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# THE APPLICATION OF KAHOOT! TO IMPROVE CLASSROOM DYNAMICS AND LEARNING PROCESS IN ENGLISH STRUCTURE CLASS

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## Abstract

There were problems that the researcher found in the teaching and learning process of English Structure class of Bandar Lampung University related to the learners' assumption, method, and medium used. Based on the problems found in English Structure class of Bandar Lampung University, the writer chose the media using Kahoot! as a solution. Kahoot! is one of techniques that can be applied to the learners which is expected to affect the classroom dynamics and facilitate the learning process. The objectives of this research are to know how application of kahoot! Affect classroom dynamics and facilitating learning prices. The research method used in this research was classroom action research. One of the functions of classroom action research is to find the learners' main problem and give solution for the problem. The research was carried out in two cycles. Every cycle include plan, action, observation, and reflection. The data of the research were qualitative. The qualitative data obtained by observing the teaching and learning process and interviewing the learners of Structure I class. The data were also obtained by giving questionnaire to support the data. Based on the observation in the classroom and interview the learners, they showed a great enthusiasm even though some problems appeared because of the capacity of internet connection. When observation was carried out, the learners enjoyed their activities using Kahoot! in the classroom. The atmosphere in the classroom was positive where they felt comfortable and relaxed to communicate with other learners and also with the researcher. It also can be seen from the result of the questionnaire. The result of the research showed that the application of Kahoot! affected the classroom dynamics and facilitated the learning process in the teaching and learning activity. The researcher also expects that Kahoot! can assist English teacher in preparing interesting learning material and making it as alternative in creative learning.

*Keywords: Game-based learning, Kahoot!*

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## 1. INTRODUCTION

It is believed that in every step of our life, the importance of technology is seen and enjoyed these days. Our life is highly affected by the era of information technology. In other words, we cannot be separated from the existence of technology because it plays a very important role. Currently, most countries implement technology in their economy, business, information, education and other fields. Education is one example that implements technology in Primary and Secondary Education, Higher Education, and Distance Learning. It is necessary to take the benefits of the technological facilities in developing the educational system.

It is quite clear that English has become a necessity today. It is shown by the fact that *English has become* a compulsory subject

in every school in Indonesia. Learners with good command of English can communicate with other people around the world and find more job opportunities. According to Nomass (2013, p. 111) learners who learn English as a second language need further language support in order to develop their experience and skills. It means that they are in need of using various tools which can help them learn the language easily and effectively by using technology.

English learning achieves a lot of benefits by the help of technology. In the present time, many software and their applications have been created to facilitate teaching and learning English. One of the examples is the use of internet communication tools such as m-learning, e-mail, blogs, and chat. Learning language by using internet opens

up vistas of expansion in the field through facilitating learners' engagement in active communication which in turn "facilitates the development of second language competence" in Peterson (2005, p. 35) as cited in Amiri (2012, p. 104). It can be suggested that going through internet is an alternative way to study English. Moreover, learning and teaching through technology makes the learning process more attractive to the learners and provide more interactions.

Nowadays, in this technology driven world Bring Your Own Device (BYOD) opens new ways of teaching in the classroom. Wang (2015) states the progress of BYOD in schools makes the classrooms fully interactive – enabling learners to interact with the teacher and learn subjects in new ways. Caldwell (2007) as cited in Wang (2015, p. 217), the classical way of providing classroom interaction has been offered through Student Response Systems (SRS) providing the learners with handheld devices commonly called "clickers", "keypads", "handsets" or "zappers". These devices are like a TV-remote where learners can use their own device to respond. Wang (2015, p. 217-218) states that the main advantage from BYOD in schools is to remove the costs and effort to get special devices, as well providing interactive classroom tools that provide better user experiences.

This paper focuses on Kahoot! It is a game-based student response system (GSRS) that changes a classroom into a game show. Malone's theory lists (1980) three categories that make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through graphics and audio and cognitive curiosity).

Based on the researcher's experience in her internship, learners were so excited to play games even the class had ended they were still enthusiastic to continue. Learning through games makes learners so involved

and motivated that they really learn even though they are not aware of it.

Kahoot! consists of multiple choice questions as a quiz, discussion or survey for any topic, language and ability. The role of teacher is as a game show host and the learners are the competitors. The teacher's computer connected to a large screen or projector that shows questions and answers, and the learners give their answers as fast and correct as possible on their own mobile phones. A chart appears when the learners answer each question. The chart is useful for the teacher to get feedback on how much the class knows about a topic and explain better the parts where the learners lack knowledge. At the end of the game a winner is announced. Game-based learning Kahoot! provides an opportunity to give benefits for higher level of English learning. Here, the researcher want to know how the application of Kahoot! Affecting classroom dynamics and learning process.

