

ENGLISH LANGUAGE LEARNING AND TEACHING USING KAHOOT

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ABSTRACT

Globalization and the growth of technology have brought everyone a deep attachment to all human life and contexts. That situation also leads to a change toward using learning media and instruments that are more adaptive, especially in making the information obtained accessible. The research method used is a quantitative descriptive analysis method. The tool used is a descriptive analysis using the IBM SPSS 20.0 version. The result showed that the majority of respondents (58.9%) agreed with the effectiveness of Kahoot in English teaching and learning. This suggests that many students perceive Kahoot positively as a tool for enhancing their English language skills. However, other respondents (41.1%) expressed disagreement with the effectiveness of Kahoot in English teaching and learning. In conclusion, the data presented offers valuable insights into students' perceptions of English teaching and learning using Kahoot. While most students agree with its effectiveness, a significant minority hold differing views. Understanding and addressing these varied perceptions are crucial for optimizing Kahoot and similar tools in language education, ultimately enhancing student engagement and learning outcomes.

Keywords: Perception, Kahoot, online learning media

ABSTRAK

Globalisasi dan pertumbuhan teknologi telah membawa setiap orang memiliki keterikatan yang mendalam terhadap seluruh kehidupan dan konteks manusia. Situasi tersebut juga membawa pada perubahan ke arah penggunaan media dan instrumen pembelajaran yang lebih adaptif, terutama dalam membuat informasi yang diperoleh dapat diakses. Metode penelitian yang digunakan adalah metode analisis deskriptif kuantitatif. Alat yang digunakan adalah analisis deskriptif dengan menggunakan IBM SPSS versi 20.0. Hasilnya menunjukkan bahwa mayoritas responden (58,9%) setuju dengan efektivitas Kahoot dalam pengajaran dan pembelajaran bahasa Inggris. Hal ini menunjukkan bahwa banyak siswa memandang Kahoot secara positif sebagai alat untuk meningkatkan kemampuan bahasa Inggris mereka. Namun, responden lain (41,1%) menyatakan ketidaksetujuannya dengan efektivitas Kahoot dalam pengajaran dan pembelajaran bahasa Inggris. Kesimpulannya, data yang disajikan menawarkan wawasan berharga mengenai persepsi siswa terhadap pengajaran dan pembelajaran bahasa Inggris menggunakan Kahoot. Meskipun sebagian besar siswa setuju dengan keefektifannya, sebagian besar siswa mempunyai pandangan berbeda. Memahami dan mengatasi beragam persepsi ini sangat penting untuk mengoptimalkan Kahoot dan alat serupa dalam pendidikan bahasa, yang pada akhirnya meningkatkan keterlibatan siswa dan hasil pembelajaran.

Kata Kunci: Persepsi Siswa, Kahoot, Media Pembelajaran Online

INTRODUCTION

Globalization era and the growth of technology has been brought everyone to a deep attachment in all of human life and contexts. That situation also makes a change toward using learning media and instruments, which is more adaptive, especially in giving the accessibility of the information that was obtained (Warsihna et al., 2019a). Technology-based learning media in this digital era allows everyone to get optimal results by simply issuing simple efforts such as online-based media in evaluating student academic performance in the classroom (Warsihna et al.,

2019b). Using online learning media will further facilitate and accelerate the implementation of various activities or evaluations in learning (Purwasari & Purnamaningsih, 2022).

Much of the research has been done shows the same information, where the use of online-based media in an innovative and certainly efficient media in organizing the educational process (Rahmatika et al., 2021). One of the platforms that are widely used today is Kahoot's media as an instrument in assessing learning outcomes. With various conveniences and benefits obtained by using this media, it allows each teacher to use it

whenever and wherever as long as various facilities and situations around it support the existence of the use of Kahoot (Surayya et al., 2023). On the other hand, the use of online-based media such as Kahoot is an alternative media that can be used to foster curiosity and the psychological state of students to be better (Rosyidi, 2020). Among them are being able to increase psychological factors such as school engagement, intrinsic motivation, student achievement, and other related personal factors (Mamin et al., 2020).

The results obtained from Kahoot are not much different in terms of accuracy with the classical-based method the paper test (Mada & Anharudin, 2019). So that the media can be used directly to get teaching with more interesting methods and the results obtained are probably not much different. There has been a lot of previous research focusing on the use of Kahoot and its effect on student achievement in the classroom or in order to improve their various positive personal attributes in school (Aprianti et al., 2022). As said by (Licorish & Lötter, n.d.), the use of Kahoot allows students to get more interesting learning methods so that they not only increase their awareness of the importance of the material but also increase their efforts to actively learn and enjoy each learning activity. However, not many studies have tried to explore the use of Kahoot's media toward students' critical thinking attributes in schools, even though these psychological attributes are very important as part of higher-order thinking students and also how they continue their plans and lives in society (Murphy et al., 2023).

