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The Effectiveness of KAHOOT In Teaching Remote Listening Skill Among Students of Ruhama Islamic Intermediate School

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Abstract

The researcher chose this topic based on the presence spread of the Corona virus Covid-19, which causes great changes in people's lives, including changes in the field of education. The aim of this research is to reveal the results of the tests that use the Kahoot remote method for the students and do not use it, and to reveal the effectiveness of the Kahoot method in teaching the remote listening skill. This research followed a semi-experimental study based on the quantitative approach, and its design consisted of the experimental group and the control group. The researcher used data collection methods, which are direct observation, personal interview, tests and questionnaires. After the researcher analyzed the data, reached the mean of the two tests, the pre-test and the post-test. Based on the average results of the experimental group at a value of 28.75 and the average results of the control group at a value of 16.75, it indicates that the average results of the experimental group are greater than the average results of the control group. And I came to the analysis of the data using the "t" test rule. The result of the arithmetic t_0 (t_0) is 2.79, so the table is at the level of significance of 5% on the value of 1,686 and the level of significance of 1% on the value of 2,429, and this indicated that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) accepted. This means that the use of the Kahoot method in teaching the remote listening skill of the pupils of this school is statistically significant.

Keywords: *Listening Skills, Distance Education, Kahoot Method.*

Abstrak

Peneliti memilih topik ini berdasarkan adanya penyebaran virus Corona Covid-19 yang menyebabkan perubahan besar dalam kehidupan masyarakat, termasuk perubahan dalam bidang pendidikan. Tujuan dari penelitian ini adalah untuk mengungkapkan hasil tes yang menggunakan metode remote Kahoot untuk siswa yang menggunakan metode Kahoot

dan yang tidak menggunakannya, dan untuk mengungkapkan keefektifan metode Kahoot dalam mengajarkan keterampilan mendengarkan jarak jauh. Penelitian ini mengikuti studi semi eksperimen berdasarkan pendekatan kuantitatif, dan desainnya terdiri dari kelompok eksperimen dan kelompok kontrol. Peneliti menggunakan metode pengumpulan data, yaitu observasi langsung, wawancara pribadi, tes dan kuesioner. Setelah peneliti menganalisis data, diperoleh rata-rata dari dua tes, yaitu pre-test dan post-test. Berdasarkan hasil rata-rata kelompok eksperimen dengan nilai 28,75 dan hasil rata-rata kelompok kontrol dengan nilai 16,75 menunjukkan bahwa hasil rata-rata kelompok eksperimen lebih besar dibandingkan dengan hasil rata-rata kelompok kontrol. Dan sampailah saya pada analisis data dengan menggunakan aturan uji "t". Hasil dari t hitung (t_0) adalah 2.79, sehingga t tabel pada tingkat signifikansi 5% pada nilai 1.686 dan tingkat signifikansi 1% pada nilai 2.429, dan hal ini menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Ini berarti bahwa penggunaan metode Kahoot dalam mengajarkan keterampilan mendengarkan jarak jauh murid-murid di sekolah ini signifikan secara statistik.

Kata kunci: Keterampilan Mendengarkan, Pendidikan Jarak Jauh, Metode Kahoot.

1. Introduction

According to Shem bin Noah, peace be upon him, who lived in western and southern Asia, where the Arabian Peninsula lies, with his descendants, the Arabic language is one of the prehistoric tongues known as the group of Semitic languages (Abu Al-Haija, 2015, 137). People use language to communicate with one another and to express their thoughts to others, making language an essential part of their existence. Additionally, it is a social tool and a means of fostering understanding between people and groups. It is a person's tool for dealing with a variety of life situations that call for speaking, listening, reading, or writing (Taufiqurrahman, 2008, 50).

