Kahoot! as a Digital Quiz in Learning English: Graduate Students' Perspectives

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Abstract

Technology may make learning English more efficient and straightforward. Therefore, it is crucial to employ it. The Kahoot! quiz is one of the digital tests utilized in the present English language learning process. This study aims to understand graduated students' perspectives on using Kahoot! as a digital quiz in English language instruction. To gather data for this study, questionnaires were used. Ten students from a private institution in Yogyakarta who were enrolled in the second master's degree were the participants in this study. Additionally, this study's methodology is descriptive qualitative. This study discovered that Kahoot! Increases classroom interaction and energy. The participants were more interested and motivated. In addition, Kahoot! It positively influences the learning process and makes the classroom more interactive and fun.

Keywords: *Kahoot!; quiz; perspective.*

INTRODUCTION

In contemporary times, assessments such as tests and quizzes are essential in teaching and learning. It is recommended that quizzes and tests be incorporated into all classroom activities. It is recommended that students be administered a test or quiz after they acquire knowledge to reinforce and assess their comprehension of the subject matter. In the contemporary digital age, the technology field is experiencing significant growth, resulting in enhanced facilitation of the teaching and learning process through its implementation. Moreover, the quick progression of digital technology has brought about a swift transformation in teaching and learning paradigm.

Kahoot! is an internet-based tool that facilitates collaborative efforts among students, allowing them to engage in interactive assessments effectively. The digital instrument facilitates exam administration, necessitating teachers to demonstrate ingenuity in formulating questions while fostering student engagement and motivation through classroom competitiveness. Research has demonstrated the positive impact of Kahoot! on language proficiency and its effectiveness in fostering classroom engagement, enhancing student attentiveness, and boosting active participation (Hazwan: 2018). Implementing Kahoot! as a gamification strategy in educational settings has improved student engagement and motivation in English language acquisition. Kahoot! Frequency is a digital platform that facilitates the interactive participation of students in the classroom through the presentation of multiple-choice questions. This formative assessment tool allows students to engage with the material and actively provide answers in real-time. Kahoot! After that, offered students immediate feedback, enhancing their focus and engagement and significantly bolstering their learning outcomes inside the course.

Previous studies have indicated that the utilization of Kahoot! as a digital tool has the potential to enhance student motivation and engagement (Licorish et al. : 2018). This effect was shown across several interventions, including those related to lecture content and evaluations, such as exam preparation. Incorporating Kahoot! in the instructional setting yielded positive outcomes regarding information acquisition, skill development, and classroom engagement. The other research asserted that Kahoot! can be effectively employed as a pedagogical approach (Yürük: 2019). One of the primary advantages offered by Kahoot! is the provision of immediate feedback. This feature enables teachers to collect data on the collective accuracy of student responses and compare it with their existing level of topic proficiency. As a result, this fosters a climate conducive to serene and assured learning. According to Basuki and Hidayati (2019), Kahoot! Exhibits qualities that make it captivating, fascinating, and capable of motivating students to engage in academic pursuits and achieve higher performance levels. Kahoot! in the classroom fostered a sense of engagement among students, owing to its inherent competitive and collaborative nature. According to a study conducted by Hazwani et al. (2018), it was found that Kahoot! has been proven to be a valuable tool for fostering classroom engagement and enhancing language proficiency. The utilization of Kahoot! Fostered increased attentiveness and enhanced participation among the students in the classroom.

A Kahoot! is a set of questions on particular subjects that have been produced by teachers, learners, and social media users. To initiate the Kahoot! Platform: The instructor must create an account on the official website, accessible at http://create.kahoot.com.Following registration, teachers are granted access to games and quizzes as instructional tools in their teaching and learning practices. They can build and customize these media according to their preferences and instructional objectives. Learners or students can utilize their smartphones, laptops, or desktops without creating an account. The application shows a visual representation of the collective outcomes of students' responses, categorized by their level of accomplishment. Additionally, it ranks the results based on both the speed and correctness of the submissions.

The utilization of Kahoot! exhibits variability in its application for assessments and projects, encompassing formative assessments, diagnostic assessments, research projects, and presentations. According to prior research, this approach enables educators to leverage the course environment for constructing assessments whereby students engage as participants in a game-like setting. In addition, Al-Hadithy (2018), posited that using the online educational technology Kahoot! has the potential to enhance students' intrinsic motivation. Subsequently, he demonstrated a discernible enhancement in active learning, student engagement, self-efficacy, self-directed learning, and the amelioration of final grading outcomes after integrating Kahoot! Furthermore, Medina and Hurtado (2017) asserted that Kahoot! Serves as a valuable tool for enhancing vocabulary acquisition in English language classrooms. Furthermore, the study also presents additional evidence indicating the utilization of Kahoot! The educational process can potentially enhance students' enthusiasm to learn and improve their vocabulary acquisition. Kahoot! is a multifaceted online platform encompassing elements of media, interactive gameplay, and education. Kahoot! Employs the utilization of multiple-choice questions as a means to generate assessments, quizzes, discussions, and surveys, including a wide range of subjects, languages, and proficiency levels.

