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Students' Perception on The Use of Kahoots! as An Ice Breaking Medium in Learning English

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Abstract

This study investigates students' perceptions on the use of Kahoot! as a media in icebreaker sessions in English subjects. The independent variable in this study is Kahoot! as an ice breaking media, while the dependent variable is students' perceptions on the use of Kahoot! in icebreaker sessions. The population in this study was 30 students of class VIII B from UPT SPF SMPN 13 Makassar. This study used a mix-method research method with questionnaires and interviews as research instruments. The questionnaire was given to all students with open-ended questions, while in-depth interviews provided students' perceptions to support and add to the results of the questionnaire. The findings of this study reveal that students have positive perception on to use Kahoot! as an icebreaker medium in learning English.

Keywords: *Students Perceptions, Kahot!, Ice Breaking*

Introduction

Learners build their own understanding based on their experiences. Effective learning happens when learners engage with the information in a way that is personally meaningful to them (Nesrine, 2016). Thus, students' perceptions can play an important role in the use of learning media because with the perceptions of the students, educators can consider which medium is good to use in learning process in order to attract students' interest in learning. In addition, Asrori in Mulyana, Hidayat and Sholih (2013) stated that perceptions is a process where individuals organize, interpret and give meaning to stimuli produced from the individual's environment, which is the result of learning and experience processes. Hence, educators can use students' perceptions to modify tasks, ensuring they present an appropriate level of challenge appropriate to students' needs.

Therefore in this research, students' perceptions needed in order to found the use of techonolgy in learning English. Technology takes an important part and greatly put on today's human society development. In point of fact, technology has transformed the way our world works and progresses. According to Nomass (2013), the influence of technology also has a big impact on the teaching and learning process apart from the role of the instructor. In other words, even though technology has had a big impact on the learning process, the role of the teacher is still an important aspect in the learning process. Thus, teachers are advised to combine traditional learning with technology. The combination of traditional learning and the use of technology aim to increase students' motivation in learning. In increasing students' motivation in learning with using technology, teachers can apply Game Based Learning (GBL) strategy in classes. Game Based Learning (GBL) used to stimulate the students to contribute in learning while playing, and create the interesting learning process by putting fun to the learning process (Al-Azawi et al., 2016).

Wordwall, Quizziz, and Kahoot!. The three media which have mentioned are tools that are often used to support the learning process and are also applications that can be accessed online on the website. . Wordwall with its attractive image display, presentation of exciting quizzes, helps teachers make it easier to deliver the material, and is able to foster students' motivation and enthusiasm for learning, so that student learning outcomes in building materials also increases (Lubis and Nuriadin, 2022). According to Yunus and Hua (2021), Quizizz is a valuable and effective tool for enhancing language teaching and learning and also can be viewed as an exciting, innovative, and impactful way to move away from traditional teaching methods, especially for millennials. Additionally, the Kahoot! game environment includes many interactive features (such as suspenseful music). Students use mobile devices (smartphones, tablets, and laptops) to join the games and answer questions, with their responses being visualized (Licorish, et. al., (2018).

However, after considering the appearance and usability of the three game-based learning tools, the researcher chose to use Kahoot! in this research. Kahoot! is a tool that also functions for preparing quizzes, but has a different and more colorful appearance than both quizziz and wordwall. Hence, Kahoot! can be used as a tool in ice breaking sessions as well as assessment tool. Thus, According to Artati, (2021) Kahoot! serves as an assessment tool and is also considered an ice-breaker, creating an energetic and fun learning experience that introduces a competitive element to enhance the classroom atmosphere. By using Kahoot! teachers provide the ability to monitor student performance in the game and to re-examine and make relevant adaptations in their teaching approach in some cases (Kaur & Naderajan, 2019). Thus, it can be said that Kahoot! can be used in the beginning of the class as an ice breaking medium. The use of Kahoot! as an ice breaking medium may increase students' participation in class and can make students more active during the learning process.