## **2. LITERATURE REVIEW**

Hashmi (2016, p. 202) states that Computer Assisted Language Learning (CALL) in language teaching involves the use of computer technology to help in the process of presenting, reinforcing, and assessing learning materials that places emphasis on interactive elements. He also states CALL involves the use of Information and Communication Technologies (ICT) in learning and teaching a second or foreign language. It is used to facilitate learning through teaching materials and is focused on learning rather than teaching.

CALL has made its way into the mainstream teaching of L2 nationally and internationally, and the future of CALL is directly related to language teaching (Hubbard, 2008). The use of technology has the possibility to enrich the L2 teaching and learning by keeping the quality of instruction with a minimum amount of teacher-student contact and not affecting negatively the learning objectives (Hoopingarner, 2009).

The national curriculum in foreign languages in Iceland talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students (Sigríður Dögg Sigurðardóttir, 2010, p. 7). Teachers can help sustain diversity in a variety of ways, for example by using activities that require learners to be creative in thinking and by emphasizing individual learning and cooperative learning equally. According to the national curriculum in Iceland, games can be a good teaching method such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning in *Aðalnámskrá grunnskóla & Erlend mál* (2007, p. 12) as cited in Sigríður Dögg Sigurðardóttir (2010, p. 7). There are so many reasons that games deserve a place in the language classroom (Sigríður Dögg Sigurðardóttir, 2010, p. 7-8). One of the games is Kahoot! Kahoot! represents a new generation of GSRs that has a main focus on learner motivation and engagement through gamification. The tool is a result of the research project *Lecture Quiz* that started in 2006 (Wang, Øfsdal et al. 2007), where results from experimentation of early prototypes showed positive results in terms of increased engagement, motivation and perceived learning (Wang, Øfsdal et al, 2008, Wu, Wang et al, 2011). Kahoot can also help learners participate in quizzes, discussions, and reviews. The applications allow a broad range of knowledge management and virtual learning features. Nixon and Helms (1997, p. 349 - 353) suggest that virtual learning and distance education is of considerable interest to trainers and educators. Online learning and virtual classrooms help students learn through interactive and multimedia presentations, and students to learn by themselves, rather than being taught (Nixon and Helms, 1997, p.349-353). This program is an excellent tool for teachers to use for differentiated instruction. It also allows teachers the

opportunity to assess the strengths and weaknesses of students based on the results of tests.

### 3. METHODOLOGY

This was a qualitative research. Qualitative research put emphasis on the qualities of entities and on processes and meanings that were not experimentally examined or measured in terms of quantity, amount, intensity, or frequency. In this study, the researcher used four fundamentals steps in the classroom; they were planning, action, observation, and reflection (Kemmis and McTaggart, 1988, p. 10). It could be seen in figure 3.1

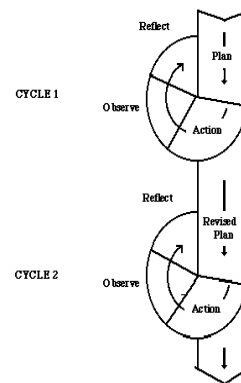


Figure 3.1 the Classroom Action Research Spiral (Kemmis and McTaggart, 1988)

Planning was the first step in doing classroom action research. In planning, the researcher tried to find problems in the classroom and offer solutions. After finding the problems, the solutions applied in the action. In the action, the researcher taught the learners. According to Kemmis and McTaggart (1988, p. 12), action is guided by planning in the sense that it looks back to planning for its background. The next step is observation. This part was different from action, even though observation was conducted simultaneously with the action. The observation aims at collecting evidence about the action in order to be able to evaluate it thoroughly (Kemmis & McTaggart, 1988, p. 12). Then the last step is reflection. According to Kemmis and

McTaggart (1988), reflection recalls action as it has been recorded in observation. The learning last step was expected to give solution to apply in the second cycle and the next cycle if needed. Therefore, by doing this step, the improvement of better learning for students would be achieved.

The population of this research was English Education Study Program learners of the first semester taking Structure I. They have been studying English for at least than 6 years, from Junior High Schools until Senior High Schools. This quite long duration of their English study in the high schools gave them some understanding of basic structure and vocabulary.

Data collection was conducted through observation, interview, and questionnaire. The data through the observation was conducted to discover classroom dynamics by using Kahoot! The questionnaires were filled in by the learners to find out their responses to learn with Kahoot! The interviews to some learners were carried out to find out their opinion about the learning process. There were some steps in analyzing the data. First, the researcher analyzed the data from the interview to see problems occurring in their teaching and learning English and also their suggestions for the improvement of English language in classroom. Second, the researcher analyzed the observation to know the learners' response on their English language learning activities after the implementation of Kahoot! Third, the researcher analyzed the questionnaires. The researcher read the questionnaire carefully then continued to calculate the proportional percentage of each response.