According to the linguistic principle, a language's spoken and aural sounds are what people listen to in order to communicate (Effendy, 2015, 59). On the basis of this, some language teaching specialists hold the opinion that oral communication should be taught before reading and writing (Effendy, 2015, 59). The teacher should pay attention to listening since it is the process of hearing to the spoken symbols and then understanding them. Listening is not

supposed to be only as a speaker, but rather as listening. The ability to listen involves recognizing sound, comprehending, processing, and interpreting the information being heard as well as practicing, criticizing, and evaluating it (Ahmed Madkour, 2006, 76).

Among the four language skills listening, speaking, reading, and writing. listening is one of the most important. because the first skill people learn when they are young is listening. A lot of people may speak well by using the listening method even though they are illiterate because the guy learns the language first by using this approach, which starts the language learning process with the talent of listening before others. As a result, it shows that listening is a key human ability that comes before other abilities. Speaking and hearing are two fundamental talents that predate reading and writing because in earlier times, when oral storytelling and utterances predominated, listening was the primary means of communication. ‘ Up until the invention of printing and the advent of writing several centuries later (Taima, 2001, 80).

The teacher still reads directly from the text in the listening skill-education process, which is not favorable to the listening process and lowers the quality of the work and the materials' clarity and coherence. Additionally, using audio-visual tools like audio or video recordings can occasionally result in a lack of interest and a sense of boredom because they are not interactive, which makes the teaching process useless. When the content presented is in accordance with the curriculum, students grow lazy and dislike the Arabic classes because they look traditional and unappealing. As a result, the educational process in the classroom is negatively impacted by the students' lack of enthusiasm.

The era in which we live today has witnessed very rapid developments in the aspects of science and information technology, so that these developments have also changed the society's model of searching for and obtaining information. One of the areas that had a significant impact on this development is the field of education (Hashem 2016, 9). And besides, in the case of the COVID-19 pandemic, technology has definitely taken on more and very important in people's lives one of which is in terms of the

education of pupils in school. This was confirmed by Presidential Decree No. 12 of 2020 regarding the designation of non-natural disasters spreading coronavirus disease 2019 (COVID-19) as a national disaster on April 13, 2020. Therefore, all activities in Indonesia in all fields have undergone significant changes, one of which is in the field of education. At this time, e-learning and other advances are required for the teacher and students to be able to conduct remote education. It is difficult to find a solution to this issue with Arabic language instruction, but as a teacher or researcher, he is unhappy with the situation as it is, particularly when it comes to teaching the talent of listening in Arabic. In this situation, creativity in the form of audio, video, or other instructional tools is required to teach the skill of listening. As a result, the researcher is interested in finding teaching techniques, particularly the Kahoot method (Kahoot) and remote listening techniques.

Teaching tools are a way to communicate or transmit educational messages. The use of graphical, electronic, and technological means for recording, processing, and rearrangement of spoken or visual information is another idea that is frequently interpreted (jenna, 2009, 1).

The only available teaching tools have occasionally been movies, television, projectors, radio, and the like. Students can now experience a simulation of an atmosphere and events that do not typically occur in a classroom, as well as the opportunity to educate and interact with one another, thanks to a variety of applications that can enhance the educational process. including Kahoot (Schunk), for example.

Since some times, educational means have been limited to films, television, projectors, radio and the like. Nowadays, students can feel the simulation of the environment and events that do not happen in the normal classroom and can also get to teach and communicate with each other, and now it has a number of applications that can support the education process. including Kahoot (Schunk, 2015, 502).

Kahoot is an online application where quizzes can be developed and presented in the form of a "game show" The result of the correct answers is given and the participating students will immediately see the results and their response. Game education has the potential to be an effective educational tool because it visually and verbally factors in our process. The style of play is passive, which does not give the effectiveness of the style of the game that uses preparation and mental considerations (Iwamoto, 2017, 2).

The researcher observed that some pupils at the Rahma Intermediate Islamic School in Tangerang find it challenging and boring to learn Arabic, particularly when listening skills are being taught. Additionally, they lack interest in learning Arabic and are lazy. In order to aid them in teaching Arabic, the researcher aims to use this scientific research. In this study, he employed the Kahoot technique from a distance, which encourages student participation and competition through easy and very practical game-based learning in the classroom. The Kahoot approach was used by the researcher to aid in the participants' learning. They are engaged and accomplish educational goals in this way.