In relation to the use of Kahoot! in English lesson, several studies have been researched. The first study was from Korkmaz (2021) under the title Using Kahoot! To Improve Reading Comprehension Of English As A Foreign Language Learners, Korkmaz study the use of Kahoot! in improving students' comprehensive reading with the aim of finding out the relationship between EFL learners' attitude towards Kahoot! through an experimental method. In addition, while the study uses Kahoot! as a medium to increase students' comprehensive reading, this research uses Kahoot! in the ice breaking session. The second research from Lin and Kaur (2018) under the title Kahoot! It: Gamification in Higher Education. In this study, researcher used Kahoot! media with a focus on increasing students' interest, fostering and reinforcing students in learning. The method used in this research was a questionnaire taking university students as the sample. Meanwhile, in this research, researcher added interviews to support the questionnaire results and also used junior high school students as samples. The third study was from Artati (2021) under the title The Effect of Kahoot! as an Ice Breaker on EFL Students' Motivation. Almost the same as previous research which focused on the development of student motivation, however Artati in her study used experimental classroom methods by applying pre-test and post-test. This is different from this research which focuses on students' perceptions of using Kahoot! and also uses questionnaires and interviews in collecting research data.

In conclusion, this research aims to gather students' perceptions regarding the use of Kahoot! in ice breaking sessions. Thus, in this study, researcher will ask students' perceptions to assess performance of the learning medium in English language learning to consider using the medium in English language learning, especially in icebreaking sessions. The novelty of this research lies in capturing students' perceptions of the use of Kahoot in ice breaking, using a mix-method research method (quantitative and

qualitative) with questionnaire and interview research instruments that will be given to students.

Method

In order to obtain students perception, this research used mixed methods to to gain a better understanding of students' perceptions on the use of Kahoot!. As stated by Creswell and Creswell, (2017) mixed methods research combines or integrates qualitative and quantitative research and data in a research project. Qualitative data is often open-ended with no predefined replies, whereas quantitative data often includes closed-ended responses, such as those found on questionnaires. Thus, this research conducted quantitative and qualitative descriptive methods. Furthermore, to mixed and analyzed the quantitative and qualitative data, this research used the explanatory sequential design. This helps determine what quantitative results need further explanation. After obtaining data from quantitative data and qualitative data, the researcher interpreted the results of both data by clarifying the results of the quantitative data by using the results of the qualitative data. According to Doyle et al. (2016), explanatory sequential designs usually feature a prominent quantitative phase that precedes the next smaller qualitative phase. The aim of the qualitative phase is to further investigate and clarify the findings from the quantitative phase. Data collection and analysis is carried out in stages, with quantitative results informing the structure of the qualitative phase, so that the quantitative phase is generally more influential.

This researcher conducted the research from 3rd – 13th September 2024 for five meetings at SMP Negeri 13 Makassar. The motive which motivates the researcher to conduct this research in this location is because SMP Negeri 13 Makassar allowed their students to use smartphone in the class and it can help this study which needs the use of smartphone for Kahoot!. The subject of this research is students of class VIII at SMP Negeri 13 Makassar which have use Kahoot! in English lesson. The questionnaire sample was selected using random sampling technique because at UPT SPF SMPN 13 Makassar all students are allowed to use mobile phones. Thus, the researcher chose class VIII B as the questionnaire sample because all students in class VIII B have and use mobile phones. According to Sugiyono (2013), it is considered simple because sample members are randomly selected from the population without considering the population's strata. This approach is employed when the population is viewed as homogeneous. Thus, in this research 30 students from one class were chosen to answer the questionnaire. Interview respondents were selected using the purposive sampling method. The use of this method is because the selection of respondents for the interview was not selected randomly but rather selected based on students who had used Kahoot. Gill (2020) stated that, in qualitative research only non-probability sampling techniques are employed, and all qualitative samples are non-random. The qualitative researcher selects individuals who can offer data or information to address the study topic. According to Campbell et al., (2020) purposive sampling procedures ensure that particular types of sample cases that may conceivably be included are included in the final sample in the research project. Thus, 5 students from one class which have used Kahoot! and answer the questionnaire were chosen to answer the followed up interview.