#### **4. DISCUSSION**

In the implementation of Kahoot, the researcher presents the result of the research in two cycles. Every cycle includes plan, action, observation, and reflection. Before doing the research, the researcher carried out an observation. The researcher observed the real situation of the Structure class of English Education Study Program.

The researcher conducted observation and interview to find out the learners' problem in their learning activities in the classroom. After knowing the problem, the researcher identified the problems faced of the learners.

Observing the classroom and interviewing the learners were chosen as the techniques in order to identify the problems of each cycle. First step was an observation. It was done by observing learners' activity in the classroom using Kahoot! and also their activities while the researcher was teaching them. Second step was an interview. It was done by interviewing the learners informally. The interview aimed to get the opinion of the learners in the research about the teaching and learning process happened in the classroom.

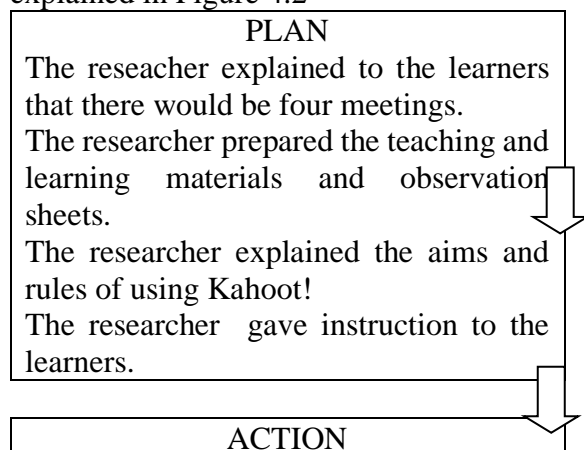
The researcher had taught Structure I class in January 2017. The problems were seen since the researcher taught them. Based on the observation and interview, there were some problems related to the learners' assumption, method, and medium used. The first was related to the learner's assumption. They had an assumption that learning grammar was difficult. Some of them still had difficulties and low understanding in learning grammar. The second was related to the teaching method that the lecturer used in the teaching and learning process. The third was related to the medium used. Teaching grammar in English Education Study program was mostly dominated with doing tasks in paper assignment at home or campus. It could be seen from learners' answers when the researcher asked them in the interview. Some of them said that they felt unmotivated to follow the lesson in the classroom. The lecturer also rarely used media especially games. They were not active and bored during the teaching and learning process.

According to Malone (1980), there are three categories that make things fun to learn: challenge, fantasy, curiosity. In this research, online learning media especially Kahoot! was chosen because it was

considered as fun, interesting, and enjoyable. The researcher as the teacher prepared the learning design with the lecturer for every class meeting. After the researcher formulated the action to solve the problems in the teaching and learning process faced by the first semester learners of English Education Study Program, the researcher implemented it. The implementation of action was done in two cycles: cycle I and cycle II. There were plan, action, observation, and reflection. In this research, plan was designed before implementing the action. Then, the researcher had action to apply the plan that had been designed. When implementing the action, the researcher also observed the progress of the learners through Kahoot! It included their result and activities from the given task. Their responses could be a consideration for the researcher in order to reflect the progress of English teaching and learning process using Kahoot!

The implementation was conducted in January, 2017. There were 20 learners joining the teaching learning process. There were four meetings and each meeting was conducted in 60 minutes. The discussion of the data would be explained in each part of the cycle containing plan, action, observation, and reflection. There were two cycles conducted by the researcher in order to implement Kahoot! and to observe the class:

