Students' Perceptions Toward The Use of Kahoot! Online Game for Learning English

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Abstract

This study aims to determine students' perceptions of using Kahoot! in learning English, the problems on the use of Kahoot! In learning English faced by students. This study used a qualitative research approach, and the subjects of this study were 10 students of the Ahmad Dahlan University of English Language Education. Data were collected using the open-ended interview as the instrument. Data analysis in this study used a qualitative descriptive. In analyzing data, this study refers to coding analysis consisting of data reduction, data presentation, and conclusion drawing. This research revealed that the benefits of using Kahoot! as follow: (1) motivating students to learn, (2) building a good atmosphere in class, (3) helping students to get focus, and (5) providing positive competition. The problem of using Kahoot! includes (1) unstable internet connection, and (2) the absence of space for students and teachers to discuss.

Keywords
Kahoot!
games-based learning application
student's perception

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Introduction

There are a lot of ways in which English acquisition can be approached; one of which is through technology. Nowadays, teaching and learning process through the use of technology is a common practice in most schools. One of the technologies that can facilitate students learn English is Kahoot!. this is due to the fact that Kahoot! is interesting not only for students but also for the teachers. The use of technology is proven to increase students' interest in the classroom because of the more exciting appearance that will avoid the saturation during the presentation. The use of technology in learning can be the use of devices such as gadgets, tab, screens, etc. In addition, learning can also use multimedia such as CD players, tape recorder, and others. Regarding the application used on the online application, the teachers usually use Padlet, Socrative, and Kahoot! (Richards: 2015).

The idea of using online games in engaging students in the process of active learning is not new. Over the past several years, educators have been increasingly incorporating various games into their teaching curriculum to create a fun and engaging learning environment for students. Although this can be very challenging and time-consuming, interactive, collaborative, and competitive Games, tend to motivate and encourage student participation in the learning process (Puspitasari, et.al., 2020).

Kahoot! is one example of a playful, game-based student response system. It is a free online application that has extensively received wide acceptance with 70 million active users worldwide (Harrell 2019). Recently, Kahoot! has become increasingly popular in colleges and universities to engage students and increase their participation. Kahoot! is mainly used in education to construct quizzes, assess students learning, and review concepts. This popular game-show platform has features inspired by games and traditional SRS. In Kahoot!, quizzes are integrated with game design elements, such as graphics, music, sounds, points, and competitive leaderboards with the primary aim of increasing students' motivation to create a playful and competitive atmosphere (Wang, 2016). To play the game, students sign-in with a pin number using a nickname that allows them to stay anonymous. Questions are displayed on a large screen with four graphical shapes along with a countdown timer, and students respond by using their internet-enabled digital devices.

There are some benefits to use Kahoot! in the learning process, which can really help the teachers in classroom activity. Regarding the study conducted by Damara (2016) about the students' perception on the use of Kahoot! as an ice breaker in movie interpretation class, it found that from sixty-six students, more than 80% of students agreed to use Kahoot! which can help them in understanding material well. Another finding showed that more than 90% of the students agreed to use Kahoot! which makes the students enjoy the learning activities. From the statement mentioned, another study conducted by Zarzycka-Piskorz (2016) found that seven in ten of 112 students felt motivated to learn grammar after playing Kahoot! From two of research mentioned above, it can be concluded that using Kahoot! in the learning process has some benefits to help the teachers in the teaching and learning process.

According to the observation learning process, there were some problems sometimes faced by students during the use of Kahoot! in the learning process, such as students not interested in the material because the media is not unique and makes students bored in the classroom. Also, those were a low internet connection to access Kahoot! and the problem of laptop use. Regarding the problems mentioned, the students feel enthusiastic when the result has been appeared after answering the question, and their answers are true. At the end of Kahoot! Quiz, the students can see the 1st to the 3rd rank. Moreover, if their names do not exist, they will learn the material more to better the next meeting. Therefore, this article provides instructors with foundational information about Kahoot and suggests ways to use it to engage students and promote an active learning environment.

The goal of this study is to find out the benefits of using Kahoot! In English, the problem with the use of Kahoot! In learning English faced by students. To answer the main research questions, the researcher formulated more detailed research questions as follows:

RQ1. What are the benefits on the use of Kahoot! online game in learning English as perceived by the students?

RQ2. What are the problems on the use of Kahoot! online game in learning English faced by students?