Data collection of this research involved the used of questionnaires and interviews. After implementing Kahoot! in icebreaking sessions to students for 4 meetings, the researcher gave questionnaires to students and conducted interviews. Therefore, to analyze the quantitative questionnaire, researcher used a Likert scale to measure the

questionnaire. Based on Sugiyono (2013), each response to an item on the instrument, using a Likert scale, covers a spectrum from very positive to very negative which can be in the form of words. The words that will use in this research are:

a. Strongly Agree
b. Agree
c. Neutral
d. Disagree
e. Strongly disagree

Thus, to analyze student perceptions, researcher found out the percentages from the questionnaire results. The formula used to find out the percentageas follows:

$$P = \frac{f}{N} \times 100\%$$

Where:
P : Percentage
F : Frequency
N : Amount of sample

The formula used to find out the mean follows:

$$\bar{X} = \frac{\Sigma x}{N}$$

Where:
$\bar{X}$: Mean score
Σx: Total raw score
N: The total number of participants

The formula used to find out the grand mean follows:

$$X = \frac{\Sigma \bar{x}}{N}$$

Where:
X: Grand mean score
$\Sigma \bar{x}$: Total average score
N: The total number of participants

(Gay, 2012)

Therefore, in order to categorize students' perceptions, the research used the range of scale for percentage as follows:

Table 1. Perception Classification

Range of scale	**Students' Perception Positive Items**
85-100	Strongly Positive
69-84	Positive
53-68	Neutral
37-52	Negative
20-36	Strongly Negative

(Gay, 2012)

In order to analyze the interview data, Miles et al. (2014) in their book stated that, they perceived qualitative analysis as three simultaneous streams of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

Results

This research results are meant to answer the research question in chapter one which is 'What are students' perceptions on the use of Kahoot! as an ice breaking medium?'

based from the indicators which are, attractiveness, perspicuity, efficiency, dependability, stimulation, novelty. The data collection in this study used questionnaires and interviews.

a. The attractiveness of Kahoot! in ice breaking sessions

Table 2. Attractiveness

No.	Statement	Score	Percentage (%)	Students' Perception
1.	Kahoot! display is unattractive to use in ice breaking session.	130	81	Positive
2.	Kahoot! game is fun to play in English class.	141	88	Strongly Positive
3.	I found it unpleasant when using Kahoot! in English class.	138	86	Positive
Mean			**85**	**Positive**

The table 2 shows the results of students' perceptions about the attractiveness of Kahoot! in the ice breaking session. Based from the table above, there are 81% of students disagree with the statement that the display of Kahoot! was unattractive, 86% of students are strongly agree that it is fun to play Kahoot! in English class and 84% disagree with the statement that it was unpleasant to use Kahoot! in English class. With the average value of 85%, students' perception of the attractiveness of the Kahoot! application is a positive perception. Based on the results of the questionnaire, it was shown that students were interested and agreed with the statement that Kahoot! has an attractive and exciting appearance to play in English class. This is supported by the results of student interviews with questions related to the attractiveness of Kahoot! as an ice breaking media.

Extract 1

*"... secara visual di **pemilihan karakternya itu menarik ki** karena lucu semua Miss, terus cara menjawab soalnya yang sangat menyenangkan karena memiliki batas waktu."*

(KM, Interview, Sept 13th 2024)

(...visually the character selection is interesting because they are all cute, Miss, and the way to answer the questions is really fun because there is a time limit.)

Extract 2

*"Kahoot! sangat memotivasi saya agar lebih fokus dan menguji pengetahuan,juga membantu interaksi antar siswa, karena **memiliki tampilan yang menarik**."*

(JZ, Interview, Sept 13th 2024)

(Kahoot! really motivates me to be more focused and test my knowledge, and also helps interaction between students, because it has an attractive appearance.)

Based on the results of student interviews about the appeal of Kahoot! as an ice breaking media, students stated that Kahoot! has an attractive appearance and features so that it can make students more focused in the ice breaking session. Students also emphasized that students are attracted to the attractive appearance of Kahoot!, namely the avatar selection feature and time limit when working on the quiz. Thus, it can be concluded that students agree to use Kahoot! as an ice-breaking medium and that the visual of Kahoot! is attractive which can make students focus during the ice-breaking session.

b. Perspicuity on how to operate Kahoot! in icebreaker sessions

Table 3. Perspicuity

No.	Statement	Score	Percentage (%)	Students' Perception
1.	Kahoot! features are complicated to use in ice breaking.	129	81	Positive
2.	Kahoot! is very easy to operate.	130	81	Positive
3.	The display of Kahoot! looks impractical for ice breaking.	129	81	positive
Mean			**81**	**Positive**

The table 3 shows the results of students' perceptions about the perspicuity on how to use Kahoot! in the ice breaking session. The table above showed that the used of the Kahoot! features in the learning process where 79% of students said that the features provided by Kahoot! were not complicated to use in ice breaking, 79% of students agree with the statement that Kahoot! is very easy to operate and 82% of students were disagree with the statement that Kahoot! is impractical. With the average value of 81%, students' perception of the perspicuity of the Kahoot! application is a positive perception. However, to explore further information, in the interview questions, the researcher asked about the challenges that students faced while using Kahoot!.