The process of perception enables individuals to acquire knowledge and comprehension of their environment. Furthermore, as posited by Atkinson and Hilgard

(1983), perception refers to the cognitive process by which individuals systematically arrange and interpret stimuli from their surroundings. Based on the expert mentioned above's analysis, it can be inferred that perception entails the cognitive process of deciphering stimuli derived from the surrounding environment, which may manifest as tangible entities or abstract occurrences. Subsequently, the interpreted stimuli attribute significance, thereby yielding meaningful interpretations or eliciting individuals' responses based on their behavioural circumstances.

This study aims to analyze how Kahoot! can improve student learning experiences and better comprehend the advantages of using it for educational purposes. The goal is to discover more about how students interact with Kahoot! and how this interactive technology influences classroom dynamics, student interests, motivation, and learning. The following research problem is how Kahoot! enhance educational opportunities? Moreover, how does Kahoot! affect the dynamics in the classroom?

METHOD

The researcher collected questionnaire data by using Google Forms to distribute the questionnaire and collect participant responses. This study used a qualitative methodology to explore how Kahoot! is used. The 15-question survey was created as the instrument. Ten students enrolled in the second master's program at a private university in Yogyakarta participated in this study. Five males and five females compose the class. The researcher gathered information from every student regarding their opinions of Kahoot! as a digital test and quiz for learning English.

No	Questionnaire
1	Have you ever used Kahoot! as an online test or quiz to aid in your learning?
2	Using Kahoot!, how many and how long were the questions you created?
3	Does Kahoot! encourage increased participation in the test or quiz that is being given? Why
4	Does Kahoot!encourage the participant to treat Kahoot! as a test or quiz seriously?
5	Does kahoot !make the classroom or room atmosphere energetic?
6	Does Kahoot! help participants focus more on their subjects? Why?
7	Is Kahoot! a platform or digital media that's beneficial to users? Why?
8	Is Kahoot! effective in the reflective learning method?
9	Can Kahoot! be used as a self-evaluation tool for learning?
10	How do you implement Kahoot! as a digital test/quiz media?
11	Are there any problems in implementing Kahoot!? if anything? if nothing, why?
12	How do you resolve the problem?
13	Why do you employ Kahoot! as a teaching and learning tool?
14	What do you think is there positive impact of using Kahoot!?

15   Do you think is there any lack of Kahoot!?

In this study, the researcher employed questionnaires that each contained 15 questions to collect data. Open-ended questionnaire questions were employed in this semi-structured study. Here are 15 data collection questions that were modified from the primary source (Basuki &Hidayati, 2019) for this study:

RESULTS AND DISCUSSION

After collecting the data, the researcher showed every questionnaire statement. The descriptive results were classified and described based on the categories to find each item's meaning. Here are the findings of this research: 10 students agreed that they had used Kahoot! as the digital quiz in learning English. Using Kahoot! had several benefits, including a more dynamic classroom environment and participants who took their tests and quizzes seriously—utilized technology, which made the learning process simple. Kahoot! also had constraints, such as the fact that it had a character restriction for questions and answers, could not be used anywhere without an internet connection, and could not be used for formative evaluation. After taking the data, the researcher could explain the result from the perspective of graduate students. Fifteen questions have been investigated.

The first question is, *"Have they ever used Kahoot! as a digital media test / quiz in the learning process?"* There was acceptance among the ten students that they had ever utilized Kahoot! as a test or quiz during the educational process.

The second question is, *"How many questions do they make and how long do they make the questions using Kahoot!?"* Here, the students have various times and many number questions for Kahoot! Four students took 1 hour to make Kahoot! Test/quiz questions *(BR, TR, DA, AN)* and four students took two days to complete the Kahoot! Test/quiz questions *(NSF, NZ, ES, ZM)*. In addition, there was one student who made Kahoot! Test/quiz questions only 30 minutes *(OWS),* but one student completed his Kahoot! Test/quiz questions spend time for one week because he does it by pausing time, so it takes a long time. Many students made 20-25 questions for each test/quiz using Kahoot! *(CC)*.

