



Utilization of Kahoot! As an English Learning Media

Eka Resty Novieta Sari

Universitas PGRI Madiun

Abstract

Received: 13 November 2022
Revised: 16 November 2022
Accepted: 21 November 2022

The transition from conventional learning to online learning is not an easy thing, especially in English courses. Students consider that English courses are difficult subjects. Students assume that English is a difficult subject to understand. As a result, appropriate learning media are required, one of which is kahoot media. This study used a qualitative approach, with semester I students in the PGRI Madiun University's class B Informatics Engineering Study Program taking a direct quiz using the Kahoot program. Students were given a questionnaire relating to the use of kahoot media at the conclusion of the study, and the measuring scale utilized was the Likert scale with five indicators. The study's findings are as follows: 1) In the English learning process, kahoot media is employed as an easy-to-understand, entertaining, and creative learning medium. 2) Using Kahoot media can help students become more interested in learning. The use of kahoot media can assist students in being more interested in and motivated to learn English. Their English abilities can be strengthened as a result of this increase in interest and motivation. 3) The media kahoot quiz as an online learning innovation. The usage of kahoot aids lecture in giving creativity and innovation in learning material, as well as introducing pupils to the right use of technology.

Keywords: *English Learning, Learning media, Kahoot media*

(*) Corresponding Author:

How to Cite: sari, E. (2022). Utilization of Kahoot! As an English Learning Media. *Jurnal Ilmiah Wahana Pendidikan*, 8(23), 128-135. <https://doi.org/10.5281/zenodo.7388390>

INTRODUCTION

The Corona Virus has spread nearly evenly throughout the world, including Indonesia, prompting the World Health Organization to proclaim it a worldwide pandemic. The corona virus pandemic, also known as Covid-19 (Corona virus disease 2019), has impacted many areas of society, including education. To break the chain of the corona virus's spread, the teaching and learning process is carried out from home, or what is commonly referred to as distance learning or online. Similarly, online lectures must be used in the teaching and learning process at universities. Era 4.0 has immensely aided this situation by bringing individuals closer to digital technology. So, the transition from traditional to online can be made easier.

The facts on the ground, however, show that the move from traditional to online learning is not straightforward, particularly in English classes. Students believe that grammar is a tough subject to master. This corresponds to the reality on the ground, where it is evident that optimal English learning has not been



accomplished. Students believe that English classes are difficult to comprehend since the learning method does not stimulate students' creativity, leading them to believe that learning English is a waste of time.

As a lecture, you must be able to select the appropriate learning medium for online learning in certain circumstances. This is because learning media can help students become more motivated to learn and be more creative (Wibawanto, 2017). Effective media are required to aid in the online learning process and to improve student learning outcomes. Game media is one of the learning media innovations that can be used since it can raise students' learning motivation and hence improve student learning results.

As a result, we require the appropriate learning media, which must be adapted to the situation and condition of the learning content in order to maximize its effectiveness. Long before the COVID-19 pandemic, there were numerous media or technology-based learning systems. The Kahoot! application is one of the innovation models that can be built to make the learning process more conducive, interactive, and entertaining, as well as to assist teachers in making student assessment evaluations. Kahoot is a game-based learning system that can help pupils pay attention in class.

According to (Nana, 2020: 86), kahoot is an interactive learning media since it can be used for pre-tests, post-tests, practice questions, content strengthening, remedial, enrichment, and other teaching and learning activities. One of the conditions for creating a kahoot account is that you have a gmail or other account. Games, quizzes, discussions, and surveys are the four aspects of Kahoot. All of the features of Kahoot can be accessed and utilized for free. The "Kahoot" platform can be used for a variety of assessments, including online quizzes, surveys, and debates, all of which can be played in a variety of ways. According to Christiani, et al (2019: 5) Kahoot is an internet-based teaching application or educational platform for interesting quizzes. Kahoot is a basic website-based game for free online learning that uses simple English. Learning and playing with Kahoot engages students directly and creates an atmosphere in the classroom, business, or at home that is dynamic, excited, and not bored.

