

USING KAHOOT FOR ENGLISH TEACHING ASSESSMENT: STUDENTS' PERCEPTION

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ABSTRACT

This article aimed to investigate the students' perception of Kahoot as an online platform for assessment particularly formative assessment. The research design was a qualitative survey. The subjects were eighth grade of junior high school 1 Lingsar. There were 37 students to fill in the questionnaire. The researcher used a purposive sampling method. This study implements the Likert Scale for data analysis. There were five forms of statement including Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The majority of students were neutral on perception using Kahoot. The findings of this research were divided into four categories: students' attraction, students' motivation, students' competitiveness, and students' focus and attention. In conclusion, Kahoot attracts students' engagement during the test and creates students' competitiveness. Implications for EFL teachers are discussed.

Keywords: Kahoot, teaching, assessment, students' perception.

INTRODUCTION

Becoming literate in this era 5.0 means that teachers and students need to understand the influence of technology in a classroom context to realize and embrace new technology for teaching and learning (Machaba & Bedada, 2022). Teachers' competence and skill are challenged when they face the reality that educational technology has emerged on surfaces. Operating online platforms may be a problem for teachers nowadays. The demands of using technology during covid-19 pandemic become imperative to accommodate interactive models in teaching. During this period many educational institutions require attention drastically to maintain educational continuity to save the online learning environment. This trying time in education transforms teachers to acquire competencies in teaching.

Today education has massively revolutionized by making learning more accessible and engaging. Teachers can connect learning instantly, regardless of geographical barriers. This digital era raises concerns about mastery of technology. Teachers inevitably must master technology since technology plays a crucial role in English language instruction,

primarily developing writing and language abilities, while also serving as a communication tool between students and teachers (Zheltukhina et al., 2023). The situation has changed greatly and has created challenges drastically.

Major barriers to learning are the absence of mass, misunderstood words, and vagueness (Onojah et al., 2020) so does student-centered learning. The teachers should reduce the portion of lectures in front of the class but empower students more nowadays. So, technology plays a role in the progress and development of students. Teachers should encourage students to access vast sources of information through technology. The actualization of technology has a huge impact on the sustainability of a good educational ecosystem. This can improve the quality of teaching and self-learning for facilitating knowledge, sharing ideas, and critical thinking (Manzano Pérez et al., 2023). However, there are challenges associated with using technology in the classroom for young learners (Taghizadeh & Hasani Yourdshahi, 2020). The massive transformation from offline to online classes occurred during the pandemic covid-19. The situation revealed a positive perception of using technology (Rahayu & Wirza, 2020).

Kahoot is a part of game-based learning. It is not only providing an exciting experience for students to play but also preparing activities to guide students toward learning objectives (Ghazy et al., 2021). The use of games as a learning tool is known as gamification (Chiang, 2020). Gamification is part of innovation in education. The process of operating game elements to increase students' motivation (Handoko et al., 2021). Gamification includes points, badges, challenges, leaderboards, rewards, and incentives. Gamification can be used as an assessment and evaluation tool.

Perception is a subjective matter in which perception raises a problem between experience and objects in this world that people claim to know (Stocks, 2016). Perception is a process of experiencing directly and generating opinions. Here the researcher has a desire to know students' perceptions after experiencing using Kahoot as an assessment tool. The reason SMPN 1 Lingsar became the object of study was to see the use of technology after it became part of the driving school program. Also, SMPN 1 Lingsar is actively conducting a digitalizing program in West Lombok.

Whilst, assessment is to improve the quality of education. The evaluation and assessment exactly help the sustainability of institutions (Dr. Preeti Oza, 2021). Formative assessment enhances students' to learn productive skills and students learn more for preparing summative (Pan, 2020). People's perceptions cannot stand alone without physical evidence and experiences because perception is the final product of learning. There must be a comprehension to obtain a clear picture. Here are some research questions regarding this study: 1) how are the students' perceptions of using Kahoot? 2) Why do the students think about it? The researcher looked at the extent to which Kahoot plays a role in the assessment process.

METHOD

This research is designed under qualitative research concerning a phenomenological study. This study was to reveal students' perception of using Kahoot and why students think about that. It was to describe and understand students' perceptions using Kahoot and to answer two research questions. This study involved 37 students from the eighth grade of junior high school 1 Lingsar, West Lombok. The students consisted of 15 males and 17 females experienced using Kahoot. The students had seven Kahoot tests or formative assessments during the semester. This app was applied in school using an internet connection. So, the researcher collected data on students' perceptions of dealing with the Kahoot experience. The questionnaires carried the meaning of students' experiences using Kahoot by inferring the information and interpreting the message with the help of the senses.

To assess the validity of the questionnaires the researcher used matrix *Gregory* to determine the content validity. The researcher asked two professional lecturers to give a value regarding the validity of the instrument. The coefficient was 0.78 which has high validity. Incorporating the Pearson Product Moment Correlation 5% level of significance (α) the researcher randomly distributed the questionnaire to 15 students to be the samples and got 0.517 which was higher than the *r* table. For reliability, the researcher used Alpha Cronbach and the score was 0.72, so the instrument was reliable.

Then the researcher adapted the Likert Scale interpreting the students' perceptions and opinions in five criteria such as Strongly Agree (**SA**); Agree (**A**); Neutral (**N**); Disagree (**D**), and Strongly Disagree (**SD**) of 37 students. For scoring, 5 (SA), 4 (A), 3 (N), 2 (D), and 1 (SD). So, the maximum score for this questionnaire is 1.850. It comes from 37 students x 5 (the highest score) x 10 (total questionnaires). The minimum score is 37 (students) x 1 (the lowest score) x 10 (total questionnaires) equals 370. The researcher provided the table below to ease the results of the questionnaires.