The third question is about *"Does Kahoot! Make participants more active in doing the test that is given? Why?"* Here, ten students agreed that Kahoot! made participants more active for their test/quiz because there are three reasons why participants are more active. 1. Because the appearance is exciting, and Kahoot has a back-sound! Application when the participant did their test/quiz *(DA, OWS, TR, BR)*. 2. Kahoot! as the interactive media that combines the game and learning, gives the participant a positive effect so they become active in doing their test/quiz *(ZM, ES, NSF)*. In addition, Kahoot! also made participants excited, and they had fun when doing tests/quizzes using Kahoot! Because when they are answering a test/quiz, it looks like they are playing a game, and it is not stressing participants when they have a test/quiz *(NZR, ZM)*. 3. Because Kahoot! Displayed the combination of exciting pictures, the back sound also excited, and the countdown time that challenged the participant to answer sprightly *(TR, ES, BR)*. In

addition, the participant can also see the correct answer in the board notification, and they can also see the rank of score and participant more competitive *(CC).*

The fourth perspective asks, *"Does Kahoot! motivate the participant to take the test or quiz seriously?"* Nine students (DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF) concurred that Kahoot! Encouraged the participants since it caused players to take the test or quiz seriously in order to earn a high score. However, one student claimed that depending on the test/quiz type and the teacher's implementation of Kahoot! t can sometimes encourage students and other times not (ES).

The fifth perspective is about" *Is Kahoot! make the classroom more energetic?"* Ten students agreed that Kahoot! It makes the classroom more energetic because the atmosphere is more active and energetic when Kahoot! It can be seen when the participant is doing the test/quiz more seriously than Kahoot! Used as the digital media *(DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF,ES).*

The sixth perspective inquires about, *"Does Kahoot! Help participants focus more on their subject. Why?"* Ten students agreed that Kahoot! might aid a participant's increased focus on their subject because: 1. Kahoot! Occasionally walks, and students need to pay attention or be focused on the material provided to respond to the correct answer displayed in Kahoot! 2. Because Kahoot! can make it easier for participants to memorize the subject and also allows participants to know the correct or incorrect answer, they can use it as a review for the subject after taking a Kahoot! -based test or quiz. In addition, the question of the test/quiz also comes from the subject, and then indirectly, participants also learn. 3. Because Kahoot! gives more spirit to do the test/quiz and do learning material seriously, they have succeeded in ranking or scoring in Kahoot! and Kahoot! is interesting and practical for the participants.

Is Kahoot! the best platform/digital media for participants? is the topic of the seventh perspective. Why?" Ten students in this situation concurred that Kahoot! is a suitable venue and digital medium for participants since it increased participants' desire to pass the Kahoot! Test or quiz, and since Kahoot! is a digital medium that uses technology to execute the game and learning. In addition, Kahoot! Aids in the development of enthusiastic students about the learning process and the results of tests and quizzes are displayed immediately so that participants may see their results and rank. 2. Kahoot! is a platform and digital media that is easy to use and then makes the participant more interactive, spirit and interested in having a test/quiz. Game-based learning triggered the participant's motivation (*TR,BR,NZR,ZM,CC).*

The eighth perspective is about" is Kahoot! effective for reflective learning method?" Nine students were agreed that Kahoot! can be effective for reflective learning because participant able to know how far they understood the material that the teacher delivered, and also, the participant knows about their abilities (DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF). However, a student stated that Kahoot! is ineffective in a reflective learning method because, at the end of the test/quiz, the teacher and participant comment about questions and not about the process of teaching and learning that the teacher has done (ES).

The ninth perspective inquires, *"Can self-evaluation in the learning process be done using Kahoot!?"* Here, nine students concurred that Kahoot! can be used for participant self-evaluation of the learning process Because participants would be directly informed of their results at the end of the test or quiz (DA,OWS,TR,BR,ZM,CC,AN,NSF,ES). However, a student claimed that Kahoot! It cannot be used for self-evaluation of the learning process because it just focuses on scoring and leaves out the teaching method's consideration of memorization, cognition, affect, and psychomotor development. Therefore, the only formative evaluation (NZR) in Kahoot! is a self-assessment.

The tenth perspective is *"How to implement Kahoot! as digital test media?"* Here, there were several ways to implement Kahoot! as a media digital test/quiz, such as making many questions that related to the material, and at the end of learning, the participant would have the test/ quiz, and then it is for formative evaluation for each participant what have they understood about the material *(DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF,ES)*.

The eleventh perspective is" *Is there a problem in implementing the Kahoot!?"* There were several problems implementing Kahoot! as the digital test/quiz media in learning English: 1. The character of Kahoot! Limited, it can be seen that the question cannot be extended, and the answer cannot be longer in written words of the question and answer *(CC,ZM, BR)*. The participants must have a good internet connection when they have a test/quiz on Kahoot! Sometimes, the participant needs an internet connection, which disturbs the process of the test/quiz for Kahoot! So, teachers and participants who want to implement Kahoot in the classroom should have a good internet connection. In addition, Kahoot! It cannot be used in any place or in villages that disable internet connection *(AN, NFS, NZR, TR)*.

