

STUDENTS' PERCEPTION OF USING *KAHOOT!* IN WRITING COURSE

Athoriq Nofariansah

Universitas Islam Malang

Email: Thoriganshor@gmail.com

Abstract: The use of game-based learning in language education can be an innovation in learning especially in the writing course. One of the most used game-based learning is *Kahoot!*. *Kahoot!* is gradually used by the Writing I and Writing II lecturer in the English department of the Universitas Islam Malang to support learning. This study used qualitative method with the interview as the data collection technique. The researcher investigated the benefits and obstacles perceived by the students when they used *Kahoot!*. The findings revealed several points, those are *Kahoot!* has been frequently used by the writing course lecturer, the purposes of using *Kahoot!*, the positive impacts of *Kahoot!* on the students, the benefits that students get after using *Kahoot!*, the obstacles that students faced when they used *Kahoot!*, and students' suggestions for effective use of *Kahoot!*. From this research, it still needs improvements from several aspects. It is suggested for further researcher to study more deeply the use of *Kahoot!* in the specific writing course materials.

Keywords: Students Perception, Game-Based Learning, *Kahoot!* in Writing.

INTRODUCTION

The advance of technology nowadays leads humans to an easier life, especially in education. With the rapid growth of education, people compete to present the learning tool known as media. By enclosing media in learning, students are expected to receive and absorb the material easily. Soeprapto (2019) explained that the students' lesson results can be reached from a good teaching and learning process. There are numerous kinds of technology in education, such as educational websites, learning media, devices, and online applications. One application that is frequently used in learning is *Kahoot!*. *Kahoot!* is an online application that can be

used as an English learning media tool due to its freedom for the teacher to search and edit the material. In *Kahoot!*, the teachers are able to provide, explain, and deliver the material according to the way they want. It is usually used as a brainstorming, game, or test. The use of *Kahoot!* in learning is a companion tool to expand student's motivation and understanding through game-based learning. Tahir and Wang (2020) found that the use of *Kahoot!* in learning has some purposes, such as expanding engagement, student motivation, fun, and concentration so that the purpose of learning can be reached and get better. As a result of the research conducted by Wang and Tahir (2020), *Kahoot!* has a positive impact on the student in learning. It significantly improved students' attendance, participation, attention, satisfaction, and motivation. As well as the research conducted by Dwiastuti (2019) produced the result from students' perception of *Kahoot!*, she concluded that *Kahoot!* has four advantages: those are to help students remember the material, to measure the student's knowledge, to motivate the students to learn, and to build the atmosphere in class. Those researches above peeled *Kahoot!* in general discussion, not in specific content. Although several researchers found positive perceptions and results, it is still needed to know the potential of using *Kahoot!* in more specific concerns, especially in writing courses. The novelty of this research is to know the advantages and disadvantages of using *Kahoot!* in the Writing course.

To sum up, *Kahoot!* is one of the most useful online applications which can be used to help students enhance their material understanding in a fun way. Although *Kahoot!* has numerous positive impacts, the impacts of using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) are still unknown. Furthermore, it required the perception of students who had experience in using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) courses with an eye to get the maximal result. The researcher is curious about students' perception of using *Kahoot!* the writing course, in this case, is Writing I (in semester one) and Writing II (in semester two) courses, aligned by its advantages and disadvantages based on their experience in it so that the stakeholders in the university, especially in the writing

course, can maximize the potency and benefits of *Kahoot!* in Writing I and Writing II courses. This research aims to describe the benefits and challenges of using *Kahoot!* according to students' perception.

METHOD

This research aims to find out students' perceptions of using *Kahoot!* in writing courses using qualitative research design. Therefore, the descriptive qualitative research design is used by the researcher in this study. The research would be conducted at the Universitas Islam Malang, East Java. The reason why the researcher chose this university is that one of the majors is English Department, and *Kahoot!* has been used in writing courses. It is suitable for the researcher to conduct the research. The participants of this research are four students from sixth-semester students of the English Education Department, while the instrument and data collecting technique of this research is interview guide.

FINDING AND DISCUSSION

After conducting the interview with the participant, the research would explain the findings. The researcher used the code "P" as an acronym of the participant. P₁ is the code of the first participant, P₂ as the second participant, P₃ as the third participant, and P₄ as the fourth participant. These are the findings according to the interview that explains students' perception of using *Kahoot!* in the Writing I and the Writing II course:

***Kahoot!* has been frequently used by the writing course lecturer.** The participants said that *Kahoot!* is used in the Writing I and Writing II course as said by P₁, he said "*Kahoot! is used in the Writing I and the Writing II courses.* Even *Kahoot!* is used in another course as perceived by P₂ and P₃. P₂ said that "*Yes, I used it in the writing I and II, and in Grammar II and III*" while P₃ said "*Yes, in the Writing I, Grammar II and Grammar III*". It can be said that the use of *Kahoot!* is gradually raised in the education sector as a learning medium. The Writing course lecturers

habitually use *Kahoot!* in the learning for several purposes since the first semester as said by all of the participants.

***Kahoot!* is usually used for several purposes.** Sometimes, it is used for quizzes, tests, exercise, game, and brainstorming. P₁ said “*it is not only used as an assessment but also as a test or quizzes*”. While P₂ and P₃ said, “*Kahoot!* is used for an exercise, game, and test. On the other hand, P₄ said “*In the Writing I, Kahoot! is used as a brainstorming, and it used as an exercise in the Writing II*”.

