

# THE STUDENTS' POINT OF VIEW TOWARD THE USE OF KAHOOT! AS THE TOOLS OF LEARNING ENGLISH

Octa Pratama Putra<sup>1</sup>, Muchlas Suseno<sup>2</sup>, Samsi Setiadi<sup>3</sup>

State University of Jakarta

<sup>1</sup> octapratamaputra\_9906921008@mhs.unj.ac.id, <sup>2</sup> muchlas\_suseno@unj.ac.id, <sup>3</sup> syamsi.setiadi@unj.ac.id

## Abstract

The aim of this study is headed to decide students' perceptions by using Kahoot! in learning English and it is about to seek for the problems of the use of it. This study uses a qualitative research approach. The subjects of this study; there are 10 students of the Academy of English; English Major Institute. Data are collected by using the open-ended interview. The data analysis within this study uses a qualitative descriptive. For analysing the data, this study refers to be coding analysis consisting of data reduction, data presentation, and the drawn conclusion. This research reveals that, the benefits of using Kahoot! as follow: (1) having a positive competition, (2) helping students to be focusing more, (3) constructing a good situation in the classroom (4) encouraging & motivating students to keep learning more. Then, several of problems which is the issue of using Kahoot! they are (1) the internet connection is not stable, and (2) having more time for teaching by using it beforehand.

**Keywords:** Kahoot, Games-based Learning Application, Students' Point of View

## INTRODUCTION

For the context of learning English here are a lot of ways in English learning to be approached and adapted; one of them is by using technology. The current era, teaching and learning process by involving of technology is a familiar activity in most educational area; for instances: courses, schools, universities, institutions, and many more. One of the technologies refers to *Kahoot!* As for the educator, the use of technology is stated to increase students' interest in the pedagogical activity. *Kahoot!* is able to be accessed by using one of the devices; such as personal computer, laptop, tablet, mobile phone and/or projector. Regarding the application used on the online application, the teachers usually use Padlet, Socrative, and *Kahoot!* (Farchan, 2019)

The concept of having and/or implementing an virtual activity in engaging students in the process of active learning is not new. Over the past several years, most educators or instructors had been increasingly incorporating various games inside the teaching curriculum to create a fun, alive for learners. Absolutely, the role of online and pedagogical activity tends to motivate and encourage student participation in the learning process. (Alex, 2019)

Concerning about the correlation game and educational aspect, it aims to *Kahoot!* It is one example of a playful and game-based media for teaching English. It is a free online application that has extensively received wide acceptance with 70 million active users worldwide (Angela, 2019) Nowadays, *Kahoot!* has become popular in college students or courses students, or many more, to attract students; adding the participation and enthusiasm. *Kahoot!* is primarily used in education to have quizzes, assess students' learning, and review the current topic. In *Kahoot!* quizzes or question displaying is integrated by showing game design elements; such as animation, graphics, music, sounds, features, and the what the students like tends to the

competitive leaderboards. It is directly showed the real score; then it makes playful and competitive atmosphere.

To kick off that educational online game, students need to sign-in with a pin number; by using a nickname. The teachers or instructors here also monitor the students in helping to register. Then, the questions are displayed on a large screen. It has a countdown timer and students will be responding by using their own gadget or devices that has the internet connection. Focusing on *Kahoot!* there are some benefits to use it in the learning process, which can really help the teachers in classroom activity. Regarding the study conducted by (Mahbub, 2020), found that from sixty-six students, more than 85% of students agreed to use *Kahoot!* which can help them in understanding learning topic well. From the statement mentioned, it can be concluded that, by using *Kahoot!* in the learning process has some benefits to help teachers in giving the up-to-date session of learning.

## METHOD

The objectives of this research are to look for the students' point of view toward the use of *Kahoot!* in learning English. This study is done by conducting a descriptive qualitative approach. This study describes data, facts, and conditions as they are: Qualitative approach according to (Creswel, 2013), can be used to analyze and predict what needs to be done and also helps to overcome current problems. A semi structured interview is used as a technique to collect the data from 10 students as the participants. The semi structured interviews are interviews that take place referring to a series of open questions with a pre-arranged question pattern. Semi structured interview also allows the flexibilities for the researcher to ask particular points that could help the researcher to answer the main research questions. (Hasrianti, Ridwan, Ariadna, 2020). Afterward, according to (Huberman, 1994) there are some steps implemented in this study to analyze the collected data, they are: (1) Taking the formulating (interview) questions, (2) Giving a sampling the selected data sources, (3) creating the categories that will be used in the analysis, (4) Doing the identification sample documents that have been selected and coded, (5) designing scale and items based on specific criteria for data collection, and (6) interpreting the data.