Extract 3

*"Tantangan yang saya hadapi yaitu saat **jaringan yang tidak mendukung**"*

(JZ, Interview, Sept 13th 2024)

(Tantangan yang saya hadapi yaitu saat jaringan yang tidak mendukung)

Extract 4

*"Tantangannya ada di **masalah jaringan** dan juga **batas waktu yang sedikit**."*

(ANL, Interview, Sept 13th 2024)

(The challenges lie in network issues and also the short time limit.)

Based on the interview results above, students stated that the challenges they faced were only in the network situation that did not support and the time limit when working on the questions. Thus, it can be concluded that the features and how to use Kahoot! according to students are not difficult to use except in uncertain network conditions.

c. Efficiency of Kahoot! as an ice breaking medium

Table 3. Efficiency

No.	Statement	Score	Percentage (%)	Students' Perception
1.	The use of Kahoot! in ice breaking is efficient.	135	84	Positive
2.	Using Kahoot! in ice breaking sessions slows down the learning process.	134	84	Positive
3.	The procedure for using Kahoot! is well-organized for ice breaking.	125	78	Positive
Mean			**82**	**Positive**

The table 3. shows the result of the efficiency of Kahoot! as an ice breaking medium. Based from the table above, there are 79% students agree that using Kahoot! in ice breaking session is efficient, 83% of students disagree with the statement that using Kahoot! in ice breaking session slows down the learning process and 77% of students

agree with the statement that the procedure of Kahoot! is well-organized. With the average value of 82%, students' perception of the efficiency of the Kahoot! application is a positive perception. This strengthened by the answers of the students from the interview results related to the efficiency of the use of Kahoot! as an ice breaking medium.

Extract 5

*"... **Kahoot! itu efisien** karena diberikan ki' waktu untuk menjawab soal."*

(KAZ, Interview, Sept 13th 2024)

(... Kahoot! is efficient because we are given time to answer the questions.)

Extract 6

*"... menurut **saya lebih cepat dan efisien** karena setiap soal yang kita dapat, diberikan waktu tertentu untuk menjawab soal tersebut."*

(JZ, Interview, Sept 13th 2024)

(... in my opinion it is faster and more efficient because for each question we get, we are given a certain amount of time to answer the question.)

According to the interview results, students' stated that it was efficient to use Kahoot! during ice breaking sessions. Students also stated that Kahoot! is efficient because each quiz is given a time limit to answer so that no time is wasted and the learning process can be carried out on time. Thus, it can be concluded that in line with the results of the previous questionnaire, the use of Kahoot! can be said to be efficient for use as an ice breaking medium because it has a clear time limit for each quiz.

d. Dependability of Kahoot! as an ice breaking medium

Table 4. Dependability

No.	Statement	Score	Percentage (%)	Students' Perception
1.	By using Kahoot! in ice breaking, I can't interact well during the learning process.	132	83	Positive
2.	Kahoot! game fulfilled my expectations for a good interactive learning media for ice breaking session.	133	83	Positive
Mean			**83**	Positive

The table 4. shows the results of students' perceptions about the dependability of Kahoot! as an ice breaking medium. Based from the table, 81% of students disagree with the statement that students can't interact well during the learning process and 82% of students agree that Kahoot! is an interactive learning media for ice breaking session. With an average value of 83%, students' perception of the dependability of the Kahoot! as an ice breaking medium is a positive perception. This is supported by the results of the interview related to the dependability of Kahoot!.

Extract 7

*"Kahoot! memiliki **fitur podium**, jadi kita seperti berlomba untuk menjadi yang terbaik karena saat bermain kita juga diberikan waktu untuk menjawab, semakin lambat kita menjawab, maka semakin sedikit pula poin yang di dapatkan."*

(NM, Interview, Sept 13th 2024)

(Kahoot! has a podium feature, so it's like we're competing to be the best because when we play we're also given time to answer, the slower we answer, the fewer points we get.)