Based on these contexts, the researcher concluded that the Kahoot technique is crucial for teaching Arabic, particularly for developing listening skills in the event of the Covid-19 pandemic. He described his study's subject as follows: effectiveness of the Kahoot approach in developing distant listening skills in pupils at Tangerang's Rahma Islamic Intermediate School.

Teaching aids means word (media) Taken from the Latin madius (medius) In the sense of mediation and means. As for the Arabic language, the means are tools used by the teacher in the process of teaching and learning to convey information to the minds of the students completely. The educational method facilitates the process of teaching and learning and helps the teacher to use his work tool in the most complete way (Azhar Arsyad, 2012, 6).

Teaching aids are all tools used by the teacher to improve the process of learning and teaching, while clarifying meanings and ideas, training skills, accustoming students to good habits, developing attitudes, and instilling desirable values without the

teacher relying primarily on words, symbols, and numbers (Ahmad Mansyur, 1987, 40). Then the educational medium is a communicative process.

In context of the mentioned above, educational methods include any and all techniques that enable teachers to share knowledge and information with their pupils in the simplest and most direct manner possible. Additionally, Kahoot is used in this study's remote learning to simultaneously (sinkronus) teach listening skills.

listening Skill is derived from the word mahr - dowry - dowry and dowry - and skill - and the skill of the thing and in it and with it is said to be a dowry in science (Luis Ma'luf, 1912, 777). Additionally, we discovered that there are four language abilities in Arabic: speaking, reading, and writing. You obtain the audio content for listening. It aims to design with comprehension and analysis in mind. One of the things you should focus on is the role of science, which entails teaching students the skill of listening from a young age because it is crucial to the educational process in particular as well as to society and daily life in general and is the first skill that all students need to be able to master before learning other language skills. One of the fundamental activities in a variety of life situations, social communication, involves listening heavily (Abdul Majid, 1972, 232).

The types of listening differ according to the purpose of listening itself. It can be said that among the types of listening are the following:

1. Superficial listening: In this type, the listener does not care about listening to a great degree, or otherwise the proper attention.
2. Listening to collect: It aims to collect the ideas of the speaker, and to find out the knowledge contained in the listening material.
3. Appreciative listening: It gives the listener a degree of respect for the speaker and the ideas involved in listening.
4. Complimentary listening: Through it, the speaking listener feels the value of what he is eating by speaking, his approval of it,

and his conviction in it, and they may listen to confirm that to the speaker with gestures, signs, or movements of the head or hands.

5. Focused interactive listening: in which the listener integrates with the heard material and interacts with it with a high degree of concentration, especially when the listener is in the process of listening to a material that falls within his circle of interest and intellectual conviction.

6. Critical listening: through the listener judging the material he listens to and issuing a judgment on it with acceptance and acceptance or rejection, such as objection.

7. Selective listening: through which the listener tries to put his ear on some points that he is aware of, or needs, or supports his opinion regarding some issues that he believes in and defends.

8. Listening to solve problems: The listener may find himself in need of this type of listening in order to answer a pressing question, or to confront a difficulty he is facing, or to solve a problem that concerns him (Nur Hadi, 2011, 35-37).

From this point on, the researcher examines attentive listening techniques used by people who demonstrate a keen interest in the information they are listening to, as well as the process of hearing spoken symbols and interpreting them.

Kahoot is a free educational program that supports the Arabic language, based on a game-based and responsive classroom system that activates and excites learners and encourages them to move from the traditional atmosphere to one of enthusiasm, fun and competition (moalem, 2021).

Kahoot is a game-based approach to learning that has been introduced into some beauties of life, especially in education. It contains questions about a specific topic. After downloading this program, users can create and design their own questions based on their needs and topics, they can manage time, play with an unlimited number of players and create a fun learning environment. There are three types of Kahoot, namely quizzes, discussions and surveys. Quizzes are the most used type of learning process (Budiati, 2017).