The use of Kahoot has become familiar to students, especially at STIKes RS Husada where teaching and learning are supposed to encourage students' motivation, however not all the lecturers use Kahoot in their teaching and learning media as well as not all of the students can focus and understand about the material if the lecturers do not give the brainstorming or warming up using Kahoot. In the material, usually, lecturers give the quiz in a conventional way (not using Kahoot) which sometimes makes students not energized. Kahoot is applied in the English lecture to energize the spirit of students before beginning the teaching and learning or in the session, especially for quiz sessions.

In this research, the researcher aimed to know the students' perceptions of English language teaching and learning using Kahoot for the students in the fourth semester of Health Administration, fourth semester of Associate's Degree in nursing, and sixth semester of

Bachelor's Degree of nursing at STIKes RS Husada Academic Year 2023 – 2024.

METHODS

The method used in this research is a descriptive quantitative using the IBM SPSS 20.0 version. The population of this research is 146 student from all classes that have English subject from Bachelor's degree in nursing, Associate's degree in nursing and Bachelor's degree of Health Administration. Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. This method employs both empirical statements, as descriptive statements about the meaning of the cases in real words not about the ought of the cases, and methods. It also applies the empirical evaluations intending to determine to which degree a norm or standard is fulfilled in a particular policy or program. Finally, the collected numerical data is analyzed using mathematical methods.

Quantitative research instruments are tools or methods used in collecting data in quantitative research. These instruments are designed to collect objectively measurable numerical data. Some examples of commonly used quantitative research instruments include observation and questionnaires. There are 20 questionnaires that were distributed to the participants using a Likert scale 1-4 consist of: 1 (Strongly Agree), 2 (Agree), 3 (Disagree), 4 (Strongly Disagree). Then the results of the questionnaire are categorized into 3, namely strongly agree (if the respondent's total answers are 20), agree (if the respondent's total answers are 21 – 40), and disagree (if the respondent's total answers are more than 40).

FINDINGS AND DISCUSSION

A. FINDINGS

The demographic data provided offers valuable insights into the gender distribution among students at STIKes RS Husada across all study programs. With 146 respondents, the breakdown reveals that the majority of students are female, accounting for 136 students (93.2%) of the total sample. Meanwhile, male students comprise only 10 students (6.8%) of the total sample.

Table 1: Demographic Category

Gender	Frequency	Percentage
Male	10	6.8
Female	136	93.2
Total	146	

The specific context of STIKes RS Husada, as a healthcare-focused institution,

may also influence the gender composition of its student body. Traditionally, healthcare professions such as nursing and midwifery have been predominantly female-dominated fields, which could contribute to the higher representation of female students in this context. Societal perceptions of gender roles within healthcare professions may influence the career aspirations and academic choices of students, leading to variations in gender distribution across different study programs.

Table 2: The Result of Students' Perception

Category	Frequency	Percentage
Strongly Agree	0	0
Agree	86	58.9
Disagree	60	41.1
Total	146	100

The data from Table 2 presents students' perceptions regarding English teaching and learning using Kahoot, a popular educational platform known for its interactive quizzes and games. Let's delve into a comprehensive discussion based on the provided results.

Firstly, it's notable that none of the respondents strongly agreed with the effectiveness of using Kahoot in English teaching and learning. This absence of strong agreement suggests that while Kahoot may have its merits, it has not garnered overwhelming endorsement among the student participants. This initial observation prompts us to explore the reasons behind the lack of strong agreement and to understand the factors influencing students' perceptions of Kahoot.

The majority of respondents (58.9%) agreed with the effectiveness of Kahoot in English teaching and learning. This suggests that a significant portion of students perceive Kahoot positively as a tool for enhancing their English language skills. It implies that they appreciate the interactive and engaging nature of Kahoot activities in the language learning process. This agreement could stem from various factors such as enjoyment derived from using the platform, perceived improvements in learning outcomes, or positive experiences with Kahoot in previous lessons.

However, it's crucial to acknowledge the sizeable proportion of students (41.1%) who expressed disagreement with the effectiveness of Kahoot in English teaching and learning. This dissenting perspective warrants careful examination to uncover underlying issues or concerns. Possible reasons for disagreement could include dissatisfaction with the content or format of Kahoot quizzes, perceived ineffectiveness in addressing specific learning

objectives, or challenges faced while using the platform.