Literature Review

The first is the study entitled "Go Kahoot!" Enriching Classroom Engagement, Motivation, and Learning Experience with Games by Sherlock, et al. (2017). This study was conducted in an Information System Strategy and Governance course at a research-intensive teaching university in New Zealand. This study aimed to examine the efficacy of 'Kahoot!' in engaging students in the classroom during lectures. The researcher used descriptive qualitative research to describe 'Kahoot!' during the learning process. The data gained from the interview. The interview was conducted at the end of the course, with fourteen students (ten male, four females). The technique for choosing the sample is purposive-probability to recruit students enrolled in the course. The questions included students' experience using 'Kahoot!' and the tool's influence on classroom dynamic, students' engagement, motivation, and learning. The result of this study showed that the deployment of Kahoot! Enriches the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation, and improved the learning experience. The use of the game in the teaching and learning process minimize the disturbing classroom.

This study has a similarity with the current research because both of them discussed the use of 'Kahoot!' in the learning process. The method used is a descriptive qualitative method, and the technique for choosing the sample is purposive-non, probably sampling, the difference is this study only examines the use of 'Kahoot!' from the student's point of view, and the current study examined the use of 'Kahoot!' from the teacher and also students' point of view. It showed from the observation in the classroom. This study's strength is the researcher present the data completely so that it can be a guideline for research with the same field. The weakness is the researcher only gained the data from a semi-structured interview conducted only for students. The researcher should gain data from the teacher also. The current study describes the process of the assessment using 'Kahoot!' that involved teacher-students and students-students interaction that creates an interactive assessment. 'Kahoot!' is used for a post-test so it can be used as interactive formative assessment in learning English.

The second analysis was taken from the International Journal entitled Perceptions of Students for Gamification Approach: Kahoot as a case study conducted by Bicen (2018). This study was conducted on preschool teaching at the Ataturk Faculty of Education. The purpose of this study is to evaluate the effect of a gamification approach on students' perceptions. The participants of this research are students divided fifty-five female and ten males. This study used a quantitative and qualitative approach. In the first section, the researcher applied 'Kahoot!' in the learning process to check students' understanding of the material, and then the researcher instruct students to write evaluation notes about the implementation of 'Kahoot!' in the learning process. The researcher investigates the effectiveness of 'Kahoot!' and describes the student's perception during used 'Kahoot!' in the learning process.

This study has a connection with current research since both of them explored the use of the 'Kahoot' gamification method. This study focuses on students' perception of Gamification used 'Kahoot!'. While in the current research described the use of 'Kahoot!' as an interactive of a formative assessment tool based games in reading skills include the implementation of 'Kahoot!' and students' learning activeness when assessed using 'Kahoot!'. This study also has strength because the researcher applied 'Kahoot!' at the beginning of learning and make students feel the benefit of 'Kahoot!'. So, the data prepared well. This study's weakness is the process to gain the data takes a long time because the study has a lot of steps. The current study only took one month to observe and get the data from the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English. 'Kahoot!' has been implemented in SMA N 5 Semarang and the writer as an observer. The researcher used documentation and interview also to get specific data.

The last previous study is taken from the international journal entitled ICT (Information and Communication Technology): Use 'Kahoot!' Program for English Students' Learning Booster conducted by Budiati (2017). This study aims to describe the use of 'Kahoot!' to boost English students'. Thee participants of this research are 40 students in DIII of nursing that taught about simple present tense. This study used descriptive quantitative and

qualitative research. The data collected using a questionnaire before and after students learn English use 'Kahoot!' and the result showed students' more interested when studying English using 'Kahoot!'.

This study has a similarity with the current study because both of them used 'Kahoot!' application, and the difference is this study only focuses on students' learning booster in the English language, but the current study focuses on the process of the interaction of formative assessment through gamification tool of 'Kahoot!'. The strength of this study is the step to find the data was explained clearly and easy to understand. While the weakness is there are no research questions, the researcher only states that the study is aimed to identify students' booster in learning English used 'Kahoot!' as a product of ICT. In the current study, the researcher focused on the interactive assessment through gamification tool of 'Kahoot!' in learning English includes the implementation of 'Kahoot!' as an interactive formative assessment tool and students' learning activeness when assessed using 'Kahoot!'.