Kahoot is an online application where quizzes can be developed and presented in the form of a "game show". Correct

answers are result and the participating pupils will immediately see the results and their responses. Game education has the potential to be an effective educational tool because it visually and verbally factors in our process. The game style is passive, does not give the effectiveness of the game style that uses preparation and mental considerations (Darren Iwamoto, 2017, 2). The Kahoot program is a system based on playing and responding in the classroom. It would activate students and motivate them to move from the traditional atmosphere to an atmosphere of enthusiasm, fun and competition. It is presented in a very easy and useful way through the use of technology. The advantages of Kahoot are that it is an easy and fun game and does not require students to register an account in advance. Also, the possibility of including pictures and video clips to increase the motivation of students and enable them to add sound effects to the questions, and each question is specified at a time that the teacher determines (Abdurrahman, 2020, 10).

Through the use of technology, Kahoot brings the idea of play learning in the classroom in a very simple and helpful way. Students can participate in competitions, have fun during lessons, and use any gadget they are accustomed to or that the school has on hand.

2. Literature Review

The research written by Muhammad Nour (2017) under the topic of using audio-visual means in teaching the skill of listening. The objectives of this research are to discover the extent of the difference between the use of the audio-visual method and the use of the traditional method in teaching the listening skill. This research uses a quantitative approach with a quasi-experimental study design. The data indicate that there is a significant difference between the averages of the two tests (the pre-test and the post-test). In the pre-test, he gets a value of 66.12, and in the post test he gets a value of 68.08, with a percentage increase of 4.05%. As for the average results of the experimental group from the pre-test, it got a value of 68.44, and in the post test it got a value of 74.08, with a percentage increase of 8.24%. As for the results of the test, there is

a difference between the averages of the two groups at the level of significance 0.02, as it is smaller than the arithmetic test value of 2.48. With these results, the null hypothesis was rejected. (HO) The alternative hypothesis was accepted (Ha). Therefore, the audio-visual media had a strong influence on teaching listening. The difference in this research: the researcher used the audio-visual method in teaching the listening skill, but the Kahoot method was used in teaching the listening skill.

The research written by Baiq Hasna (2019) under the topic The effectiveness of the application of the Kahoot software learning method to improve the reading skill of the students of the seventh class in the Islamic Intermediate School Surabaya. The objectives of this research are to find out how the application of the Kahoot software to improve the reading skill in this school, and the researcher used the quantitative research method using the test code T Test and percentile symbol. There is an effective application of Kahoot software to improve students' reading skills. The difference in this research: the researcher used the application of the Kahoot software to improve the reading skill, but the Kahoot method was used to teach the listening skill.

The research written by Muhammad Salahudin Sidqi (2020) under the topic of using video in teaching listening to eighth-grade students from Al-Hidaya Lastari Islamic Intermediate School Lebak Bulus Jakarta. The objectives of this research are to explore the use of video in teaching listening to eighth-grade students of Hidayat Setari Islamic Intermediate School Lebak Bulus Jakarta and to find out the attempts to make the use of video effective. In order to obtain reliable data, this research uses a quantitative approach with a semi-experimental type. The researcher obtained his research, after using a video in teaching listening, to obtain a result or the value of education that shows an increase when compared to education or teaching that uses only the blackboard and books, and has effects indicated by the resultst count = 21,3 and the resultt table =20,05 resultt count biggert table. The alternative hypothesis (Ha) Accepted and morphological hypothesis (HO) returns use more effective video. The difference in this research: The researcher used a video in

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teaching the listening skill, but Kahoot method was used in teaching the listening skill.

3. Research Methods

According to the research questions, the researcher used the Kahoot method of quantitative research to teach the students of the Ruhama Islamic Intermediate School how to use remote listening. Quantitative research is defined as research that gathers, analyzes, and interprets data. The method he employs in this study is an experimental one, and only experimental research can prove cause-and-effect correlations through validating hypotheses (R. Khoy, 2009, 57).

