USING KAHOOT! AS A MEDIA IN ENGLISH TEACHING: STUDENTS' PERCEPTION

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Abstract: The Kahoot! game is an interactive evaluation tool that can be used to implement quizzes in the form of pretests, posttests, material strengthening, remedial, and daily tests. The primary objective of this research is to find out the students' perception in using Kahoot! as an instructional platform in a modern environment. This study used a qualitative method and the subjects of this research were 20 students of X grade in Medan. The data for this study obtained from several sources, such as questionnaire, interview and observation. The result of the study showed the students' perception of using Kahoot! was positive as the student felt fun and interested to focus on the lesson. Moreover, Kahoot! increased the students' interest and motivation in learning, making it easier for them to understand the material provided by the teacher. Kahoot! is a game-based learning platform that can be used in the classroom to create a fun quiz atmosphere and support the learning process.

Keywords: Kahoot, Learning, Media, Perception.

INTRODUCTION

One of the uses of technology in learning English especially for vocabulary and reading is to use electronic games during the learning process in class. The results of research conducted by Dominguez et al. (2013) stated that the utilization of electronic games can have a large emotional and social impact on students. Games can increase student motivation by engaging the competitive spirit in an innovative and fun way. In the game Kahoot!, students can see the scoreboard which is processed by the system based on the accuracy and speed of students in choosing answers. This scoreboard serves as a type of evaluation that can simultaneously inspire students to learn more and be directly acknowledged. The students' can also compare their accomplishments with their classmates. Kahoot! is one of the technology-based game media that tutors can use in English classes. Kahoot! is software that can be used in electronic game-based education that has excellent features that can allow a teacher to create questionnaires, conduct discussions, and administer online exams (Johns, 2015; Sera & Wheeler, 2017). These features allow teachers to be able to involve all students to actively participate in the entire learning and teaching process.

Interesting learning media is a good motivation for increasing student interest in learning. The COVID-19 pandemic has forced us to work more from home. Likewise with the learning process, teachers and students are in different places. In response to this learning media, using a laptop is a good alternative. Face-to-face learning media is different from online learning media. Learning media in the network limits the interaction between teachers and students, whereas on the other hand optimal learning requires good interaction between teachers and students. This is a big challenge for the students' in Indonesia, because the students tend to hold the text in the form of paper and other writing utensils. Therefore, educators are required to be more creative in carrying out the teaching and learning process so that students have the ability to collaborate, cooperate, be creative, and think critically (Noermanzah & Friantary, 2019:6631). As stated by Arsyad (2010) that "in learning, good media is needed to support

learning practices and media can incentivise students' new desires, interests, and provide motivational encouragement and stimulation of learning activities".

There are several problems that always occur in the learning and teaching process such as; the lack of students' interest in learning English is low. The students become discouraged because they are not confident to study. The next dominating factor is the incompatibility of learning media with student needs which makes learning objectives difficult to achieve. The teacher still used conventional media which made the students not interested and feel bored in learning. Regarding the problems mentioned, it was interesting to find out the students' perceptions in using Kahoot! as a medium in English teaching. Educators can use various online applications that have developed a lot to support the achievement of the goals of the learning process. One of them is by using the Kahoot! application. Kahoot! is a website that can provide a fun quiz atmosphere and support classroom learning. Kahoot! can be used as learning media with the help of laptops and projectors. Kahoot! requires an internet connection because it can only be played online and accessed at www.Kahoot!.com. By using this application, the teaching and learning process will make the students feel fun and interested to focus on the lesson.

METHOD

This study was categorized as qualitative study complemented by a case study methodology because the researcher wanted to discover and reveal the perspective of students who use English fluently as a learning tool to improve their speaking abilities. Investigating a problem, researching a detailed understanding of a phenomenon, combining data based on words, analyzing data using descriptions in the form of text analysis, and interpreting the more substantial meaning of findings are some of the characteristics of qualitative methods (Creswell, 2012).