The twelfth perspective is" *How to solve the problem in the implementation of Kahoot!?"* Here, there were several ways to solve the problem in the implantation of Kahoot! as the test/quiz in learning English: 1. Make short questions and answers in Kahoot!, the teacher and participant should have a good internet connection or ensure the connection is stable. Avoid the textbook or handout that barely learned from the participant, and then they cannot cheat *(NZR, NSF, AN, CC, ES)*.

The question of *"Why did they use Kahoot! as the digital test/quiz media in learning English?"* is the subject of the thirteenth perspective. Several factors are at play here, including that Kahoot! is engaging, enhances classroom interaction, is simple to use, is much fun, and uses contemporary technology that eliminates paper. Additionally, something unique was added to tests and quizzes that was not just a typical approach; somewhat, it piqued the participants' interest and encouraged them to take the test or quiz, preventing boredom and displaying the students' enthusiasm (DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF,ES).

The fourteenth perspective is about "Is *there a positive effect in implantation of Kahoot! as the test/quiz digital media in classroom?"* Here, several positive effects of the implementation of Kahoot! as the test/quiz digital media in learning English in the classroom Generated the participants' motivation, given the experience for the participants in learning that avoids feeling bored when they have a test/quiz. The

participants were more enthusiastic and showed how far they understood the subject they had learned. In addition, it made the classroom atmosphere much fun, and they would be confident. Participants pay more attention to the teacher's material and are more efficient in using the time *(DA,OWS,TR,BR,NZR,ZM,CC,AN,NSF,ES)*.

"Is there any lack of Kahoot!?" is the topic of the fifteenth perspective. There were a few issues with Kahoot! in this instance, including the character limit, the word count restriction, and an issue with the internet connection. Additionally, the results of tests or quizzes cannot be used to determine a student's final grade (ZM, AN, CC,NSF, NZR, ES).

After describing the previously mentioned information, the research split the components into two categories: the advantages and disadvantages of Kahoot! as a digital quiz for English language acquisition.

Themes

Advantages of the use Kahoot!	Disadvantages of the use Kahoot!
1. Made classroom energetic and interactive.	1. Cannot be implemented in any place.
2. Made participants focus on their subject.	2. Limited the characters of written question.
3. Participants were motivated.	3. The Internet connection should be stabilized.
4. Can be used as formative evaluation.	4. Cannot be used as summative evaluation.
5. Used technology and paperless.	
6. Participants were trigger to get the high score.	

The use of Kahoot! as test/quiz digital media in the process of learning English has many benefits and several disadvantages, but based on the findings of this study, there were many advantages to using Kahoot!, including Kahoot! as the interactive media that combined the game and learning. It gives the positively influenced and motivated participant in addition to making the classroom atmosphere more active and energetic. It is also evident from the previous study Kahoot! may be utilized as a successful teaching strategy in the classroom(Bergin et al.: 2005). One of its advantages is that it provides rapid feedback and fosters a calm and confident learning environment. Additionally, Kahoot! Assists the participant in maintaining greater concentration on their subject, making it more straightforward for them to retain it, as well as knowing the correct and incorrect responses so that they can use it as a review for the subject after a test or quiz. Kahoot! also made the participant interested and excited because there is a back-sound in digital media and a combination of pictures that displayed and implemented modern technology that is paperless. In addition, it is much fun and makes the participant more confident, and it can be a formative assessment. The results of this

study were combined with those of previous Kahoot! Investigations (Arsyad Azhar, 2005; Budiati, 2017; Iwamoto et al., 2017; Ismail & Mohammad, 2017; Licorish et al., 2018) to end up at a conclusion. Students' attention periods can be increased when Kahoot! is used as digital learning material. Kahoot! can increase student response to the questions being answered. Game-based technology such as Kahoot! should be used frequently in the classroom to keep students interested in the lesson. Students who use Kahoot! They can understand that mistakes can teach them something.

However, Kahoot! also has several disadvantages, such as it cannot be self-evaluated because it does not include the cognitive, affective, and psychomotor aspects of the learning process, so Kahoot! cannot be able to self-evaluation as summative evaluation. Furthermore, the limitation of character, such as limited writing words of question and answer, cannot be extended. Kahoot! cannot be used in any location, such as a village where the internet connection is disabled; if a teacher and participant want to use this digital tool, they should have an excellent connection to the internet. In keeping with earlier studies (Nguyen & Yukawa, 2019; Susilo, 2019) that discussed the absence of Kahoot!, it is evident that technical issues with internet connections caused by different smartphone versions are perceived as a barrier. Competition can cause students to respond at different rates, which could demotivate or disconnect them.

CONCLUSION

It has been observed that using Kahoot! as a test or quiz in the learning process is efficient, exciting and helpful in creating and developing classroom participation. The media can boost students' academic performance as proof of the benefits of their English learning experiences. It helps students immensely and also boosts their motivation to learn. To interest students, the use of technology such as Kahoot! It should be implemented in the classroom.

ACKNOWLEDGMENT

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