KAHOOT! is one of the choices of many kinds of learning media that can make learning in schools creative and not boring for students and teachers because basically the KAHOOT! making a style in learning emphasizes an active role in the participation of students with their peers in terms of competition to get the best value in the learning that they have learned (Harlina & Ahmad, 2017). KAHOOT! has the potential to influence students' mental, social, and emotional growth by encouraging competition and collaboration among peers.

The results of the research by Sartika & Octafiani, 2019 show that, the Kahoot application is well suited for usage as an evaluation tool. Because the Kahoot program makes learning more enjoyable, not boring, and encourages students to be more creative and active. Kahoot is an online tool that allows us to construct quizzes and present them as games, with the points awarded for right answers visible to students.

Next, the study conducted by Irwan, I., Luthfi, Z. F., & Walidi, A. (2019) by the title Effectiveness of Using Kahoot! to Improve Student Learning Outcomes. This study aims to measure the effectiveness of the use of assessment

learning media based on online games which is Kahoot to improve student learning outcomes. This study uses a quantitative approach with the quasi experiment method. The number of samples in each group is 30 people. The results shows that Kahoot can be an alternative interactive learning media in higher education because it is proven to significantly improve student learning outcomes with $F(1,58) = 0.001, p < 0.05$ that means there are differences between control and experiment class which is mean of experiment class ($SD = 13.33, SD = 3.30$) is higher than control class ($M = 10.50, SD = 2.81$)

The use of Kahoot media has proven to be effective in the online or online learning process. This makes researchers interested in conducting research on the use of Kahoot in online English learning. Finally, researchers will be able to use Kahoot learning media to teach English.

METHODS

The method used in this study is qualitative, with the first semester students in the informatics engineering study program taking a direct quiz using the Kahoot application. Students will be given a questionnaire regarding the use of Kahoot media at the conclusion of this study. The scale used is a Likert scale with five indicators: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree) (strongly agree).

a. Place and time of research

The study took place in four meetings in class 1B during the first semester of the 2020/2021 academic year.

b. Data collection technique

The results of 23 students in the Department of Informatics Engineering filling out a questionnaire with 20 questions were used to compile the data.

RESULTS & DISCUSSION

The main page view of KAHOOT!

Type <https://kahoot.com>, the main page will appear the first time visitors access the Kahoot.com website



Figure 1. Kahoot Main View

Kahoot Menu!

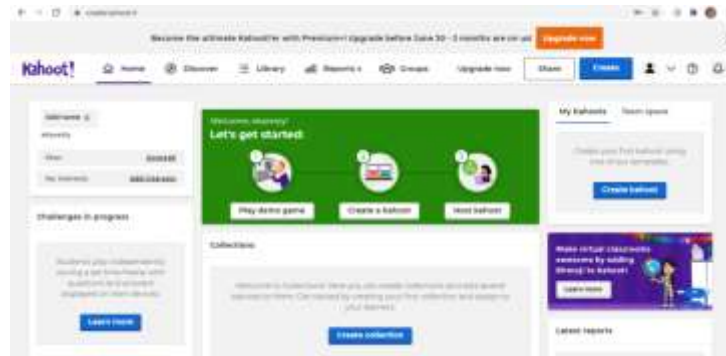


Figure 2. Figure Menu

The display when creating quizzes will input questions into the Kahoot!

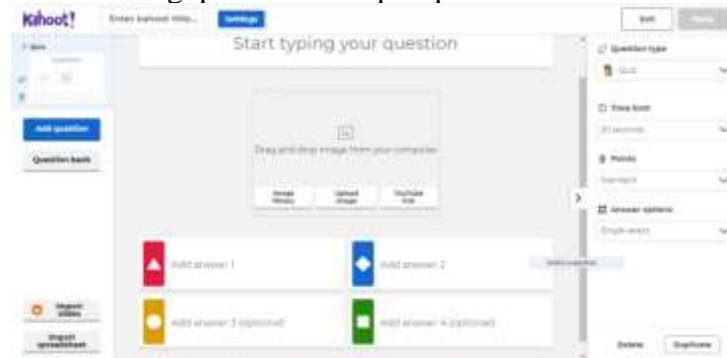


Figure 3. Initial view of making quiz questions for students

Inputting English Questions



Figure 4. English Questions



Figure 5. Kahoot! on student cell phones



Figure 6. Student Kahoot Pin

In this study, students were given a questionnaire containing 18 statements about Kahoot! Games were distributed to 23 students from class 1B. The questionnaire was divided into 3 groups, namely group 1 containing statements about the Kahoot media, group 2 containing statements about the benefits of this media, and group 3 containing statements about the shortcomings of this media.