Method

The objectives of this research are to know the students' perception on the use of Kahoot! In learning English. This study used a descriptive qualitative approach. This study describes data, facts, and conditions as they are. Qualitative approach according to Creswell (2013), can be used to analyze and predict what needs to be done and also help to overcome current problems. A semi-structured interview was used as a technique to collect the data from 10 student participants as this technique still allows the interviewers to deviate the questions to get deeper and richer data when interesting response is found. Following Miles (1994) there are some steps implemented in this study to analyze the collected data, namely (1) formulating (interview) questions, (2) sampling the selected data sources, (3) making categories that will be used in the analysis, (4) identifying 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

The study results showed four main themes relevant to students' perceptions in the use of Kahoot! in language learning: (1) motivating students to learn (2) building a good atmosphere in class (3) helping students to get focus, and (4) providing positive attention. For more detailed information, each benefit is explained in the following paragraphs.

Motivating Students to Learn

All participants (10) appear to consent to the use of Kahoot! might inspire students to learn English. The students seemed relaxed and liked the Kahoot appraisal process. They were very excited about addressing the questions. With a system of timers and points that are focused on their speed in answering questions, it gives them the motivation to answer the questions quickly. There's a scoreboard in the Kahoot! program. It showed the position or rank of the students. That factor was one of the biggest factors on student motivation, the students who get the first rank are really happy, and often they get congratulations from the other students.

> "The final score shows the end of the quiz, it is motivating the students, when the students get high grades we are automatically proud of being happy" (P5)

> "Kahoot! can trigger student motivation to learn more, especially the ranking system on Kahoot build motivated students to learn" (P9).

Based on the interview above, the students' behavior after using Kahoot! was positive, and the students look happy. There were active in answering the teacher's questions about the topic they were going to learn. Another participant also added, "The huge effect students experience when the instructor uses the Kahoot! applying to the classroom is more motivational, and the connection between the teacher and the student is often warmer, Kahoot! increase student interest during the classroom learning process, and students do not lose motivation during the learning process.

"I think, one of the most significant impacts when the teacher uses Kahoot! media as learning is that students very motivating, students became more interesting and the use of Kahoot! also can reduce boredom during the learning process. and also, the interaction between students and teachers is very warm" (P9).

Motivation plays a key role in the course of learning. Healthy inspiration and learning go hand-in-hand. According to the majority of psychology, inspiration is important for successful learning. Besides, Winkel (2003) defines that perhaps the research is the ultimate guiding force for students who lead the activities and offer feedback on the learning process. This is the inspiration born out of the desire to accomplish the goal. Motivation to learn is really essential for learning.

Building good atmosphere in class

As a game-based student response system, Kahoot! building a good atmosphere in class, students are more enjoyable and enjoy using Kahoot!. The results revealed that Kahoot! was loved by the respondents. Ten participants in this study said the use of Kahoot! It could create a fun environment while studying. The first sentence said, "Use the Kahoot! helping the students enjoy themselves, Kahoot! It is more social and gives the classroom more life.

"The benefits of Kahoot! make students more enjoy in learning, Kahoot! like an alternative way to make the atmosphere in the class is more lively" (P1).

On the other hand, another argument using Kahoot! will make classroom atmosphere more enthusiastic. Fun and enjoy, the more the participant added a more colorful Kahoot! the show, a scoring system, and also the way to respond in Kahoot was very new for the students to attract their attention so that the students enjoy more than chalk and talk methods.

"One of the benefits of Kahoot! is to trigger student activity during class learning, when students feel bored with old teacher methods, like chalk and talk method, so Kahoot! can be a solution in today's education sector" (P6).

Based on the respondent's opinion having to play a real game could reduce the boredom of the learning process. It was because the game is an interesting activity for the respondents. It allowed the player to locate the correct item based on the instruction provided that the word is in the game. Chalk and talk strategies in the classroom can be dull, and whether they practice about the game. An analysis performed by Budiati (2017) who found that Kahoot was used an effective way to make learning enjoyable, joyful, informative, and comfortable. Besides, the students claimed it was for the Kahoot method! , it encouraged them to do the quiz together in the classroom, so that they could be forced to compete with others. That's why it was enjoyable for them because they had the chance to enter the course and feel content.

Helping students to get focused

5 out of 10 respondents appear to agree to use Kahoot! looking to help them to focus on it. Only when using Kahoot! It is an enjoyable game, and students tell Kahoot! Encourages them to pay attention while studying in the classroom. The first participant says "the Kahoot! Helped them to be more optimistic and concentrated".