The benefits that the students get after using *Kahoot!*. The use of *Kahoot!* is relatively new in the Writing I and Writing II course. The lecturer started to use *Kahoot!* as a learning media to easily help students acquire the material. Then, it encourages their learning with the competition method which makes them feel challenged. Thus, *Kahoot!* improves their writing skill. Many students feel that writing courses are boring and difficult, the use of *Kahoot!* can be a breakthrough to overcome that feeling.

The obstacles that students faced when they used *Kahoot!*. Despite the benefits they got, *Kahoot!* still has several disadvantages which troubled them. The main obstacle which P₁ and P₂ felt is that *Kahoot!* needs a stable signal. It will be working slowly when the connection is bad. The delay connection restricts students to the next question and it affects the score they will get. Another obstacle faced by P₃ is, *Kahoot!* has limited time to answer questions. Thus, *Kahoot!* has annoying music which distracts concentration.

Students’ suggestions for effective use of *Kahoot!*. Because the lesson is from an online platform, the use of *Kahoot!* can be the alternative of learning media. In contrast, P₂ said that *Kahoot!* should be held in the offline class so that the feeling of being challenged and its effectiveness is maintained. P₃ suggested *Kahoot!* to bring the customization of the length of the time. Thus, P₄ suggested that *Kahoot!* get rid of that annoying music or it changes to another music. She also hoped that *Kahoot!* will provide an offline feature that can overcome the signal problem.

According to those findings, it can be discussed into two aspects, the benefits and the obstacles of using *Kahoot!* in the Writing I and Writing II courses.

A. The benefits of using *Kahoot!* in the Writing I and Writing II course

There are three benefits of using *Kahoot!* according to students' perceptions. The first benefit, as mentioned by P₁ is that *Kahoot!* helps students understand the material well. It is written above that the more interactive the class the faster students acquire the material. This makes sense because *Kahoot!* is game-based learning. A game can also take a part in helping the learning process. The second benefit is that *Kahoot!* brings a good atmosphere in the class. The good atmosphere referred to here is competition. Students compete with others in achieving the highest score through a fun quiz. The quiz is like a game which has multiple choices, time to answer and result at the end of the quiz. The students' motivation will increase when they see their names at the highest position on the leaderboard. The last benefit is that *Kahoot!* improves their writing skills. In the use of *Kahoot!*, the lecturer provides the writing material questions or snippets of sentences containing material that is being studied, this activity indirectly boosts their writing skill because they will practice what they have learned through *Kahoot!* in their writing.

B. The obstacles of using *Kahoot!* in the Writing I and Writing II course.

Alongside its benefits, the students has numerous obstacles while using *Kahoot!* during its use in the Writing I and Writing II course. The first obstacle, which caused the most trouble, is *Kahoot!* need a stable signal to use. This problem happens because there is no well-supported Wi-Fi connection in the class, so they depend on their internet data. This gets more complicated because every internet provider has different signal strength and causes some students to answer faster and the rest to answer slower. The second problem faced by the students is that *Kahoot!* has limited time to answer. Actually, the problem of a short time in answering questions can be overcome by the lecturers. They can adjust the time based on the

difficulty level of the question to avoid this problem. An understanding of the use of *Kahoot!* is needed so that the potential of this application in the writing course can be used properly. The last obstacle faced by the students is that *Kahoot!* has annoying music. The lecturer should make sure that the music of *Kahoot!* is not too loud so that it does not distract students' concentration (Chiang, 2020). Another research is from Bicen (2018) who found that the students got distracted by the background sound of *Kahoot!*. Although several researchers found that the use of audiovisuals in *Kahoot!* gives the best result in the lesson (Wang & Tahir, 2020) (Licorish et al, 2018), in reality, some students are distracted by the background music of *Kahoot!*. P₄ added, the sound made her rush so that she answered randomly.

CONCLUSION AND SUGGESTION

The use of *Kahoot!* in the Writing I and Writing II course as experienced by sixth-semester students of the English department of the Universitas Islam Malang brings some benefits and obstacles. The interview that was conducted with four students was done with some findings related to *Kahoot!* benefits and obstacles. The benefits are, *Kahoot!* helps students understand the material well, *Kahoot!* brings a good atmosphere in the class, and *Kahoot!* supports students' writing skills. In contrast, there are three obstacles to the use of *Kahoot!* which were experienced by the students. The first is, *Kahoot!* needs a stable signal. The second, *Kahoot!* has limited time to answer the questions. Thus, the third obstacle is *Kahoot!* has annoying sounds that distract student's concentration. Related to the findings, the benefits and obstacles found were in general aspects, but it did not specifically describe its benefits and obstacles the writing material. Even though, *Kahoot!* has the potential to be used regularly in the writing course with some improvements to avoid its challenges.

Based on the findings and discussion, the suggestions can be formulated as follows:

1. For English teacher

Understand the application well so that they can avoid misuse of *Kahoot!*. They should be more interactive while using *Kahoot!* by discussing each question to create a good class engagement. The instructors should ensure that the connection will be stable to avoid signal problems. Then, time adjustments to answer questions must be arranged based on the difficulty level of questions so that the use of *Kahoot!* will be fair. The instructor should know whether the music and sound of *Kahoot!* is disturbing or not so that no students feel disturbed. They can adjust the sound and music volume to avoid this problem.

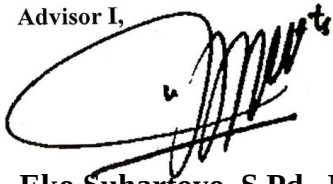
2. For the further researcher

It is suggested for further researchers to dig up and maximize the benefits and challenges of *Kahoot!* to make effective learning specifically in the writing course material because the benefits and obstacles explained here are still in general writing learning, not in the specific writing content and material.

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Approved by,
Advisor I,



Eko Suhartoyo, S.Pd., M.Pd
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