Table 1. Kahoot Learning Media

No.	Item	Agree and Strongly Agree
1	Kahoot! on this English quiz is interesting	84,6%
2	Kahoot app! This quiz is very much better than conventional teaching both in term of visual appearance (photos, pictures, etc)	97,1%
3	More enthusiasm to learn with the English Quiz with the Kahoot application!	93,2%
4	Ease of understanding, both in term of menus and facilities (buttons)	90,3%
5	Easy to use Kahoot!	93,2%
6	Use of Kahoot! can make students interested in taking	90 %

quizzes		
7	Giving quizzes using the Kahoot! Less useful for students in learning English	20,4%
8	Students prefer to do quiz questions using the Kahoot!	90%
9	Evaluation tests can test how far the understanding of the material that has been taught in class through quizzes using the Kahoot!	80,2%

The appearance of the Kahoot! has been praised by 84.6 percent of students. Even though 16.4% of people disagreed that Kahoot's appearance was interesting, it was interesting in this English quiz. Furthermore, 97.1 percent of respondents agree that Kahoot! This quiz is far superior to traditional instruction.

As many as 93.2% of students are more enthusiastic about learning with an English quiz using the Kahoot! Furthermore, 90.3% of students easily understand both in terms of menus and facilities. Then as many as 93.2% of students agree that the Kahoot! easy to use.

Around 90% of students despise taking quizzes and would rather utilize Kahoot to solve problems. However, 20.4 percent of students claimed that the quiz was given using Kahoot! It will be less useful to students learning English. Furthermore, 80.2 percent of students believe that Kahoot! platform quizzes may be utilized to assess how well students understand topics presented in class.

Table 2. Kahoot Media's Advantages

No.	Item	Agree and Strongly Agree
1.	With the use of Kahoot!, students' motivation to learn rises.	93,2%
2.	Can make you want to learn English more.	74,6%
3.	The game's questions are related to the provided topic.	90,1%
4.	App called Kahoot! making working on and understanding English quiz questions easier for students	96,1%
5.	Can help you gain a better understanding of the content you've been provided	94,6%
6.	Make English learning more fun	91,7%

93.2 percent of students said that using the application enhanced their motivation. This is consistent with Putri and Muzzaki (2019: 222) assertion that kahoot, as a digital game-based learning-based learning media, may be adjusted to boost students' motivation and independence while also facilitating the learning evaluation process. The interest of 74.6 percent of students in learning English has increased.

Then 90.1 percent of students said Kahoot's questions were relevant to the lesson's theme. Furthermore, 96.1 percent of students found it simple to complete and understand English exam questions. This is in line with Ningrum (2018: 27) assertion that using interactive quiz media based on the kahoot educational game can help students learn the topic more quickly because it provides immediate feedback.

Furthermore, 94.6% stated that their knowledge had increased about the material that had been given. This is in accordance with what was conveyed by

Darmawan (2020: 97) by that the use of kahoot in courses has a positive impact on the knowledge and skills they acquire.

91.7% of students stated that the existence of kahoot learning media made learning English fun as stated by Hartanti (2019: 84) that kahoot fosters a sense of comfort, interest and fun in students during the learning process and can increase confidence students' self-esteem and self-esteem when they are able to master the game.