According to Creswell (2009; as cited in Mohajan, 2018) theory, a case study is defined as a research that genuinely investigates a program, an event, an activity, a process, or one or more individuals in order to gain a thorough understanding of the action that we want to investigate.

This research was carried out at a high school in Medan city. One class of twenty students in grade X participated as participants in the study. This research is selected by using a technique known as purposive sampling, in which the researcher chooses participants who have used the Kahoot! application. To verify the validity in a study, the researcher uses purposive sampling, where they purposefully select respondents based on how those respondents may impact the study (Harding, 2013). This data was collected by distributing a Google Form questionnaire and conducting interviews. The data were therefore analyzed using thematic content analysis, which focuses on identifying themes in order to answer a research question.

FINDINGS

There are four aspects of students' perceptions of using Kahoot! Application as a media in teaching English such as enhancing students' motivation in learning English, an effective tool for learning English, increasing students' confidence and the most popular gamification in the digital era as described below.

1. Enhancing students' motivation in learning English

According to data from two sources (questionnaires and interviews), the majority of students who use the Kahoot! in their classroom as a learning tool in increasing their knowledge had positive opinions. Kahoot! is a type of visual learning media. As a visual learning media, Kahoot! has an attention function in this modern era. The function of attention is that the visual media becomes the main, attractive, and directs the attention of learning to focus on the content of the lesson related to the visual meaning displayed or accompanying the text

of the subject matter. Kahoot! can be used as a teaching medium that can meet the demands of today's digital generation. Kahoot! can also increase student interest and support the learning style of the digital generation to prefer each lesson by integrating technology in learning. Therefore, this application feature is able to motivate students to want to learn English. According to Gibson (2014), there are two factors that can influence a perception, namely internal factors and external factors. Interest is one of the internal factors that affect a perception.

A person's perception of encouragement or desire toward a variety of objects is called interest. Interest is one of the internal elements that affects perception. A person's perception of encouragement or desire toward a variety of objects is called interest. In other words, students are more interested for applicating this application in their perception, because of the students' interest when using this application. Overall, Kahoot can motivate students to learn harder in the classroom for comprehending all of the material in order to receive better formative grades. As demonstrated by the following quotes:

> "The final score makes me more motivated to finish every exercise that is provided by this application." (Student 1, Questionnaire)

> "The final score makes me want to push myself to answer the question perfectly. It's very challenging because I will compete with my friend indirectly in the class. Especially if I can answer questions quickly, our names at the top appear, so it is like a challenge like we have to focus more and continue to be able to answer the problem quickly and accurately" (Student 2, Interview)

2. *Effective tool for learning English*

According to data from two sources (questionnaires and interviews), the majority of students revealed that Kahoot! was an effective tool for learning English. Kahoot! app is an effective and fun medium. In addition, the use of Kahoot! media does not have to hold text in the form of paper and other stationery so that it can trigger interest and motivation to learn English in a fun way. As mentioned by Arsyad (2010) that "in learning, good media is needed to support learning practices and media can generate new desires and interests and provide motivation and stimulation for learning activities". In using the Kahoot! application, they will also be eager to answer any questions that appear on their laptop screen. Then, they also always want to be in the top position so that in the end they can recall the material that has been given after doing this activity. The use of the Kahoot! application is also expected to make students more enthusiastic and motivated when learning English. This is demonstrated by the excerpt that follows:

> "Kahoot! is an easy application to use and it was a fun application." (Student 3, Questionnaire)

> "Kahoot! creates a fun environment for learning so it's not boring for learning with Kahoot! It's just like playing in a simple game I think. Especially with the scoreboard which makes me feel this application is very unique and not monotonous at all" (Student 4, Interview)

3. *Increasing students' confidence*

According to data from two sources (questionnaires and interviews), the majority of students report an increase in confidence after learning with the Kahoot! application. The features are presented interactively and the most interesting thing for students is when they comment on the duration given for one question. Some feel it is taking too long because they can't wait to see the scores they get; there are too short so do not have time to find answers to the questions given. Students show great enthusiasm when the ranking is displayed on the screen. Students who occupy the top 3 positions will be very proud to tell their friends when the nickname used appears on the podium. When the game is over, students also ask to replay and/or find games with other materials and even other subjects. This shows the use of Kahoot!

media can increase students' confidence and desire to learn. It will inspire the student to become more confident in learning English.