The researcher employs a non-equivalent group design in semi-experimental research. It refers to a particular experimental approach that seeks to express the causal relationship between the experimental group and the control group in the way that they are (Ainin, 2010, 92). The researcher used a two-class, two-group design with an experimental group and a control group.

The research's sources are split into two categories:

1. The primary source of information is the eighth graders in the classroom, who were observed as the researcher undertook pre-and post-testing.
2. Secondary information, such as data from interviews, documents, books, websites, and publications.

The data collection method in this research is as follows:

1. Direct observation, which is the researcher's observation of the process of teaching and learning the Arabic language that was carried out by the teacher and students in the classroom.
2. test results (Pre and post(of eighth-grade students)The experimental and control group) in this school.

The personal interview, and the researcher conducts a personal interview to obtain personal data on the impact of Kahoot's method in teaching the listening skill of male and female students. The interview is a direct technique for all field data (Get information from its sources(in a semi-directed way, which is a method preferred by many investigators who are proficient in working with

various investigation techniques in the field) (victorious 2016, 215). The researcher conducts a personal interview with the use of distance learning Arabic in this school.

Surveys: The researcher gives out surveys to students in the experimental and control groups at the school to determine the relative dominance of male and female pupils in each group. One of the most crucial research instruments, questionnaires are used to gather data and information. They consist of a collection of written questions that are chronologically and logically ordered and directly related to the subject (Al-Nasser, 2013: 15).

Research premise

Following data analysis, the researcher offers two hypotheses:

1) An alternate theory (Ha) The Kahoot approach is having a statistically significant impact on this school's eighth graders' ability to learn remote listening.

2) No effect of Kahoot's strategy on teaching distant listening skills to eighth graders in this school, which is statistically significant.

4. Results and Discussions

The first meeting researcher conducted a tribal test in writing for the experimental group. Prior to the test, the researcher gave encouragement and pupils heard well and the test worked with enthusiasm. And the second meeting when the first study on the Watch was conducted by the researcher Kahoot (<https://youtu.be/nRVE3k6G4RE>). This is the application of the Kahoot method in teaching the listening skill in the teacher's screen.

Preparation of questions

1. Choose the address as in the photo (kahoot)
2. Then choose that address (kahoot) to enter, choose "log in" if the teacher registers, and choose "sign up" if the teacher registers.
3. Then enter the e-mail sign and passwords and enter the appropriate screen.
4. After inserting the psychological hobby and displaying this screen to the teacher, choose this title as in the photo to prepare the new questions.

5. Choose the title from four titles to choose the form of questions, and in this search the researcher chose the title as in the photo means Quiz.

6. Use this screen to describe the category of questions he will make and fill the vacuum.

7. This screen consists of questions, answer options, and time that can be determined according to our need.

8. Video, audio and image required to support the question can also be increased.

9. After making questions, they can be corrected at another time and shared with other users.

A teacher uses a Kahoot tool to teach remotely easily, a teacher needs a computer connected to the Internet and pupils need a mobile or computer connected to the Internet as well. The researcher then selects the sum of the questions for the start of the game. This screen consists of an individual title and the title of the game with a band for the beginning of the game kahoot. Can be selected according to our needs in class. This time the researcher uses the game individually. This screen indicates the number for all pupils to enter the game and all subscribers who have entered the appropriate number to display their names in the screen and can start the teacher. The screen consists of question and answer, this time a question of listening skill contains a video. The screen indicates the number of correct and wrong answers before the question continues. The screen indicates the outcome before the question continues to be asked. After all the questions are finished, the result screen is displayed by three successful participants.

Students Download the kahoot app in "appstore" or "playstore." This is the first show before entering Kahut, and pupils can play Kahut if they don't register. This next presentation selected the pupils as pictured. The pupils then chose as pictured for the beginning of the kahoot game. Enter your number into the teacher's screen. He entered the name. This display during the game in the subscribers or pupils screen, participants can choose the answer according to the colors as in the picture. After finishing the game, the pupils look the result in their phone screen.