"All of the students in the class are very focus and enthusiastic when the lecturer teaches using Kahoot." (P1.).

Another statement came from Participant 10 (P10) who mentioned, that timer, audio and visual impacted their concentration. The students P10 stated that the sound effects found in Kahoot! Sustained their concentration and focus

"One of the factors that makes students focus is the timer on each quiz in Kahoot !, the teacher usually makes a quiz and is given a general time of 10 seconds, depending on the difficulty of the questions. Besides, when the sound on the Kahoot timer quickly creates a feeling of tension, that is a factor that encourages my concentration to be more focused" (P3).

Based on the above statement, time pressure affects their focus and attention. Another aspect that students reported on was how audio and music influences their concentration. Many students claim that the sound effects are in Kahoot! Maintain their 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' concentration points (Licorish, et.al, 2017). The advantage of increasing high focus is benefical in providing media information to the brain's work system so that students can more effectively remember to replicate or articulate subject's content in Kahoot!

Providing positive Competition

Most of the participants agree on the competitive aspect of Kahoot! Enhance their interacting energy levels and create an active classroom atmosphere. The competition was seen as a powerful motivator, with one participant explained how students like to 'play' and others showing their desire to reach the top of the scoreboard and be the best in the class.

> "The final score on the scoreboard make students more motivated, especially if we 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" (P1).

Another participant also stated, In the Kahoot! Application, there is a scoreboard in there. It revealed the position or rank of the students. They will participate in a classroom competition, and to compete with their classmates to become a winner.

> "The final score makes students more challenges because students indirectly compete to be the best in the class, so this final score has a very good effect on students to learn better" (P3).

Students are inspired to be the focus of attention on the screen while they work on Kahoot! This is what helps learners want to gain the attention of their teachers, so students are motivated by seeing their names at the top of the rankings. It strongly leaves the appearance that students can find out, among many other students, about their skills that can contribute to healthy competition, and is reinforced by the findings of previous research by Wang (2015), which notes that the impact of the e-learning is important.

The problems on the use of Kahoot! in English language learning

Based on the data obtained through an interview, the researcher described two problems faced by the students. The two concerns were unstable internet access, and there was no space for students and teachers to discuss. So, the issues of using Kahoot! The following terms are explained in depth.

Unstable internet connection

The first problem was the unreliable internet link that hindered the use of Kahoot!. Mostly, the difficulty faced by students with the use of Kahoot! It was a poor internet connection. Besides, you Kahoot! Only a good internet connection could be accessed so that the Internet connection could be distracted from being bad. There were six claims relating to this result. Many of the participants said, "Kahoot! Require an internet connection and an LCD because the learning process has been interrupted because the internet connection has been very slow and the presentation of the text type in the LCD is not obvious.

> "The challenge or problem that I face in learning Kahoot! is that an unstable network/wifi problem will make it difficult for students" (P1.7).

> "The problems faced by students are more external problems, such as technical problems with LCD projectors, problems with the internet or wifi network also affect when using Kahoot! Games" (P2.6).

The absence of space for students and teachers to discuss

As the second problem that students face after using Kahoot! , the students and the instructor have not been able to explore the true answers through the questionnaire. The question at Kahoot! It was easily seen after the responses were shown on the computer. That way, there was no place for the teachers to speak

to the students about the stuff. Three participants said that students and teachers could not discuss Kahoot! The first participant said, "Students and teachers cannot debate the correct and incorrect answers because there is no space between the responses to the next questions.

> "Students cannot discuss with the teacher. Some questions or materials are not discussed with the teacher, the question is that the boot has a timer, so if everything is discussed I think the time is not enough" (P3.9).

> "Usually there is no discussion so when we finish answering questions the lecturer will move on to the next question, maybe if all the questions are discussed we also do not have much time" (P9.9).

Besides, Omar (2017) finds some challenge to use Kahoot! Allows a debate between teachers and students on the content or the assignment. Kahoot, after the quiz, turned up! Could make it easier for students to see the correct answers. Fortunately, the instructor could not clarify the response to the students deeply, so the game was too fast to move along to the next question. The students were therefore unable to get a brief clarification of the possible answers through Kahoot!.