> "I am more confident if I answer questions from the teacher with an application than on a piece of paper" (Student 5, Questionnaire)

> "I believe that using Kahoot! The app can help me to improve my English skills. I am more confident if I have answered all the questions and my name emerges as the winner in this game." (Student 6, Interview).

4. The most popular gamified in digital era

According to data from two sources (questionnaires and interviews), the majority of students conveyed that Kahoot can be used as a teaching medium that can meet the demands of the digital generation. Kahoot can also increase interest and support the learning styles of the digital generation. Besides that, Kahoot is a type of visual learning media. As a visual learning media, Kahoot! has an attention function in this modern era. The function of attention, namely the visual media is the core, attracts, and directs the attention of learning to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter. It is supported by the theory of (Ismail & Mohammad, 2017; Plump & LaRosa, 2017; Wang & Tahir, 2020) who stated that the most popular of the gamified student response systems used in education is Kahoot!. The use of Kahoot is very helpful for teachers in providing creativity and innovation in learning media and can introduce students to using technology properly and correctly so that they are trained to follow today's technological developments.

> "I like to learn by using internet in the school" (Student 7, Questionnaire)

> "Yes, because kahoot is a free online application that is very fun to apply in learning. Especially in the 4.0 era as it is today, the digital world is very influential. So kahoot is one of the popular digital applications among teenagers like me." (Student 8, Interview)

DISCUSSION

This study's focus is the Kahoot! application, the object of this research is Kahoot! application, this application makes students interested and increases student interest so that they are excited about the instructional process, this is because of the features that are available in Kahoot!. The application is very easy to understand by students and teachers. Kahoot can be used easily for various kinds of learning and training purposes, both as an evaluation medium, giving homework assignments or just to provide entertainment in the learning process. Kahoot is designed in a user-friendly manner by considering the convenience of users, both teachers and students. The use of Kahoot does not need to install software on both computers and smartphones because it is made through web based software and does not need special hardware and software specifications for its use.

It is true that the presence of Kahoot! makes teachers not have to work hard to develop educational technology based on digital game-based learning to be integrated in the classroom. The ease of operation and ease of access through smartphones and computers make Kahoot! a game-based learning media with more than 34 million active users in February 2019 recorded through the similar web.com website worldwide. This strengthens the indication of the ease and usefulness of learning both at school and outside of school such as training. The use of the Kahoot application is also expected to make students more enthusiastic and motivated when learning English. Kahoot app is an effective and fun medium. In addition, the use of Kahoot media does not have to hold text in the form of paper and other stationery so that it can trigger interest and motivation to learn English in a fun way.

Implementing Kahoot technology in the classroom cannot be done without clear learning stages. This paper suggests the stages (syntax) of the Assure model to be used in integrating

Kahoot as a learning medium in the classroom. The suitability of the Assure model lies in the 3rd and 4th stages, which include the use of technology in its stages. The following is an explanation of the Assure Model:

1. Analyze Learner (Analyze Learners): The first step is to identify the characteristics of students. This information can assist teachers in making decisions when designing lessons. The important point in this step is that the teacher must know (a) general characteristics, (b) learning styles, (c) students' initial competencies.

2. State Standard Objective (Stating Standards & Objectives): After knowing the characteristics, learning styles and initial abilities of students towards the subject matter, the teacher can formulate learning goals that students can achieve based on the information in step 1.

3. Select Strategy, Technology, Media & Materials (Choosing Strategies etc.): After the learning objectives that students must master have been known, the teacher must choose strategies, technologies, media and teaching materials that can help students achieve these learning objectives. The Kahoot quiz has been prepared for this stage.