According to students' answers to the question "How does the dependability of Kahoot! during ice-breaking activities impact your overall learning experience in English?", the

dependability of Kahoot! lies in the podium feature, where this podium feature makes students feel more challenged to rank first. This has an impact on the student learning process, because of the podium, students will be more focused on learning because they know that ice breaking will be carried out using Kahoot!.

e. Stimulation of the students' after use Kahoot! as an ice breaking medium

Table 5. Stimulation

No.	Statement	Score	Percentage (%)	Students' Perception
1.	I feel excited when teacher use Kahoot! as an ice breaking medium.	136	85	Positive
2.	When teacher use Kahoot! in ice breaking I feel bored.	128	80	Positive
3.	I feel motivated when teacher use Kahoot! in ice breaking session.	108	68	Moderate
Mean			**78**	**Positive**

The table 5 shows the results of students' perceptions of student stimulation after using Kahoot! as an ice breaking media. According to the table, 84% of students agree that they felt the excitement when the teacher used Kahoot! as an ice breaking, 79% of students disagree with the statement Kahoot! makes them feel bored and 67% of students agree that they felt motivated when the teacher use Kahoot! in ice breaking session. With the average value of 78%, students' perception of the stimulation of the use of Kahoot! is a positive perception. This result is supported by the results of interviews about the stimulation felt by students after using Kahoot!.

Extract 8

*"**Kahoot! merangsang minat dan kegembiraan saya dalam pembelajaran bahasa inggris** karena membuat proses pembelajaran lebih mudah …"*

(JZ, Interview, Sept 13th 2024)

(Kahoot! stimulates my interest and joy in learning English because it makes the learning process easier …)

Based on the results of student interviews, it can be stated that Kahoot! plays a role in motivating students to better understand English learning materials because they want to have a high score when playing Kahoot!. Kahoot! also stimulates students' excitement with an attractive appearance that is easy to use. Thus, it can be concluded that the use of Kahoot! as an ice breaking medium has the role to stimulate students motivation and excitement to learn English.

f. The novelty of Kahoot! as an ice breaking medium

Table 6. Novelty

No.	Statement	Score	Percentage (%)	Students' Perception
1.	The use of Kahoot! in ice breaking sessions is innovative.	125	78	Positive
2.	Using Kahoot! in ice breaking sessions feels dull.	138	86	Strongly Positive
Mean			**82**	**Positive**

The table 6 shows the results of students' perceptions of the novelty of Kahoot! as an ice breaking medium. Based from the table, it shows that 78% agree that the use of Kahoot! as an ice breaking medium is innovative and 84% of students disagree with the statement that using Kahoot! in ice breaking sessions feels dull. With the average value of 82%, students' perception of the novelty of the Kahoot! application is a positive perception. This result is supported by the results of the interview on the novelty of Kahoot!.

Extract 9

"Kegiatan ice breaking sebelumnya itu Miss cuman main-main biasa saja, dan dengan Kahoot! ini kan ada system podiumnya jadi kegiatan ice breaking dengan Kahoot! ini membuat saya lebih tertantang untuk belajar."

(NM, Interview, Sept 13th 2024)

(The **previous ice breaking activity was just playing around normally, and with this Kahoot! there is a podium system,** so the ice breaking activity with this Kahoot! makes me more challenged to learn.)

The students' answers were in line with the results of the questionnaire. Students stated that the ice breaking session with Kahoot! media was an innovative session because previously the ice breaking they played was only to train focus, while the use of Kahoot! was not only to lighten the atmosphere and train students' focus but also to assess student understanding. Students also stated that unlike the previous ice breaking, the use of Kahoot! in the ice breaking session could increase students' motivation to learn. So, it can be concluded that Kahoot! is an innovative and creative session to be used as an ice breaking media.

Thus, to assess students' general perception, the researcher calculated the grand mean which is the total average by number of indicators, which can be seen as follows:

$$X=\frac{\Sigma\bar{x}}{N}$$

$$X=\frac{85\%+81\%+82\%+83\%+78\%+82\%}{6}$$

$$X=\frac{491\%}{6}$$

$$X=82\%$$

From the previous data, it can be seen that the average score of each indicator is categorized as positive and very positive perception. The general average of each indicator is 82% which means that, students' perceptions on the use of Kahoot! as an ice breaking medium in learning English are categorized as positive perception based on the scale range.

