

## KAHOOT! IN THE ENGLISH LANGUAGE CLASSROOM

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### ABSTRACT

*Technological advances have created new tools that make language teaching more effective. Teachers now use various devices and software to boost student engagement. Many educational platforms help teachers build sustainable learning environments. Studies show that using gamification software can improve language learning and create a positive classroom atmosphere. This paper reports on a small survey of 50 secondary students at SMK in Muaro Bungo about their experiences using Kahoot! for language learning. The survey used a ten-question form with a five-point scale. Results show that nearly all students enjoyed lessons with Kahoot! and were more actively involved. Most students had positive experiences using Kahoot! in their language classes. Tools like Kahoot! help students participate more, making language learning more meaningful and enjoyable.*

**KEYWORDS:** Kahoot, technology (ICT, English classroom).

### INTRODUCTION

Technology has enabled the development of various models and tools for language teaching and learning that can enhance the efficiency of the process (Ahmadi, 2018). Language teachers can now enhance student engagement in language learning using various technological tools and software. To assist language teachers in creating sustainable learning environments and supporting their teaching processes, various learning software and platforms have been developed. Research indicates that the use of technology in the classroom, such as computers, tablets, and online learning programs, can effectively increase student engagement and active participation.

Many educators have begun to use technology in their lesson plans as a strategy to encourage and draw students' participation in class activities. One such beneficial technology in language classrooms is Kahoot!. Kahoot! can be used for assessment and instruction (Pajrian Noor, 2023)

Kahoot! is a platform that uses gamification techniques to create surveys, debates, and quizzes. Since its launch in 2013, Kahoot! has quickly become a global brand in education (Nurfajri & Ahmadi, 2017). With its specific features, Kahoot! creates a fun, competitive, and interactive learning environment for students (Hartanti, 2019). The use of technology in the classroom, as demonstrated by Kahoot!, can help teachers effectively evaluate students' understanding and make relevant adjustments in their teaching methods.

Gamification is the concept of using game-based activities and the utilization of video games to capture attention or solve problems (Kaoropthai, 2021). In education, gamification is implemented by integrating educational assessment into video games. Creating interactive games for teaching in the classroom promotes independent and collaborative learning. Gamification also enhances critical thinking and problem-solving skills (Kaoropthai, 2021)

The goal of gamification is to make the learning process more engaging and create a fun learning environment that motivates students. Progress indicators in a game also make learning and self-evaluation more visible. As games are often part of students' daily lives, they are more comfortable in a gaming environment. This helps students to embrace new learning tools. Using gaming mechanics as learning material develops effective learning experiences. Theoretically, a fun and enjoyable gaming environment increases responses and participation among students in the learning process, thus generating positive learning outcomes (Dellos, R. 2015). In the current education context highly influenced by technology, it is important for teachers to use technology as a tool that can enhance student participation and create a more engaging learning experience.

The concept of technology application in classroom assessment involves allowing students to participate, answer questions, and receive instructions without the teacher needing to facilitate or interrupt the session (Moersch, 1998). This approach is believed to make learners' experiences more dynamic, open-ended, and multidimensional. Consequently, the application of technology in classroom assessment is gradually becoming a common practice in many higher education settings for providing feedback and assessing students' learning (Nicol & Milligan, 2006)

Kahoot! provides a method of giving feedback almost instantly without interrupting students' engagement. For language learning, this is crucial as students can continue their tasks and assessments uninterrupted while receiving immediate feedback. Students can also create their own surveys and quizzes to demonstrate their understanding of the subject matter, which teachers can use as an assessment for student learning by examining the types of questions students create, the answer choices they provide, and any visual representations associated with the questions (Medvedovska D., Skarlupina Y., 2016)

The interactive features offered by Kahoot! enhance students' engagement in a traditional classroom setting. Students do not need access to a computer lab, and traditional activities such as quizzes, discussions, and surveys can be conducted on the Kahoot! platform in a more enjoyable and interactive manner (Grace & Ongan, 2024) suggest that teachers should not only use technology appropriately but also use it to manage lessons and assessments. The integration of Kahoot! classroom activities create a fun and interactive atmosphere (Lee & College, 2014).

Overall, Kahoot! is a great game-based response system with various uses for teachers in the classroom due to its user-friendly and open-ended nature. Teachers can find an appropriate use for their classroom and students. Kahoot! is a teaching tool that teachers should consider implementing in their classrooms as it can have positive

impacts on both teachers and students. For students, Kahoot! offers an interactive learning tool with almost immediate feedback. The game-based features of Kahoot! are attractive to students and particularly useful for language learning activities as they allow students to practice their language skills freely with their peers in real-time and receive actual reactions.

## RESEARCH METHOD

The aim of this paper is to examine students' perspectives and experiences using the Kahoot! platform in their English language classes. The study was conducted at a vocational school in Muaro Bungo with a total enrollment of 423 students. This school offers an English curriculum at the secondary level. The students come from various regions and must take an English exam to be placed in the appropriate classes.

The sample consisted of 50 secondary-level students. Data was collected using a self-developed questionnaire with ten questions. The purpose of the questionnaire was to gather students' views on using Kahoot! for language learning and their experiences with the application. The questionnaire was given to 50 selected students during their free time. It had two sections. Section A included four questions about demographic information. Section B included ten questions measured on a five-point Likert scale, focusing on students' perceptions and feelings about using Kahoot! in their English classes. These questions covered their experiences, self-motivation, and interest in language learning when using Kahoot!. Additionally, the questions explored students' preferences for Kahoot!'s features. All items were in English, as the students were assumed to be proficient in the language.