4. Utilize Technology, Media, and Materials (Using Technology, etc.): This stage consists of several more stages: (a) provide learning experiences, (b) prepare learners' (c) preparing the environment learn, (d) preparing technology, media, and materials, (e) reviewing technology, media and materials. Kahoot is already implemented at this stage.

5. Require Participation of Students: To be effective, teaching should require the active role of students in learning in the classroom. There should be activities that facilitate students to apply their knowledge and receive feedback on their learning outcomes. Student activities compete to answer questions on the Kahoot screen at this stage.

6. Evaluate & Revise: After carrying out the lesson, it is very important to evaluate its impact on students. Have the learning objectives been achieved, whether new learning experiences have been created, are students motivated, are students participating. If the evaluation results show positive results, learning using Kahoot can be carried out continuously, but if the results are negative, it is necessary to revise the weaknesses encountered (Utami 2011).

Learning English can be used as a group quiz, students are asked to express their comments using English related to the material presented through the quiz. And make a brief summary of what has been obtained through the Kahoot! quiz activity that has been carried out. Based on observations during the activity, the teachers seemed quite enthusiastic in participating in the Kahoot! shown. The speaking skills of the participants can be stimulated from the reciprocal delivery of quiz activities and re-exposure to the material presented through quizzes so that later the students taught by the participants can be trained and developed English speaking skills through the use of the Kahoot! (Anggraeni, Rachmijati, and Listia Apriliyanti 2020).

Some of the advantages of using the Kahoot! application as a learning medium are (1) Students are more motivated to pay attention and take notes on the material taught by the teacher so that they can take quizzes at the end of class. (2) Students are more motivated to become quiz winners with the highest scores. (3) With the time limit in working on each question on the quiz, the possibility of students to discuss with friends will be less. (4) Students do not need to create a Kahoot! account. (5) By using Kahoot!, teachers will get evaluation results quickly without having to correct students' answers. But besides these advantages, there are several disadvantages, including (1) It becomes meaningless, if the learning objectives are not achieved. (2) There must be adequate facilities and infrastructure such as a PC/smartphone with a stable connection (Sagala et al. 2021).

Another advantage is the existence of analytical features for evaluating each student's learning outcomes and each question point to make it easier for teachers to analyze and provide feedback on learning outcomes. In addition, more and more quiz game content is available for free and is used as entertainment in the learning and training process. Additionally, the other advantage is also packaged for educators to better enable educators to create some discussions, quizzes, and questions by including several elements such as videos, text, and images. Furthermore, there is a time limit when answering quizzes so that punctuality is also an important point in addition to the correct answers. This kind of learning process is usually used to hone cohesiveness and understanding of students as a group or individual activity. alternative educators increase understanding of distance learning during the pandemic to the maximum. In terms of these advantages, Kahoot has disadvantages in terms of the need for high-speed internet facilities and the existence of rules within the school environment to prohibit the presence of smartphone or laptop devices to be brought by students. And not many students have laptops or smartphones nowadays, even though the era is all digital. As well as the availability of tools such as projectors during the learning process through Kahoot. If these facilities are not available, then this Kahoot media learning becomes ineffective to implement. This is reinforced by Lime (2018) that the use of Kahoot not only improves student learning outcomes but is also able to shape student attitudes, one of which is collaboration between teams if carried out in groups and trains students to get used to digital literacy (Bunyamin, Juita, and Syalsiah 2020).

CONCLUSIONS AND SUGGESTIONS

Kahoot! is a game-based learning media that is free and fun for learning and developing learning objects. The Kahoot! game is interactive which can be used as evaluation material, namely for the implementation of quizzes in the form of pretest, post-test, material strengthening, remedial and also daily tests. Kahoot! is displayed in the form of an online game in the form of a quiz. In this case it can be concluded that the Kahoot! learning media is very interesting and exciting for making the students comfortable with the teaching and learning process. Students become more active in learning. Students can more easily understand the material presented by the teacher by using Kahoot! as a media in English teaching. The researcher would like to recommend that English teachers should discover more about the digital platform that fosters greater student engagement in learning and academic performance.

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