## RESULTS AND DISCUSSION

### Results

The study results showing four main output toward the students' point of view in the use of *Kahoot!* in language learning: (1) motivating students to learn (2) building a good atmosphere in class (3) helping students to keep focusing, and (4) providing positive attention. For more detailed information, each benefit is elaborated in the following paragraphs;

### Having a positive competition

Most of the participants say 'yes' on the competitive aspect of *Kahoot!* in enhancing the interacting energy levels. It also creates an active classroom atmosphere. After checking and paying attention, one of the students become a motivator; it means, that student explains and tells how students 'like to play'. Also, others show their passion to go to the top of the scoreboard.

Students are inspired to be the focus of attention on the screen while they work on *Kahoot!* This helps the learners who want to gain the attention of their teachers. Students are, absolutely, motivated by seeing their names at the top of the rankings. It strongly leaves the appearance

that students are able to find out about their skills. Surely, that contributes to a healthy and right competition. In addition, it is reinforced by the finding of previous research by (Wang, 2015) which notes that; the impact of the motivation in learning is important.

### **Helping and assisting students to keep focusing**

Most of the students agree to use *Kahoot!* It is an enjoyable game, and students assume *Kahoot!* as the encouragement to pay attention while studying in the classroom. The first participant says "*Kahoot!* helped them to be more optimistic and concentrated".

Afterwards, when using or playing the *Kahoot!* the time pressure affects their focus and attention. Another aspect that students reported about how audio and music influence their concentration. Many students point out that the sound effects are in *Kahoot!* is to maintain the engagement and focus. The findings of this study are also confirmed by previous studies which show that *Kahoot!* could provide maximum experience due to students' focus. (Licorish, 2017).

### **Constructing good atmosphere in class**

A game-based student response system, it is *Kahoot!* builds a good euphoria in the moment of studying. Students are more, exactly, enjoyable of using *Kahoot!* The results revealed that *Kahoot!* is liked and loved by the respondents. Ten participants in this study said the use of *Kahoot!* "It could create a fun and attractive environment while studying. The first sentence said, "Using *Kahoot!* helps and assists students enjoying themselves.

On the other hand, another argument using *Kahoot!* will make classroom atmosphere more enthusiastic and alive. Fun and enjoy, the more the participants added or involved, the more colorful *Kahoot!* the show will be. Also the way to respond in *Kahoot!* is very pleasant for the students to attract their attention. So that, the students enjoy the moment of learning session.

An analysis performed by (Budiaty, 2017) who found that *Kahoot!* was used an effective; way to make learning enjoyable, joyful, informative, and comfortable. Besides, the students claimed it; encouraging them to do the quiz altogether in the classroom. So that, they could be forced to compete with others. Therefore, it is enjoyable. because they had the chance to enter the course and feel the content.

### **Motivating Students to Study English**

10 students of the participants seem very joyful and zealous of using *Kahoot!* The students are very excited about answering the questions. With a system of timers and points, it gives them the motivation to answer the questions and compete. Then, it has a scoreboard in the *Kahoot!* program. It shows the position or achievement of the students. After seeing the score then, students are getting alive and fun.

In learning, motivation to learn is really essential for learning. The role of motivation plays a key in the course of learning. According to the majority of psychology, inspiration is important for having the successful learning. (Winkel, 2003) defines that, the research is the ultimate guiding force for students who lead the activities. Also, it offers feedback toward the learning process.

### **Discussion**

It is true; the integration of technology in educational area does not only improve the students' motivation, but also students' interest (Mukhaiyar, 2020). Based on the data received and analyzed, the first objective of this study's has been conducted. It is pointing out; students are able to be foster positive attitudes and show a higher level of motivation towards language learning using the *Kahoot!* as the media of learning. It is observed, almost all participants have a full positive attitude and happy learning in that session of learning. It is stated so, because

*Kahoot!* game has been added as the pleasure way of learning. There are many changes in their behavior and responses in the classroom. The participants also showed very high motivation, attention, and euphoria in learning languages after being involved *Kahoot!* session. Thus, it can be concluded that both integration and application of *Kahoot!* game in the aspect of educational era is able to increase the positive attitude and high motivation of students. Suharsono (2020) states that *Kahoot!* is an effective tool to make learning more fun, and it can boost the learning process well. In line with (Pratolo, 2020) students' motivation toward the certain learning is able to influence the learning output. When teaching, motivation plays an important role in the learning process. Good motivation and learning go hand in hand. According to most psychologists' motivation is essential for effective learning.