Table 1. The score and consideration

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.850	1.550	1.150	750	370

The table above was a reference related to the responses given by students after the researcher distributed questionnaires. The result of the questionnaire becomes a basis for determining whether students' perception of using Kahoot is good or not. The interval score begins at 1.850 with categorizations that strongly agree and ends up with 370 categorizations that strongly disagree.

RESULT AND DISCUSSION

Table 2. The total item score from the questionnaire

No	Items	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	Items Score
1	I enjoy using Kahoot as a learning	35	36	15	18	7	111
2	I am motivated to study	25	24	24	20	8	101
3	Kahoot does not give any chance to cheat	40	36	21	18	4	119
4	Kahoot makes competitiveness among students	15	24	27	24	7	97
5	Kahoot creates students' concentration	55	28	24	8	7	122
6	I am friendly with Kahoot	25	24	21	18	10	98
7	I don't face any technical issues	45	20	9	16	12	102
8	I look forward to playing Kahoot	45	16	15	14	12	102
9	I like the features of Kahoot	10	36	36	16	6	104
10	Kahoot is the best online assessment app	25	48	27	12	5	117
TOTAL SCORE							1.073

Table 3. The score and interpretation

Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.850	1.550	1.150	750	370

Based on the data above, the researcher highlighted ten questionnaires that indicated students' perceptions of using Kahoot as an assessment tool and grouped them into four

considerations: **1) students' attraction; 2) students' motivation; 3) students' competitiveness; and 4) students' focus and attention.**

Student Attraction. The data showed that 16 students were excited about using Kahoot. It enables the transformation of traditional learning into an interactive and engaging experience. Immediately 5 students were neutral and 13 were not interested in playing Kahoot. Instead of listening to the teachers, students actively participate by answering questions on Kahoot which can increase their interest. The students noticed that Kahoot created a lot of pleasant, interactive, and helpful for students.

Students' Motivation. The participants argued that Kahoot was a unique tool to do assessments. There were 11 students motivated using Kahoot. It cannot be neglected that Kahoot is more powerful to increase students' motivation to learn. They understood that everything depends on each person's ability. They pushed themselves to study subjects before playing with Kahoot. Many students thought that Kahoot did not give them any chance to cheat. They will waste time if they depend on other students to get answers. Eight students strongly agreed with that idea. This application indirectly promotes best practices for students to avoid the name cheating. It stimulated students' participation during the learning. The application provides a great influence on students' learning experience. The study did not hesitate to state that Kahoot engaged and motivated students to autonomous learning.

Students' competitiveness. It is implied that students were challenged to compete by answering the questions as fast as possible to lead them to the leaderboard. Nine students strongly agreed with that statement. The rest decided neutral and disagreed with that perception. This situation might not be so significant because they did not engage in learning and mastery of technology. The researcher also revealed that Kahoot makes students more confident and positive for future characters of students.

Students' focus and attention. Kahoot was more collaborative for students. The Kahoot was a friendly use. The table delivered a meaning that Kahoot creates students' concentration during the test. Eleven students perceived the same idea. They strongly agreed that Kahoot demanded them to work fast. The time constraints for each question create a sense of urgency. They have limited time to keep students alert and attentive. Again, Kahoot's result is fairer and objective.

The finding showed a neutral perception using Kahoot but Kahoot brings a lot of good things to the learning processes. Kahoot gives room for interaction and is in contrast with common learning. This finding also promotes the usage of Kahoot as competitive, engaging, and attractive (Ghazy et al., 2021). The students showed curiosity about learning and

encouraged their focus throughout the subject (Sofyana et al., 2020). The researcher observed a desire to keep concentrating during the course and found a correlation between Kahoot and students' effort (Rahmadani et al., 2024). Kahoot brings a positive interactive and fun nature platform for students. Here, Kahoot was briefly approved as a great platform to motivate students. In conclusion, Kahoot can be more fun and exciting.

The researcher conducted a semi-interview session with the teachers in eighth grade at SMPN 1 Lingsar. The teacher said that students come to school without high awareness and willingness to learn. This answer comes from teachers' perspectives. Low interest in learning due to the social condition of the community as well despite the technological touch. They interacted with their students long enough to have a complete point of view of this certain condition. Ideally, teachers create history learning in the lesson in the classroom (Setiawan et al., 2020). That was a very sad portrait of our current education.

Students will continue to rely on themselves rather than expecting other students' answers. They will be more persistent in learning. It attempts to understand and examine what is correct or wrong (Sofyana et al., 2020). It is a positive attitude for students because they establish a deeper understanding through the course. This finding supported previous studies about Kahoot triggered positive attitudes, motivation, and less anxiety in EFL learners (Handoko et al., 2021). Kahoot can increase students' interaction and competitiveness through the course.

The finding also proved that students were considerably motivated and to be authorized during the course. They will push themselves to see their names arise on the leaderboard. Under this Kahoot succeeded in creating the spirit of competition (EKİNCİ, 2020). Each student competes to be the best on the leaderboard.

CONCLUSION

The advancement of technology has led the learning environment into a competitive atmosphere. The researcher argued that technology is important and beneficial to be conducted. The data indicate that Kahoot in learning assessment will attract students' ambition and effort. Students' perspective creates students' perceptions of dealing with Kahoot. Kahoot is just a tool. The use of Kahoot in junior high school is more deeply concerning and fosters educational success.

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