Table 3. A Lack of Kahoot Media

No.	Item	Agree and Strongly Agree
1.	Internet network connection is not stable	70,3%
2.	After an internet connection is lost, the smartphone is unable to reconnect to the game.	23,2%
3.	This game is just a waste of time studying.	6,1 %

One of the disadvantages of this Kahoot game is that when the internet connection is lost, the game immediately stops and takes a long time to rejoin. 70.3 percent of students believe that the internet network is sometimes interrupted and unpredictable, and they must wait to reconnect.

As many as 23.2 percent of students were unable to complete the game due to a loss of internet network connectivity. According to Hartanti (2019: 84), the disadvantages in employing learning media with Kahoot are a lack of suitable infrastructure and frequently a broken, unpredictable internet network connection. The Kahoot game will immediately halt if the internet connection is lost, and it will take some time to reconnect.

As many as 6.1% of students agree that playing online games is just a waste of time and does not benefit from this activity.

CONCLUSION

Based on the results of the analysis above, it can be concluded that: 1) the use of Kahoot! media as an easy-to-understand, interesting and creative learning medium is used in the English learning process. 2) Utilization of Kahoot! can improve a student's desire to learn. The utilization of kahoot media can help them become more interested in and motivated to study English. Their English abilities can be strengthened as a result of this increase in interest and motivation. 3) Participate in a Media Kahoot! In the online learning process, a quiz as an innovation in English learning can improve the level of student participation. Lecture can utilize Kahoot to provide creativity and innovation in learning media, and students can learn how to use technology appropriately and correctly so that they are prepared to keep up with current technological changes. Teachers are encouraged to be more creative in their selection of learning media in order to improve English learning outcomes. The findings of this study can be utilized as reference information or as a starting point for developing instructional media to help students overcome difficulties in learning English.

REFERENCES

- Christiani Natalia, dkk. 2019. Modul Teknologi Pembelajaran: Kahoot. Kab Sukabumi: CV Jejak
- Darmawan Akhmad. 2020. Pengaruh Penggunaan Kahoot Terhadap Hasil Belajar Materi Ruang Lingkup Biologi Di SMA Negeri 1 Muncar. *EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran*, 1(2), 91-99. <https://doi.org/10.37859/eduteach.v1i2.1974>
- Hartanti. 2019. Prosiding Seminar Nasional: Kebijakan dan Pengembangan Pendidikan di Era Revolusi Industri 4.0. ISBN 9788-602-53231-4-0
- Harlina, Nor, Z. M., & Ahmad, A. (2017). Pembelajaran Interaktif Berasaskan Aplikasi Kahoot dalam Pengajaran Abad Ke-21. *Seminar Serantau*, 627–635.
- Irwan, I., Luthfi, Z. F., & Walidi, A. (2019). Efektifitas Penggunaan Kahoot! untuk Meningkatkan Hasil Belajar Siswa . *Pedagogia : Jurnal Pendidikan*, 8(1), 95-104. <https://doi.org/10.21070/pedagogia.v8i1.1866>
- Nana. 2020. Pengembangan Bahan Ajar. Klaten: Lakeisha
- Ningrum. 2018. Studi Penerapan Media Kuis Interaktif Berbasis Game Edukasi Kahoot Terhadap Hasil Belajar Mahasiswa. *VOX Edukasi Jurnal Ilmiah Ilmu Pendidikan*, 9(1), <https://doi.org/10.31932/ve.v9i1.32>
- Putri Riyana A & Muzzaki Alie M. 2019. Implementasi Kahoot Sebagai Media Pembelajaran Berbasis Digital Game Based Learning Dalam Menghadapi Era revolusi Industri 4.0. Prosiding Seminar Nasional. ISBN 978-602-1180-99-0
- Sartika, & Octafiani, M. (2019). Pemanfaatan Kahoot Untuk Pembelajaran Matematika Siswa Kelas X Pada Materi Sistem Persamaan Linear Dua Variabel. *Journal On Education*.
- Suryadi Ahmad. 2020. Teknologi dan Media Pembelajaran Jilid I. Kab. Sukabumi: CV Jejak
- Wibawanto Wandah. 2017. Desain dan Pemrograman Multimedia Pembelajaran Interaktif. Jember: Penerbit Cerdas Ulet Kreatif