that they do not like learning English using traditional learning. On the other hand, the result of the questionnaire after treatment that is learning English using Kahoot! showed that the students were interest and curious about the learning. And they though if learning English using Kahoot! was able to motivate them in witing class. It affect to the student itself. They were more satisfy, enjoy and

happy, in learning English so that was why it made them more understand about the material given. It can concluded if the use of Kahoot! is able to motivate students in learning process.

**2. The use of "Kahoot!" is Effective to Motivate Students in Learning Writing**

The instrument of the use Kahoot! is effective to motivate students in writing class was the result of the questionnaires.The researcher devided questionnaire before and after treatment using Kahoot! application in learning process. The result of questionnaire before treatment (See Table 1) showed that traditional learning was less of students enthusiasm. It means that traditional learning was not effective to motivate students in learning process and also it made students had a less desire to know more about English. And for the result of the questionnaires after treatment using Kahoot! in writing class (See Table 2) showed that the use of Kahoot! was effective to motivate students in learning writing process. It can be seen on the questionnaire result about their attention include their interest and curious was so big. Students' confidence and satisfy in learning writing process using Kahoot! application. Questionnaire Interpretation Score of Students' Motivation can be seen on table below as follows:

**Table 3. Questionnaire Interpretation Score**

| Score | Interpretation |
|---|---|
| 0% - 20% | Very Weak |
| 21% - 40% | Weak |
| 41% - 60% | Fair |
| 61% - 80% | Strong |
| 81% - 100% | Very Strong |

Riduwan (2008:13)

**C. Discussion**

The discussion of this study is devided into two parts: an analysis of students' motivation in teaching and learning process by using Kahoot! and "Kahoot!" is effective to motivate students in learning writing.The explanation will be presented as follow:

**1) An analysis of students' motivation in teaching and learning process by using Kahoot!**

The objective of the main formulation of the problem of this study is to describe an analysis of sudents motivation in learning process by using Kahoot!. This implementation of Kahoot! as a media in learning process was done on the experimental class. The researcher devided this study into three meetings, from 1st until 16th April 2019.

Based on the result of the observation in the first and second meeting, the result of the attention was 60.8% and 98% which on the students' activity criterion had a very good effect. It related with Keller (2010) motivational variables related to stimulating learners' curiousity and interest also direct and manage students' attention. This is done by using cues or sign to lead the student focus.And Dellos (2015) Students choose their answer in Kahoot! by selecting the color option that matches the color option on the board. It proved students give attention by their look in his eyes that always look to the front or the subject that given by the teacher.

The result of relevance was 54.8% and 88% on the students' criterion had very good effect. It is all about students' understanding of material given, Keller (2010). And also

student who answered and responded the question on Kahoot! correctly got a high point, Bryne (2013). It means student who answer fastest and correct is they who had undestanding about the material deliver by Kahoot!. Although in the first meeting half of student not to understand but in the second meeting they did it well.

The result of confidence was 63.6% and 85.2% on the students' activity criterion had a very good affect. Keller (2010) to see students confidence by attitude which easily to ask and how fast they do an action or task. Dellos (2015) Kahoot! is a best practice in education to integrate competitive games in the classroom. It prove by the amount of students who answered the question was on the screen of power point increasing fast.

And the last is the result of satisfaction was 62.4% and 84% on the students' criterion had a good effect. Satisfaction is the desire to keep learning which come from extrinsic or intrinsic factor include happy and enjoy during learning, Keller (2010). And Kahoot! application creates a fun and competitive environment that promote student motivation in learning (Dellos, 2015).

Based on the result of both observation and questionnaire, it means the use of Kahoot! application in learning process run well and it can be motivated for student to keep learning. Kahoot! is a healthy competition and student will be motivated to be number one between other and fun (K!ademy; 2016). Kahoot! can trigged motivation for student to learn (Dellos, 2015).

**2) Students' effectiveness of using Kahoot! in learning Writing Process**

The next problem on this research is to describe the use of Kahoot! in learning writing is effective to motivate students. The instrument of this study was questionnaires. Based on the result of the questionnaire before and after treatment, there were a significant differencess founded. The first is 75% students chose Disagree if they curious learning using traditional learning. On the other hand 75% students chose Strongly Agree in learning using Kahoot!. the second is 77% students chose disagree if they easy learning English using traditional learning and 88% chose Strongly Agree in using Kahoot!. The Third 87% students chose Disagree if they enjoy learning using traditional learning and 78% in using Kahoot!. Fourth 78% students Disagree ih they happy learning using traditional learning and 86% Strongly Agree if using Kahoot!. The last, 83% chose Disagree if they motivated using traditional learning and 90% student Strongly Agree using Kahoot!.

Based on the result of the questionnaire above, so it conclude that Kahoot! application is effective to motivate sudents in that ways curiosity, easy, enjoy, happy and motivated if it is used in the classroom activity. It is all because the facilitate that support them to use Kahoot! is availabe. They used their own gadget anad had a good connection to the internet which easier for teacher to apply this media.

Supported by Min Pun (2013) using multimedia technology in the language classrooms improves teaching efficiency in contents and makes the best of class time. It more easier and fun also to student to learning

**CONCLUSION**

This consists of the conclusions of the study and suggestions for the future research in the related topic. Besides being a game, Kahoot can increase students' motivation to learn English. Kahoot is one of the games in learning, teachers can look for games other than Kahoot to increase students' motivation such as scratch or wordwall and even other online games. The first aim of this study was to describe an analysis of student motivation in learning process by using Kahoot! that had done from 1st until 16th April 2019. The result is the use of Kahoot!

in teaching and learning writing was run well and conductively. The result of observation sheet and questionnaires showed that there was a big effect of the use Kahoot! as the media to deliver the material to motivate them to keep learning. So it conclude if Kahoot! had a possitive impact on the students' motivation.The second aim of this study was to describe Kahoot! is effective to motivate students in English learning. And the result of the questionnaires after learning using Kahoot! showed if students gave a good Attention, Relevance, Confidence and Satisfaction in learning process using this media. So i conclude that the use of Kahoot! was effective to motivate students in learning writing process.

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