The overall picture painted by these results is one of mixed perceptions among students regarding the utility of Kahoot in English teaching and learning. While a significant portion agrees with its effectiveness, a considerable proportion holds reservations or disagrees. This diversity of opinions underscores the complexity of integrating educational technology into language instruction and highlights the importance of understanding individual student preferences and needs. To further explore these perceptions, it would be beneficial to conduct follow-up qualitative research, such as interviews or focus groups, to gain deeper insights into students' experiences and perspectives. Qualitative data could provide context and nuance to the quantitative findings, helping to identify specific strengths and weaknesses of Kahoot in English teaching and learning from the students' standpoint.

Moreover, it's essential for educators to consider these varied perceptions when designing and implementing instructional strategies involving Kahoot or similar educational technologies. By incorporating student feedback and addressing their concerns, educators can tailor their approaches to better meet the diverse learning needs and preferences of their students.

In conclusion, the data presented offers valuable insights into students' perceptions of English teaching and learning using Kahoot. While a majority of students agree with its effectiveness, a significant minority holds differing views. Understanding and addressing these varied perceptions are crucial for optimizing the use of Kahoot and similar tools in language education, ultimately enhancing student engagement and learning outcomes.

B. DISCUSSION

The data provides valuable insights into how students perceive the integration of Kahoot in English teaching and learning. This discussion aims to thoroughly analyze the findings and their implications for research and instructional practices (Rosyidi, 2020).

The demographic breakdown of students at STIKes RS Husada reveals a notable gender disparity, with female students comprising the overwhelming majority at 93.2% compared to just 6.8% male students. This gender distribution aligns with broader trends in healthcare education, where fields like nursing and midwifery traditionally attract more female students. Societal perceptions of gender roles

likely influence career choices, contributing to the skewed gender ratio in healthcare-related programs.

Initially, it's worth noting that no respondents strongly endorsed the effectiveness of Kahoot in English teaching and learning. This lack of strong agreement suggests that while Kahoot may offer benefits, it has not garnered unanimous support among the students. This observation prompts a deeper exploration into the factors shaping students' perceptions and the reasons behind the absence of strong agreement. A majority of respondents (58.9%) agreed that Kahoot is effective in English teaching and learning. This finding is also supported by (Hadjiah et al., 2020). They said that Kahoot application tends to enlarge the motivation, interests, and activeness of the students in learning. By using new and interactive tools in monotonous learning, the participation of the students tends to surge. As said by (Surayya et al., 2023), when the students participate and use the Kahoot application by using their account, students feel eager to achieve the highest score and answer in the shortest amount of time because all of the participants' names with the best results can be shown on the screen. This suggests that a significant number of students view Kahoot positively as a tool for improving their English language skills. They likely appreciate the interactive and engaging nature of Kahoot activities in language learning. This agreement may stem from various factors such as enjoyment derived from using the platform, perceived learning improvements, or positive past experiences with Kahoot.

However, it's important to acknowledge the substantial minority (41.1%) who disagreed with Kahoot's effectiveness in English teaching and learning. This dissenting perspective warrants careful examination to uncover underlying concerns. Possible reasons for disagreement may include dissatisfaction with the content or format of Kahoot quizzes, perceived limitations in addressing specific learning objectives, or challenges encountered while using the platform.

Educators should consider these varied perceptions when designing instructional strategies involving Kahoot or similar technologies. By incorporating student feedback and addressing their concerns, educators can tailor their approaches to better meet the diverse learning needs and preferences of their students, ultimately enhancing engagement and learning outcomes. The data sheds light on students' perceptions of English teaching and learning

using Kahoot. While a majority agree with its effectiveness, a significant minority holds differing views. Understanding and addressing these varied perceptions are essential for optimizing the use of Kahoot and similar tools in language education, ultimately contributing to improved student engagement and learning outcomes.

CONCLUSION

In conclusion, the discussion highlights the mixed perceptions among students regarding the effectiveness of Kahoot in English teaching and learning. While a majority of respondents agree with its utility, a significant minority expresses disagreement or reservations. This diversity of opinions underscores the complexity of integrating educational technology into language instruction and emphasizes the importance of understanding individual student preferences and needs.

Further qualitative research is recommended to delve deeper into students' experiences and perspectives regarding Kahoot in English teaching and learning. Such research could provide valuable insights into the factors influencing students' perceptions and inform the development of tailored instructional strategies.

Educators should consider these varied perceptions when designing and implementing instructional approaches involving Kahoot or similar technologies. By incorporating student feedback and addressing their concerns, educators can better meet the diverse learning needs and preferences of their students, ultimately enhancing engagement and learning outcomes in English language education.

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