On the other hand, the motivation is key to change or redirect the students' behavior; while studying from a variety of psychological factors (Shaheen, 2013). (Tickka, 2019) who found that using *Kahoot!* is an effective way to make the learning fun, joyful, interesting, and relaxed. Besides, the students feel that, with *Kahoot!* it allowed them to do the quiz together in class. Therefore, that it could be the challenge for them to compete with others. (Arief, 2019) assumed that using *Kahoot!* it is able to make the students feel excited in terms of enhancing the attitude and participation in the class. On the contrary of the fact, dominantly students usually learn the material from reading a book or listening to the teachers' explanation. Then, the effect will be bored and monotone of the learning session.

In common learning and based on the teachers' experience, games are workable when the students easily attract the attention. Students get focusing on when they pay attention to the teacher or the display form the teacher. There is also the benefit here, it is to be increasing high concentration which is very influential in the delivery of knowledge from a media into the brain's work system or the mindset of students. So that, students more easily remember to repeat or express the contents of the material that from *Kahoot!*. Ichwan (2018) which assumes students' are becoming motivated and getting more pay attention on the screen when they work and learn on *Kahoot!* This makes students fully want to attract the attention of the teacher where students are encouraged to see their names at the top of the leader board. It will be proud of the students who get the highest position or being at the first rank on the leaerboard. On the contrary, the student who gets the lowest point, then this will be the moment for the teacher to keep motivating and encouraging that student. Actually, the goal of this activity is to know how far or how good in understanding about a particular material or context through *Kahoot!* application as the media of learning.

The teacher has declared at the end of the session; arguing that this activity has an output as the evidence of mastering a particular context by adapting, using, and providing *Kahoot!* altogether in the session of learning. Then, the effect is the pleasure studying and getting understand more about the topic being delivered at that time. In addition, it directly gives the impression that students will be able to find out about the capabilities among other friends to be having the best score among others. Then also, this is able to lead or bring the good and healthy competition between each other for the sake of understating the topic of learning as the part of learning activity.

## CONCLUSION

Therefore, *Kahoot!* is to be the interactive online game-based learning media. In learning, it can be optimized to improve students' motivation, fun learning, and being a healthy competition in a session of learning. Thence, Within this study, there are four benefits to the use of *Kahoot!* in

learning the English as the language. The first, *Kahoot!* is able to be motivating students to learn and study more. The second, the *Kahoot!* is able to be creating a good situation in the classroom. *Kahoot!* allows students to do the quiz in a group, and they accept and feel that the atmosphere in the class is more pleasant and more alive. Also, the class is completely different than normal. The third, *Kahoot!* helps students to get focused. The fourth, *Kahoot!* provides positive competition, students are more motivated and encouraged to compete with others in finding the right answers by using this game. It seen also, students are attracted in seeing the features and display appearance in using *Kahoot!* Students gain and give the effort more to be reaching the first rank. Not only to answer the question of *Kahoot!* for the question; but also some of them are having not supported of the device. However, they will pay attention and even support or help the others.

Eventually, students launch a positive competition at the end of the *Kahoot!* session. Going to the last session, there are there positions there actually on the screen; the first position, the second position, and the third position. Some of the rests are not shown on the display; then for those students, automatically, will look for the mistakes the have done by clicking or asking to the teacher. Within this study, the researcher has observed and identified two problems. The first problem is the internet connection. It means, some of the students have the unstable and stable internet connection. Also, the difference of students' device specification. However, the learning will be keeping to be going on. The second, *Kahoot!* is aimed for the teacher who understands about the installation, making the question, and make sure that the internet facility is really connected. As for providing *Kahoot!* the teacher has to spend the time in advance to create and prepare the question for using it. Then, it needs to be evaluated personally before the teaching moment. In short, it needs more and more time beforehand to teach by using *Kahoot!*

## ACKNOWLEDGMENTS

I am thankful to everyone who has supported me study this research, especially the lecturer who gave me direction, advice, and references to help me complete this article.

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