

KAHOOT IN AN EFL CLASSROOM: TEACHERS' BELIEFS

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Abstract

The popularity of using technology in education is growing as the educational system quickly transforms because of the pandemic conditions that exist today. Kahoot is one example of a learning platform designed to assist language teachers in the classroom. Theoretically, teachers beliefs have a big impact on how successfully classroom practices are produced. The purpose of this study is to explore teachers beliefs of using Kahoot in EFL classroom. This study employs a case study methodology. Participants in this study were two teachers with different levels of teaching experience from different vocational schools in Karawang. The data were collected through observation and interview. The study findings showed that there were three sources of teacher beliefs of using kahoot in EFL classroom, there are experience as language learners, teaching experience of what works best, and principles based on education or research. Furthermore, it was also found that teachers' beliefs in using kahoot in EFL classroom. The teachers believe that using Kahoot is influence to their teaching and learning activities, helpful for both teachers and students, and challenging to use.

Keywords: Teachers Beliefs; Kahoot; EFL Classroom

INTRODUCTION

Media, platforms, and other technologies are now commonly employed in teaching and learning activities, which encourages the development of many applications to support these activities. Bransford et al. (2000) claim that technology has a great potential to maximize student and teacher learning. Kahoot is an example of a learning platform that has been created to assist language teachers in the classroom. The usage of Kahoot could enhance engagement, motivation, enjoyment, and learning performance in classrooms. It is in line with research carried out by Susanti (2017) that claimed utilizing Kahoot could increase engagement and student interaction, it is obvious that the teachers role to guide and control the class is needed. The use of Kahoot can assist teachers in achieving learning objectives, monitoring student progress, designing content, and providing new learning experiences in the classroom (Putri, 2019). However, it still depends on the teacher's belief in implementing it. Pajares (1992) states that teachers beliefs have a significant influence on how they plan lessons, make decisions, and how they practice in the classroom. Teachers must have their own beliefs in order to help students in their learning in the professional way that their believes is most helpful. Teacher's belief is a concept that is held consciously or subconsciously by an individual and is regarded as true by the individual and also inspires and guides people's thoughts and behavior (Borg, 2003). There are aspect of the sources of teachers beliefs claimed by Kindsvatter, Willen, and Ishler (1988) in Richards & Lockhart (1996) teachers' beliefs come from teacher experience as language learners, teaching experience of what works best, established practice, the personality of a teacher, principles based on education or research, and principles derived from an approach or method. The teacher's beliefs come from experience, then the teachers' beliefs about learning

and teaching are developed when teachers complete their education. Teachers' beliefs are formed as a result of their education and experiences (Johnson, 1994). Teacher belief has a significant role in the success of teaching and learning activities. However, maximizing the use of technology also requires teachers knowledge or abilities, only depending on beliefs is insufficient. Technology integration's effectiveness is dependent on the teachers' competence to use it appropriately and how they apply their beliefs into practice in the classroom (Comi et al., 2016).

METHOD

The researcher used qualitative approach with a case study design. Case study designs are commonly used in investigations of educational technology, new curriculum, and school innovations (Yin, 2003). This study focused on teachers beliefs of using kahoot in EFL classroom. Purposive sampling was employed by the researchers to get a sample for this study. According to Turner (2020), stated that a purposive sampling employed when the researcher already has a target participant with aspects suitable with the research. Participants in this study were two teachers from different schools and chosen based on their experience. The meaning “experienced” is based on a theory mentioned by Farrell & Bennis (2013). The theory is that three years of teaching experience or more was considered as appropriate "experienced", whereas three years or less was appropriate to be classified “novice”. The data source were obtained by interviews. This study uses the Miles & Huberman (1994) Model for data analysis, which consists with a sequence of steps: (1) data reduction, (2) data display then (3) conclusion drawing/ verification.

RESULTS AND DISCUSSION

Results

The relevant two themes about teachers beliefs of using Kahoot in EFL classroom are presented in this section. The findings are presented based on the most relevant statements from the interviewees’ responses. Two teachers are interviewed as participants in this study. T1 classified as a novice English teacher because only has less than a year of experience as an English teacher, while T2 is classified as an experienced English teacher because has more than three years of experience as an English teacher. The meaning “experienced” is based on a theory mentioned by Farrell & Bennis (2013).

1. Source of Teachers Beliefs of Using Kahoot in EFL Classroom

a. Teacher experience as language learners

Many teachers are conscious of how their prior experiences as students and their education shaped their beliefs on teaching. Considering their experience as language learners, they integrate Kahoot into their teaching activities.