The implementation of Cycle 1 was briefly explained in Figure 4.2

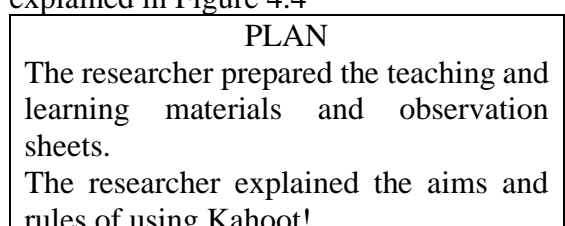


The researcher explained the materials of WH-Question. The researcher provided the formula of WH-Question. The researcher asked learners' understanding about the materials. The researcher offered learners to ask questions. The researcher gave instruction of using Kahoot! and implemented it to the learners. The researcher gave the learners a quiz based on the instruction and example.
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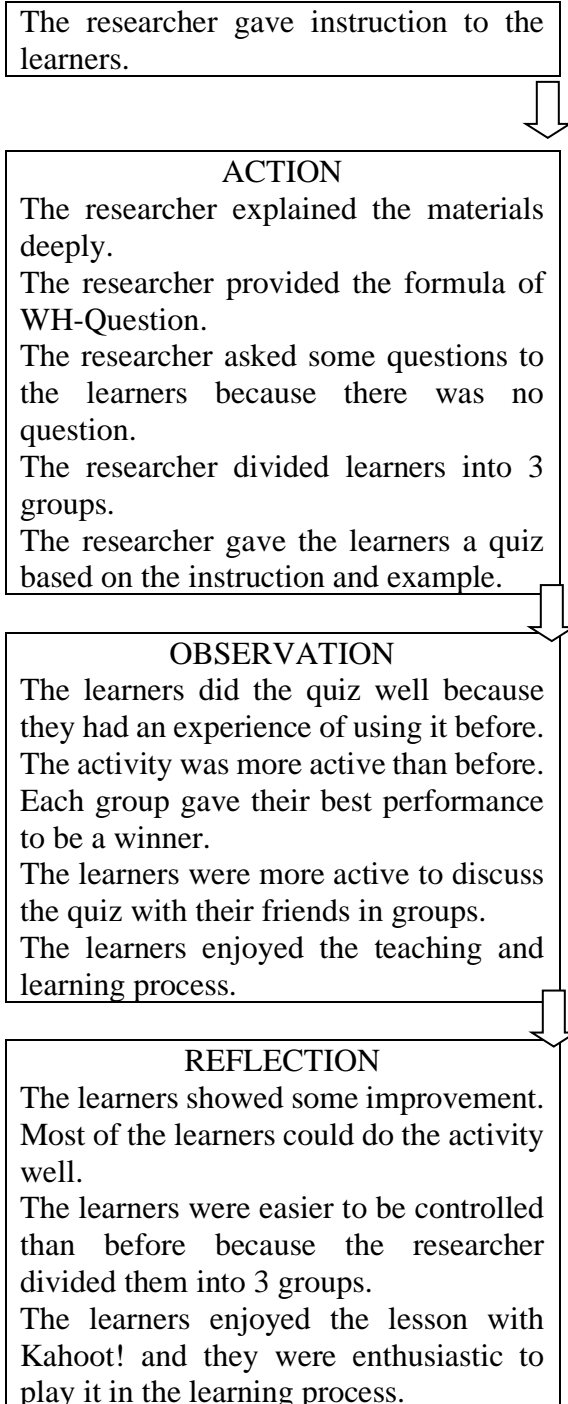
<b>OBSERVATION</b>
The learners were very happy and enthusiastic to have online learning media. The learners were very active to try the quiz and ask some questions. The learners felt comfortable and relaxed to communicate with other learners and with the researcher because of the conducive classroom atmosphere. Some learners still had problems because of the internet connection during the implementation of the quiz.

<b>REFLECTION</b>
Some learners who sat in the back row did not really pay attention. Some learners who sat in the front row of the class were very enthusiastic. The learners sometimes lost the internet connection because of the capacity of Wi-Fi. The researcher divided the learners into 3 groups due to limited capacity connection where 1 group used one smartphone.

The implementation of Cycle 2 was briefly explained in Figure 4.4







cycles conducted by the researcher in order to implement Kahoot! and to observe the class: plan, action, observation, and reflection. In the teaching and learning process, they showed a great enthusiasm about using Kahoot! in the class. They were very interested and also motivated to study more grammar by using Kahoot!.

## 5. CONCLUSION

Based on the research conducted by the researcher, the application of Kahoot! affected classroom dynamics and learning process in the teaching and learning activity. Based on the observation in the classroom and interview of the learners, they followed the procedure of Kahoot! even though some problems appeared because of the internet connection. When observation was being carried out, the learners enjoyed their activities using Kahoot! that created a positive atmosphere in the classroom. The result of Kahoot! was to develop a game concept: challenge, fantasy, and curiosity (Malone's theory, 1980). First, the challenge was to answer questions and compete against other players. Second, the fantasy was the classroom temporarily changed to a game show where the researcher was the game host and the learners were the competitors. Third, the curiosity was provided through pictures and audio visual. It is supported by Wright et al (2006, p. 1) who stated that game means "an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others".

The improvement done by the learners is relevant with the theories used in this research. Therefore, the researcher can conclude that the application of Kahoot! affects the classroom dynamics and facilitates the learning process of Structure I class of English Education Study Program, Bandar Lampung University.

## The Effects of Using Kahoot! Based on the Instruments

In this part the researcher showed whether Kahoot! affected classroom dynamics based on the instruments -observation, questionnaire, interview- used in the research. Based on the observation of the classroom, it was clear that Kahoot! gave significant progress on the learners learning achievement. It could be seen from two

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