Kahoot is a game-based approach to learning that has been introduced into some beauties of life, especially in education. It contains questions about a specific topic. After downloading this program, users can create and design their own questions based on their needs and topics, they can manage time, play with an unlimited number of players and create a fun learning environment. There are three types of Kahoot, namely quizzes, discussions and surveys. Quizzes are the most used type of learning process (Budiati, 2017). And from the analysis of the previous data collected by the search for the two tests that were taken on the eighth students as an experimental group and a control group in this school to find out the difference in their ability to teach listening at a distance using the Kahoot method. In order for the teaching process to succeed, the means and capabilities must be available, and used in the usual ways and methods to reach the teaching objectives (Rahmawati, 2019, 215-232). As for the data from the questionnaires, the researcher found the result of the students from the experimental group and the control group in this school got a score of 384 from the positive questions, very agreeable to the group of 20 questions. And they got a score of 783 from the positive questions on the group 20 questions. They obtained a score of 658 from the positive non-agreeing questions on the 20-question group. They received a score of 45 positive questions from the very disagreeable group on the 20 questions.

Technology and science have developed, as well as the development of educational means. Teaching the Arabic language needs modern means. This method enables students to facilitate the process of education. One of the modern means is khoot (Jaka Imam, 2019, 301-313). Kahoot can help achieve an atmosphere of teaching that is not monotonous (Fitrianisa, 2019, 29). Students' learning motivation increases because play is an innate tendency of the learner, so it can be used to encourage the learner to learn topics that he does not want (Majdi Yunus, 2016, 63). And use in teaching Arabic. And the data from the direct observation, the researcher found the result of the students from the experimental group and the

control group in this school on the process of teaching, submitting the material and observing the answer.

Kahoot is an online application where quizzes can be developed and presented in the form of a "game show". Correct answers are result and the participating pupils will immediately see the results and their responses. Game education has the potential to be an effective educational tool because it visually and verbally factors in our process. The game style is passive, does not give the effectiveness of the game style that uses preparation and mental considerations (Darrem Imawanto, 2017). The benefits of video as an educational tool are very great in the era of 4.0 to teach the language that many people love as a communication tool between them (Hesti Maulida, 2020, 11). From the data of the previous statistical calculations, the researcher found the result of the students from the experimental group who got the average result 28.75 and the students from the control group got the average result 16.75 and from this calculation the researcher knew that the average results of the experimental group are greater than the average results of the control group.

Based on the previous calculations, it was known that the result of the arithmetic $t(t_0)$ is 2.79. In order to know the interpretation of the results, the researcher should follow the symbols $(N_1 + N_2 - 2)$ which are $(20 - 20 - 2 = 38)$ to know the degree of freedom (Degrees of Freedom)) In the scheduled table, at the 5% level of significance, the value is 1,686, and at the 1% level of significance, the value is 2,429.

Based on the t-test rule.

- If it is arithmetic result $t(t_0)$ greater than the tabular $t(t)$
The null hypothesis is rejected, which means that the difference between the two groups is statistically significant.

- If it is arithmetic result $t(t_0)$ is smaller than the tabular $t(t)$
The null hypothesis is accepted, which means that the difference between the two groups is not statistically significant.

The researcher knew that the value is arithmetic $t(t_0)$ greater than the tabular $t(t)$ 'This is proof that the null hypothesis (H_0) and the alternative hypothesis (H_a) acceptable. Therefore, this result

explains that the use of Kahoot method among the students of this school is effective in teaching the skill of remote listening.

After finishing the research, the researcher arrived at the final chapter under the protection of God, the Blessed and Exalted. He offered the following conclusions and recommendations:

5. Conclusion

The Kahoot approach used in this school to teach remote listening is effective and pleasant since it encourages pupils to participate actively in learning the Arabic language. The pupils in the experimental group have good abilities to instruct remote listening using the Kahoot method in this school. Therefore, 28.75 is the experimental group's average score.

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