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THE MAIN FUNCTIONS OF GAMIFICATION OF KAHOOT, AND ITS ROLE IN BOOSTS PUPILS' MOTIVATION IN EFL CLASSROOM (ON THE BASEMENT OF 10TH GRADE IN UZBEKISTAN)

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This article analyzed the effectiveness of using pupil's response system namely Kahoot! to activate 10th gradepupils' motivation and engagement in learning English as a Foreign Language (EFL) at a school. We use adifferent methods of teaching English language in this study with the purpose to find out and investigate the pupils' perspective on using Kahoot! in English class. The game-based pupil response system Kahoot! has been found to positively influence classroom dynamics, engagement, motivation, and overall learning experience. The findings indicated that Kahoot! was effective to boost pupils' motivation andengagement in the English as a Foreign Language (EFL) classroom.

В этой статье проанализирована эффективность использования системы реагирования ученика, а именно Kahoot! активизировать мотивацию учеников 10-х классов и их участие в изучении английского языка как иностранного языка (EFL) в школе. Мы использовали различные методы преподавания английского языка в этом исследовании с целью выяснить и изучить точку зрения учеников на использование Kahoot! на уроке английского.

Key words:Kahoot!, game-based learning, EFL, gamification.

As a teacher of EFL we certainly know that in 10th grade lesson plan is complicated. The reason is B1 level of CEFR, the textbook of 10th grade is B1 basement level. However, we can motivate them in learning English language and elevates their interest in studying this certain language with the help of ICT and Kahoot. Game-based learning is believed as a best practice in education. Research and empirical datasupport game learning as an effective tool for educators to use in the classroom because it engagespupils in problem solving, critical thinking and review of content knowledge. Furthermore,

pupils feelthat learning through games especially the language learning class make them more interesting to enjoyand participate the content of delivery.Today's Uzbek pupils speak digitally; they are all "native speakers" of the digital language of computers. If we educators do not take up the challenge to be compatible with our pupils' ability, wewill be left behind. The circumstances will become more worst when the role of educator can asin-formation transmitters will be no more significant since pupils can find everything they requiredwithout any guidance outside of their classrooms.

This article aims to analyze the effectiveness of using pupils response system namely Kahoot! to activate pupils' motivation and engagement in learning English as a Foreign Language (EFL) at a school especially 10th grade learners. Pupils' perceptions of the use of this gamification in EFL Classroom can be determined. This conceptual framework also explains pupils' motivations contributing to pupils' learning English. This article is an attempt to investigate pupils' perception on the using gamification method such as Kahoot!! Most specifically, this article tries to answer the following research question: What are pupils' perceptions on the gamification of Kahoot! in EFL Classroom?

Gamification is understood as "the use of game-based mechanisms, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems. One of the objectives of gamification is to influence the behavior of people, through the experiences and feelings that are built through games, encouraging commitment and loyalty of users, customers and workers and using "motivation for the achievement of specific objectives". It has also been argued that game-based situated learning environments promote pupil motivation and engagement. Unfortunately, very few researchers began to move the discussion of complex problem solving beyond descriptive research.

It is undeniable that quiz game applications based on pupils' response tools such as Kahoot! is considered as one of the relevant sources to build complementary education material that attract twentyfirst

century pupils. As general, this tool allows building online quiz games, which can be used in the education area especially in EFL class. Pupils 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 such as Redmi, Xiaomi, Huawei, Meizu, Artel, Samsung galaxy phones S series, A series, or Chromebook. It is an advantage since there are many pupils and almost all tertiary 10th grade pupils have a smartphone to access into this game. However, teachers do need an account to create quizzes. For example quizzes from vocabulary, grammar, reading and so on. It was interesting to know that to what extent, the pupils were familiar with any language game so that the items revealed the score that almost all of 10th grade pupils have played the language games such as **socrative** or **ispring** quizzes before. The majority of the 10th grade pupils have the experiences on playing this games but Kahoot!! for them is the first time. Some of them have mentioned in informal interview as well, what language games that they have been involved. While also some of them found that they have been through certain language games via offline.

As to trigger the opinion of pupils' feedback on Kahoot!! gamification, there are almost all pupils said yes that Kahoot!! is fun while only small score said no for that. While the vast majority also as previous item of the questionnaire that agreed this game had been given something to learn. It showed that, majority 10th grade pupils said yes that they learnt something

from this game. What is more is all 10th grade pupils of them recommended Kahoot!! as one of many ways of interesting learning style. The researcher also indicated certain questions in the items to find out their intrinsic motivation towards the games in their EFL classroom. All pupils agreed that Kahoot!! motivated them to learn English. To clarify and to figure out to what extent that these pupils feel motivated in Kahoot!! way of learning, the researcher decided to test that component of the item with reward, master, teamwork and purpose. Reward that is desire to win dominated that games itself about winning and losing. Almost all of the 10th grade pupils were strongly engaged with the game because of the reward that is champion at the end of the competition. It indicated that pupils quite motivated by the prospect of winning. The results were reversed in the case of mastery that is master in pupils' knowledge. More than half of the pupils were very interested in developing competence. This indicated that Kahoot!! helped them understanding more about the lesson.

Meanwhile, teamwork looked much lower than the rest of the reasons of motivation. Only small scored of them who liked the idea of playing with others. This result might have related to the nature of Kahoot!! itself that focus on individually concept. The clear and known purpose of the game which is not only winning but also revising, checking, and consolidating knowledge was also appreciated by about all of pupils. The majority of those who evaluate the game got the positive feeling that is eighty percent of pupils. A tiny

proportion which few percent felt that Kahoot!! was negative. While the rest scored sixteen percent that felt neutral. While the game system evaluated fun, the learning outcome, and feelings, the post-gaming questionnaire addressed the key question of the research, evaluating how motivating the Kahoot!! game could be.

The very significant finding from this study was the mastery that master in their knowledge. It showed the effectiveness of using Kahoot!! as one of the teaching *methods* or a *tool*. This also indicated that even though the way may be a bit complicated and novice, the pupils seem to be open and eager to learn through the use of an online game. The high level of this type of learning recommendations suggests as well that *innovative approach* by using technology in education is better than common chalk and talk traditional teaching and the subsequent practice involving numerous and monotonous exercises, such as filling the gaps, completing sentences with appropriate verb forms, matching forms, or choosing the correct option in multiple choice exercises.

This demonstrates that Kahoot!! game in EFL classroom able to result in good output in which pupils try their level best to get correct answers in order to win the game and become champion. On the other hand, it is stated there by the participants that the only interesting activity being done on that in that EFL lesson was playing the game. In spite of it was quite short lesson and few other activities were arranged too, yet the online game only seems to be very interesting and mind blowing for the pupils. The effective on-