Furthermore, to assess students' perceptions on the use of Kahoot in ice breaking session, the study scored and classified each student's level of perception based on their questionnaire responses, as shown in the table below:

Table 7. Respondent's scoring and categorizing

Name	Score (%)	Classification
MRPA	95	Strongly Positive
NM	95	Strongly Positive
ANL	100	Strongly Positive
KAZ	84	Positive

MK	90	Strongly Positive
EJR	75	Positive
MR	73	Positive
KMF	88	Strongly Positive
JZ	86	Strongly Positive
MRA	60	Moderate
MFAA	86	Strongly Positive
ZAA	78	Positive
MAH	74	Positive
YEA	61	Moderate
AZ	94	Strongly Positive
KDF	74	Positive
DES	73	Positive
AMA	75	Positive
MPN	81	Positive
AQA	83	Positive
ARA	88	Strongly Positive
AD	88	Strongly Positive
MDH	93	Strongly Positive
NU	84	Positive
AC	78	Positive
ASA	66	Moderate
MFA	83	Positive
NAU	83	Positive
CV	91	Strongly Positive
RAA	79	Positive
MAK	81	Positive
SAC	80	Positive
Mean	**82**	**Positive**

From the table 7, it can be seen that the mean score of each student score is 82% which means that, students' perceptions on the use of Kahoot! as an ice breaking medium in learning English are categorized as positive perception based on the scale range.

The following table is the frequency of student perception based on the range of scale:

Table 8 perception Classification

Range of Scale	Classification	Frequency	Percentage (%)
85-100	Strongly Positive	12	37.5
69-84	Positive	17	53.12
53-68	Neutral	3	9.37
37-52	Negative	0	0.00
20-36	Strongly Negative	0	0.00
Total		32	100

From the table 8, it shows that there are 3 (9.37%) students who get score around 53-68 which indicates that the student is in neutral perception, there are 17 (53.12%) students who get score around 69-87 which indicates that the students have positive perception, and there are 12 (37.5%) students who get score around 85-100 which indicates that the students have strongly positive perception. Thus, it can be seen that students have different perceptions about the use of Kahoot as an ice breaking medium in learning English.

Discussion

This discussion section includes a more detailed description of the research findings, as well as an exchange of relevant previous research related to students' perceptions of the use of Kahoot as an ice breaking medium that is in line with the objectives of this study which is to find out students' perceptions on the use of Kahoot as an ice breaking medium.

In order to determine students' perceptions on the use of Kahoot as an ice breaking medium, researchers focuses on six indicators from User Experience Questionnaire (UEQ) , namely attractiveness, perspicuity, efficiency, dependability, stimulation and novelty. Based on the reseach findings, the questionnaire results show that students have a positive perception on the use of Kahoot! as an icebreaker. This is reflected in the general average score per indicator which shows a result of 82% where the score is in the positive perception classification. Consistent with the questionnaire findings, student interviews also revealed a positive attitude, with students describing Kahoot! as an enjoyable activity that enhances their motivation to learn. As stated by Irwanto et al. (2002), positive perception refers to an outlook that presents all information and knowledge, whether familiar or unfamiliar, in an optimistic and favorable manner.

Thus, in this study, most students mentioned in the interview that Kahoot! introduced a fresh approach that helped reduce their boredom in learning English and is good to use as an ice breaking medium. Students stated that the use of Kahoot! as an ice breaking medium is fun and encourage students to stay focused in learning process. Suported by the findings of the study conducted by Artati (2021), which shown that Kahoot! fosters an enjoyable learning atmosphere that alleviates student boredom and boosts their motivation to learn. This theory was in line with students' perception on the use of Kahoot! in his study. Students stated that the use of Kahoot! not only Kahoot! is fun, but also enhancing students' knowledge about the material.

Additionally, students noted that after using Kahoot! as an ice breaking medium, they felt more focused on paying attention to the material explanation. Students believed that the ice breaking sessions with Kahoot! as the medium boost their enthusiasm for learning, largely due to the podium feature displayed after completing the quiz. Students mentioned that the podium system motivates them to keep their names on the leaderboard as the top three. This aligns with the findings of a study by Wang and Tahir (2020) which stated that the game stage on Kahoot!, which aims to answer quizzes quickly and correctly as multiple choice questions creates tension that can increase fun, motivation and concentration.