Discussion

It is true that the integration of technology in the English language teaching does not only improve the students; motivation but also students' interest (Hadijah, et. all., 2020). Based on the data received and analyzed, the first objective of this study's has been achieved, namely that students are able to foster positive attitudes and show a higher level of motivation towards language learning using the Kahoot game platform. Almost all participants have a full positive attitude in language learning because the Kahoot game has been assimilated in their learning. There were many changes in their behavior and responses in the classroom. The participants also showed very high motivation in learning languages after they were involved in the Kahoot game, students felt Kahoot! made the classroom atmosphere more interactive. Thus, it can be concluded that the integration of the Kahoot game in the English classroom can increase the positive attitude and high motivation of students.

Budiati (2017) states that Kahoot! is an effective tool to make learning more fun, and it can boost the learning process well. In line with Zuhriyah (2020) students' motivation toward English language learning can influence their learning result. 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. Actually, the motivation is power to change or redirect the behavior; while studying modified from a variety of psychological factors (Shaheen et. al., 2013). Budiati (2017) who found that using Kahoot! was an effective way to make the learning fun, joyful, interesting, and relaxed. Besides, the students believed that with the system of Kahoot! It allowed them to do the quiz together in class, so that it could challenge them to compete with others. Omar (2017) supported that using Kahoot! Can make the students feel joyful in terms of enhancing the attitude and participation in the class. A large number of the students usually learn the material from reading a book or listening to the teachers' explanation during the class tended to lead them to the boring feeling of learning. They will gain new experience using Kahoot! in the class.

Wang (2011) states that games are workable when the students can easily attract the attention and focused of students, How we know the students are get focused is when they pay attention, begin working on task immediately, on the ask a question and volunteer answer, and appear to be happy and eager. Students (Licorish, et.al. 2017). The benefit in increasing high concentration is very influential in the delivery of knowledge from a media into the brain's work system so that students more easily remember to repeat or express the contents of the material that is in Kahoot!. Wang (2015) which states Students' motivated to be the center of attention on the screen when they work on Kahoot! This makes students fully want to attract the attention of their teacher where students are encouraged to see their names at the top of the leader board, and it directly gives the impression that students can find out about their abilities among other friends that can lead to healthy competition, and is supported that the effect the effects of this online game competition increase attention and good competition in the classroom.

Regarding the problems faced by the students on the use of Kahoot! online game in Learning English, the interview showed two crucial issues, unstable internet connection and the absence of space for teacher and

students discuss. Budiati (2017) mentioned that the main problem in using Kahoot! is when the wi-fi network was in trouble. Also, Damara (2016) found that the internet connection becomes the weakness of using Kahoot!. That way, the internet connection led to be the biggest challenge for the students while playing Kahoot!. This study echoes the finding of the previous studies. Omar (2017) found that another challenge of using Kahoot! is to have the discussion between the teachers and the students about the material or the task after the quiz was showed up. Although Kahoot! could facilitate the students to see the right answers, but, the teacher could not really explain briefly about the answers to the students because the game was too quick to move to the next question. Accordingly, the students could not get a brief explanation about the correct answers through Kahoot!. This phenomenon was also found in this study.

Conclusion

Kahoot as an interactive online game-based learning media in learning can be optimized to increase students' motivation, independence of students, use to facilitate the process of learning evaluation and also as a student facility in achieving learning outcomes. In this study, there were four benefits to the use of Kahoot! Learning the English language. Firstly, Kahoot motivating students' to learn. Secondly, the Kahoot! Building a good atmosphere in the classroom. The Kahoot! method They allowed the students to do the quiz in a group, and they accepted that the atmosphere in the class was more pleasant and more vibrant, and that the class was completely different than normal. Thirdly, Kahoot! Helping students get focused, fourthly, Kahoot! providing positive competition, students are more motivated to compete with their friends to find the right answers by using this game, where students prefer to 'play' and others to communicate their excitement to reach the top of the scores and achieve the highest in the class. Students launch a positive competition at the end of the Kahoot! Quiz shows that the top three of the students' names get a higher ranking. In this study, the researcher identified two problems faced by students in English language learning. First of all, the unstable internet network. Kahoot! It could only be accessed through the internet since a poor internet connection would be a serious problem for students to load the quiz. Second, Kahoot! Providing no space for students and teachers to discuss. After the questions were shown, the students needed to rapidly click the answers, and they could see the accurate response. As a problem, while students needed a quick explanation from the teachers, the teacher could not be access by clicking on the next answer. There was no place for students and teachers to discuss easy answers in Kahoot!

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