T1 mention that:

“I was familiar about kahoot because my lecturer at the time used it to teach. The competition for top scores among the students in that class immediately made me motivated to learn more. From that experience, I'm inspired to use Kahoot into my classrooms, particularly when teaching grammar or reading comprehension”

T2 mention that:

“When I was in college, I discovered about Kahoot and was immediately enthusiastic about it since it has an awesome design and if I get high score, the lecturer will give me extra marks toward my college grades”

From the above statement, it can be inferred that both of them share a similar experience when utilizing Kahoot in class as students, which inspire them to use Kahoot when they are teaching.

b. Teaching experience of what works best

Teachers' conceptions of how a particular strategy is used for a certain group of learners are primarily based on their own classroom experiences. Since time flies, teachers has found that some teaching practices are appropriate and others are not.

T1 mention that:

“Because during my teaching experience, I have tried various methods or methods and I believe more in making groups or use team mode because students seems interactive or engagement”

T2 mention that:

“From previous experience, if I teach in full English, the student doesn't understand the point. If the full use of Indonesian, the students will not learn English. So I teach it now in a mix but dominantly using Indonesian language”

According to the explanation given above, they have an unique experience because they make decisions on the most appropriate teaching strategies based on their failures and successes in the past.

c. Principles based on education or research

Teachers beliefs could be shaped by educational or research theories. Teachers can learn theories of second language acquisition research, education, or schools of thought such as psychology to form their beliefs.

T1 mention that:

“I probably figure out in advance what I want to use in class if I want to use technology or media. The source can be from journals or articles or videos that I watch”

T2 mention that:

“I got a lot more knowledge from workshops because experts in the field help and guide it directly. Besides attending workshops, I read articles on the technology I want to use”

They have a different desire to advance their knowledge based on the explanation provided. T1 acquires knowledge by reading articles and watching videos, while T2 learns new knowledge by attending workshops and sometimes reading articles.

2. Teachers Beliefs of Using Kahoot in EFL Classroom

a. Influence teaching and learning activities

The teachers believe that using Kahoot in EFL classroom affects their teaching and learning activities

T1 mention that:

“Because the students seem engaged and excited, using Kahoot enhances teaching and learning in classrooms. Due to the utilization of Kahoot, which could engage all students, they are not dozing off or being lazy while learning grammar in class”

T2 mention that:

“This student doesn't look as usual, as seen by the questions that they ask and the fact they seem ambitious to achieve high scores during question or quiz sessions. They are indirectly motivated to keep learning when they use Kahoot to achieve high scores”

They believe that Kahoot has an influence on teaching and learning activities as seen by the responses of their students during the classroom activities, as can be seen from the statements they mentioned above.

b. The helpful platform for teachers and students

Each of the teachers who use Kahoot in EFL classroom has their own beliefs about the helpfulness of the platform.

T1 mention that:

“The feature that I like most is the feedback feature, which lets me know how my students felt about the meeting today and did they learn something at the meeting today. In addition, Kahoot provides feedback on any questions that are difficult for students to understand. So a teacher can re-explain the material so that students understand and Students are also able to evaluate their own abilities based on the scores that they achieve”

T2 mention that:

“The smartest feature is when the correct answer shows after all students have answered, thereby preventing cheating or cooperation. So, students are motivated to comprehend each material so they can achieve the highest score possible and see their names on the screen”

They believe that Kahoot provides features that are helpful to both teachers and students based on the above explanations. Each of them believes in a specific aspect of Kahoot features.

c. Challenging to use

In the previous sections, Teachers identified the benefit of using Kahoot. However, The teachers believe that using kahoot in EFL classroom is challenging.

T1 mention that:

“The challenge lies in the case that designing material in Kahoot demands creativity and innovation in order to maximize engagement. However, the website is still too heavy to access”

T2 mention that:

“The challenge I have is that it takes a lot of time to prepare the material in Kahoot because it must be balanced between inserting material slides with quizzes, which makes it challenging to accomplish satisfactory learning.”

According to the teacher's explanation in the statement above, they encounter similar challenges with Kahoot.

Discussion

In this section, the researcher will discuss about the study's findings with related theories that relevant to teachers' beliefs of using Kahoot in EFL classroom. This intends to support the research findings.

1. Source of Teachers Beliefs of Using Kahoot in EFL Classroom

Based on the data collected, there are three Source of Teachers Beliefs of Using Kahoot in EFL Classroom, there are teacher experience as language learners, teaching experience of what works best, and principles based on education or research. Only three of the six factors that formed teacher's belief of using Kahoot in EFL classroom.

First, their experience as a language learner had an impact on how they believe about using Kahoot in EFL classroom. According to Kindsvatter, Willen, and Ishler (1988) in Richards & Lockhart (1996) claim that teachers has personal experience of how their own experiences as students shaped their own beliefs on language teaching. T1 and T2 have a similar experience, when they was in college, their lecturers use Kahoot to teach, and this stimulated them to use Kahoot when teaching in EFL classroom because when they were still students, they become motivated to learn in class.