On the other hand, students also mentioned that using Kahoot! for icebreaking was not as time-consuming as previous researchers had feared. It was feared that holding an icebreaking session could take up valuable time that could be used for other important activities (Price, 2023). However, students found that Kahoot! not only saved time but also helped improve their knowledge with the timer and display of correct answers after time runs out. This is supported by Maulidya's (2021) research which shows that receiving immediate feedback after each question helps students improve their understanding and knowledge of the material. This is because they can immediately know the correct answer, without having to wait long and additional explanations from the teacher for each answer.

However, it is unavoidable that every teaching tool, especially those based on technology, has its drawbacks. Students pointed out that the main issue they encountered while using Kahoot! was network problems. This aligns with findings from other researchers who have used Kahoot!, such as Maulidya (2021), who noted that the most common issue during Kahoot! sessions was errors caused by unstable connections. Similarly, Bicen and Kocakoyun (2018) highlighted in their study that the primary disadvantages of the application were technical, particularly related to internet speed and smartphone freezing. Thus, to avoid things that can hinder learning activities, teachers are expected to prepare facilities that can help students to participate in each session without facing any trouble.

In conclusion, the findings of this study indicate that the use of Kahoot! as an ie breaking medium has a significant positive impact on student engagement, motivation, and overall learning experience. The tool was found to not only create a fun and stimulating atmosphere, but also to encourage greater participation and focus during the lesson. By utilizing elements such as the podium feature and providing immediate feedback, Kahoot! effectively increases students' enthusiasm for learning, while also encouraging a sense of friendly competition that motivates them to stay engaged. Therefore, it is important for educators to be proactive in ensuring that the necessary technological infrastructure is in place to prevent potential network disruptions such as those experienced by students earlier. Given these findings, educators are encouraged to integrate Kahoot! into their teaching practices as an effective and fun icebreaker. In doing so, they can not only help students relax and feel more comfortable in the learning environment, but also foster an atmosphere of engagement and motivation that supports effective learning. As more research is conducted on the use of Kahoot! and similar tools, the hope is that educators will continue to adapt and innovate in their approaches to incorporating technology in ways that best support students' learning needs.

Conclusion

Students' perceptions on the use of Kahoot! as an ice breaking medium are positive. This was reflected in the average rating score, 82%. Additionally, the questionnaire results showed that 12 students (37.5%) had strongly positive perception, 17 students (53.12%) had positive, both considered positive responses. Meanwhile, 3 students (9.37%) were neutral, which is classified as moderate, and no student had "negative" and "strongly negative". In line with questionnaire results, students' interview results also showed positive perception. Most of the students showed positive attitude towards the use of Kahoot! and feel motivated to learn english after using Kahoot! as an ice breaking medium.

Overall, these results show that students had a positive perception on the use of Kahoot as an ice breaking medium. Students stated that when using Kahoot! in ice breaking sessions, not only to train students' focus, students can also increase their knowledge. Kahoot! also has features that can motivate students to improve their learning performance, which is very good because the purpose of ice breaking is to make students focus and enthusiastic about learning. Unfortunately, the problems faced by Kahoot! users are still the same, namely network interference.

Based on the conclusion, the researcher has suggestions directed towards teachers, future researchers and Kahoot! developers.

1. For English teachers, researchers suggest to pay more attention to the ice breaking session in order to attract students' attention before learning. These interactive exercises can help enhance students' motivation in learning, furthermore creating a more dynamic and enjoyable learning environment. Teachers also need to be creative in using media when teaching English so that students do not get bored easily. In addition, it is good if teachers can facilitate students' need for students to have an enjoyable learning process.
2. For the next researcher, it is recommended to explore the effectiveness of the use of Kahoot! not only in its use as an ice breaking media but also the usefulness of Kahoot! as a student assessment media. The next researcher can also explore more deeply the features that can be used in the Kahoot! application.
3. The researcher suggests to the Kahoot! developers to add more features to Kahoot so that both quiz makers and recipients do not get bored easily with the same old quiz options

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