## RESULTS AND DISCUSSION

This section presents the findings from questionnaires given to 50 participants from an international school. The questionnaire items were tabulated as percentages and analyzed using descriptive statistics. Table 1 shows the results.

**Table 1: Students' Perspectives on Kahoot! in English classes**

No	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Kahoot! is a fun way of learning language subjects.	62%	38%	-	-	-
2	I feel positive towards my learning when I participate in Kahoot! games.	36%	58%	6%	-	-
3	I found that Kahoot! application stimulates learning.	46%	54%	-	-	-
4	Kahoot! is an innovative tool designed to engage me with learning.	32%	66%	2%	-	-
5	I feel motivated when I compete with my friends to get higher scores in Kahoot! game.	60%	38%	2%	-	-
6	The question sets available in the Kahoot! applications are related to my lessons.	30%	64%	6%	-	-
7	Kahoot! team mode enables me to discuss and collaborate with my teammates.	48%	42%	4%	6%	-
8	I learn language lessons better when I can create question and answer sets and also provide illustrations on the Kahoot! template.	42%	50%	8%	-	-
9	Language question sets available in Kahoot! help me to improve my language learning in an interesting way.	34%	48%	18%	-	-

10	I prefer my teacher to conduct Kahoot! activity at least twice a week.	46%	54%	-	-
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Based on Table 1, participants predominantly selected 'strongly agree' and 'agree' for most items, indicating positive reactions. Analysis of item 1 reveals that 62% 'strongly agree' and 38% 'agree' with the statement, with no neutral, disagree, or strongly disagree responses. For item 2, 58% 'agree' and 36% 'strongly agree' that they feel positive during Kahoot! activities, while 6% are neutral. Item 3 indicates that 46% 'strongly agree' and 54% 'agree' that Kahoot! encourages learning. These items underscore students' perception of Kahoot! as a valuable learning resource.

For item 4, 66% 'agree' and 35% 'strongly agree' that Kahoot! is an innovative tool enhancing attentiveness, with only one neutral response (2%) and no disagreement. Item 5 shows that 60% 'strongly agree' and 38% 'agree' that competing on Kahoot!'s leaderboard motivates them, with 2% neutral. These items highlight Kahoot!'s innovative features and its role in fostering competition and engagement.

Regarding item 6, 64% 'agree' and 30% 'strongly agree' that Kahoot!'s questions relate to their lessons, with 6% neutral. Item 7 reveals that 48% 'agree' and 42% 'strongly agree' that Kahoot!'s team mode promotes collaboration, while 6% disagree and 4% are neutral. For item 8, 50% 'agree' and 42% 'strongly agree' that creating question sets on Kahoot! enhances learning, with 8% neutral. Item 9 shows that 48% 'agree' and 34% 'strongly agree' that Kahoot! improves language learning, with 18% neutral, the highest neutral response. This suggests some students may find other activities more effective but still view Kahoot! positively. Item 10 indicates unanimous positivity, with 54% 'agree' and 46% 'strongly agree' that Kahoot! should be used twice a week.

Overall, students have positive experiences and perceptions of Kahoot! in their language classes. No students strongly disagreed with any statements, and only item 7 received 6% disagreement. Some students might prefer independent learning, as Kahoot! activities require collaboration, which may not suit all learners. These findings align with Bicen (2018) and Yapici & Karakoyum (2017), who reported positive reactions to Kahoot! among preservice teachers, noting its engaging and beneficial features.

The context and sample of this study, conducted at SMK Muaro Bungo, likely influenced the findings. The school's context, global curriculum, and robust infrastructure enable the effective use of Kahoot!. Teachers are trained and supported in integrating technology, highlighting the importance of ICT in education (King, 2017). Other schools could benefit from more proactive efforts to incorporate ICT in language classrooms, recognizing that digital natives may require more engaging methods than traditional approaches.

## CONCLUSIONS AND SUGGESTIONS

This small exploratory study shows that Kahoot! can engage students and provide positive learning experiences in their language classes. Students reported positive outcomes and enjoyed their language lessons when using Kahoot! in an organized and sustained manner. Teachers also use Kahoot! to assist in their classes with adequate IT

support. Students appreciated Kahoot!'s real-time activities, competition with peers, progress tracking, and interactivity.

Kahoot! allows teachers to be creative and enhances learning by providing a game-based platform where students can compete in real-time and receive instant feedback. It is easy to design, fun, and interactive, making it an effective tool for enhancing learning. The study found that almost all students found Kahoot! effective and enjoyed using it

Kahoot! is an excellent choice for teaching all levels and subjects, especially languages. Students are eager to use technology like mobile phones and tablets in the classroom. These e-learning tools create a positive, energetic, and fun learning environment (Drigas & Charami, n.d.) They also promote friendly competition and cooperative learning (Malamed, 2012). Kahoot! is an effective assessment tool, recording and downloading results, scores, and percentages. Games created on Kahoot! can be reused and adapted for other classes, providing ongoing benefits. Overall, Kahoot! engages students and helps develop skills for adapting to changing technologies.

For Future research on integrating Kahoot! in English classrooms could focus on how the platform can develop and assess different language skills. This includes examining students' experiences, perceptions, and attitudes towards Kahoot!. Additionally, using Kahoot! for formative assessment after lessons and having students create their own Kahoot! games for classroom competitions could foster leadership and engagement. Exploring other online game platforms in language learning could also enhance variety, excitement, and motivation for students learning English.

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