Second, their beliefs of using Kahoot in EFL classroom were formed by their experience of what works best in the classroom. Based on Kindsvatter, Willen, and Ishler (1988) in Richards & Lockhart (1996) stated that teachers have very different beliefs and assumptions about what makes for effective teaching. T1 divides the students into groups with a focus on engagement. T1 believes that by dividing the students in groups, engagement will be considerably increased because there will be a discussion among the students. This claim is supported by Susanti (2017) stated that teachers have control over how far the questions are carried, giving them stimulation to students' discussion in relevant materials and the chance to build discussion time in between questions. This differs from T2, which encourages engagement from all students without forming groups. furthermore, T2 use the code-mixing strategy when teaching to make that all of the students comprehend the material. This claim is supported by Ramadhaniarti et al. (2018) stated that code-mixing assist the students to comprehend the meaning of the words, sentences or phrase, and this is one of the teachers strategies to aids teachers build interaction to the students in the classroom.

Last, their beliefs of using Kahoot in EFL classroom were influenced by principles based on education or research. Based on Kindsvatter, Willen, and Ishler (1988) in Richards & Lockhart (1996) stated that teachers can learn theories of second language acquisition research, education, or schools of thought such as psychology to form their

beliefs. They have their own way, T1 is acquiring new knowledge that can use to teach English using Kahoot by reading articles and watching videos. T2 prefers attending workshops to discover fresh knowledge for using technology in the classroom. On the other hand, she also reads journals, but she believes that the workshops are much more valuable.

2. Teachers Beliefs of Using Kahoot in EFL Classroom

Based on the findings, there are three of Teachers Beliefs of Using Kahoot in EFL classroom, there are Kahoot Influence teaching and learning activities, the helpful platform for teachers and students, and teachers challenge in EFL classroom using Kahoot.

Teachers believe that the use of Kahoot affects teaching and learning. They claimed that using Kahoot in the classroom is the best way to motivate students to study and encourage them to engage in class activities. This claim is supported by Rosdy & Yunus (2021) that Kahoot can enhance participants' engagement, enthusiasm, and motivation, and that it is easy to use. This is also in line with other research conducted by Putri (2019) claim that the strategy of using Kahoot can enhance students' motivation for learning, which is indication that the outcomes of learning English can significantly better.

Afterward, teachers believe that Kahoot is a helpful platform for teachers and students. Based on the findings, the researcher discovered that they have different beliefs regarding the benefits of Kahoot. T1 believed that the feedback feature was the most beneficial. Teachers can evaluate students' understanding and discover material that students find difficult through this feedback, then the students who already received feedback can either evaluate their own ability based on the score that they obtained. There are supporting confirmation from Wichadee & Pattanapichet (2018) they stated that the feedback more accurately reflect what students think and how the kahoot impacts them. Whereas T2 believes the score display and answer features as being the most helpful. The teacher could easily distinguish students who already comprehend and those who still require motivation to understand by reviewing at the score results. This findings is related to the previous study by Susanti (2017) that states that Kahoot is able to monitor each student's knowledge. This is also in line with other research conducted by Wichadee & Pattanapichet (2018) claimed that students had to use their knowledge in the competition when answering the quiz section made the students pay more attention during the lessons.

Last, teachers believe that using Kahoot is challenging, they believe that using Kahoot is challenging, especially when designing materials and quizzes requires a lot of effort and thought to consider and manage the content. There are supporting statements from Putri (2019) that stated the length of time required to consider and manage these features, create appropriate materials. Teachers must thought about the design of content in order to effectively engage students in teaching and learning activities when using Kahoot. It is in line with research that was conducted by Rosdy & Yunus (2021) teachers that use Kahoot claim that it can be challenging to get students engaged in learning activities because teachers should be well-prepared before starting these activities.

CONCLUSION

Teachers' beliefs have a big impact on how teachers carry out their teaching practices. Three of the six factors contribute to teachers' beliefs about using Kahoot in the EFL classroom. Based on the result of the interview, these three factors are experience as language learners, teaching

experience of what works best, and principles based on education or research. Despite the fact that their experiences are various, their experiences have an impact on how they teach. Furthermore, The researcher discovered that teachers had beliefs about the use of Kahoot in EFL classroom. First, teachers believed that Kahoot can Influence teaching and learning activities. Second, teachers believe that Kahoot is a helpful platform for teachers and students. Last, teachers believe that using Kahoot is challenging. Kahoot is just a platform to assist in the teaching and learning process, the teacher must still do all necessary preparations for the content or materials as a whole in order for the students to engage in learning activities.

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