

Chapter Two

Literature Review

This chapter presents the literature review and conceptual framework of this study. There are several parts discussed in the literature review, i.e. technology in language learning, game-based learning, Mobile Assisted Language Learning (MALL), definition of *Kahoot!*, *Kahoot!* in language learning, the benefit of using *Kahoot!* and challenges of using *Kahoot!*. This chapter also provides review of related studies which gives overview to the similar study. In addition conceptual framework discusses about the problems in the area of the study.

Technology in Language Learning

Nowadays, the use of technology comes as a crucial aspect used by the teachers in language learning. Usually, the students of millennial era always bring mobile phone provided various applications inside the phone to communicate. By using technology used by the students in class as a tool to facilitate learning in class, it leads the majority of teachers not to be left behind. Besides, the teachers have to adjust what the students need in learning by using the technology as the media to get maximal result in learning process. Richards (2015) stated “the use of technology in a school is no longer an option, but it is a core requirement of today’s schools” (p.19). Since the use of technology is widely used, most of the teachers are forced by the situation to use technology in learning process and need to know how to use technology by finding out the appropriate methods to apply it.

The use of technology in language learning has some benefits. Raja and Nagasubramani (2018) found that the technology has positive impacts in learning process such as enhancing the teaching and learning, globalization, and no geographical limitation. Using technology has visual explanation which can facilitate the students and teachers in imagining or building a new concept in class. Following this, the globalization also gives the positive impact towards using the technology. For example, it can conduct a conference among other teachers' lecturing if the students do a home work. Lastly, no geographical limitation means that seeing the introduction of online degree programs is able to develop the university activity which allows the students to join the class without attending to the class physically.

Game-Based Learning

Cózar-Gutiérrez and Sáez-López (2016) said "Game-based learning refers to the use of games to enhance the learning experience, and it can maintain a balance between content and gaming and its application in the real world" (p.2). Game-based learning engages the students to play a game with educational objectives. Hence, it is basically a type of game which has some goals related in learning.

The use of game based learning is effective to help the teachers in delivering material. Liu and Chen (2013) found that game based learning method can improve the students' interest in learning. Besides, the teachers have the variety of teaching media in delivering learning material in the classroom.

In addition, playing game based learning application enables the students to have fun learning and experience. Exploring the use of game can increase the students' critical thinking in learning. Moreover, the game shows the students' curiosity to pay attention the use of game in classroom activity. Game based learning supports the students in learning process in a fun way. There are some examples of game based learning applications commonly used by teachers such as Scavenger Hunt, Gamestar Mechanic, and *Kahoot!*. Scavenger Hunt is a game based learning application which engages the students to accomplish a set of task and learn about library. Another game application is Gamestar Mechanic, an exemplary quest – based learning game which has educational objective in teaching design skills and training on system thinking. Therefore, the last game application is *Kahoot!* as a free online application which supports the teachers in delivering material with the features in it.

Mobile Assisted Language Learning (MALL)

In this era, wireless communication technology is commonly used. Mobile learning can be wireless communication technology. The use of mobile learning in language learning is called as Mobile Assisted Language Learning (MALL). Bezircilioğlu (2016) said “mobile assisted language learning is the integration of mobile devices into language learning process” (p.9). From the statement mentioned, it is a mean use of mobile devices into language learning.

In addition, Miangah and Nezarat (2012) confirmed that there are two characteristics of using mobile devices such as portability and connectivity. Portability means enable the learners to move the mobile devices by bringing the

material. Connectivity means that the mobile device system must have capability of being connected and communicated with the learning website. Accordingly, mobile devices also support the learners to access online application. Applications included in mobile devices can be used for language learning. Additionally, some applications commonly used in language learning are *Kahoot!*, Schoology, Padlet, Duolingo and Moodle.

Kahoot!

Kahoot! is one of educational game applications which can be used by the teachers in learning process. Piskorz (2016) stated that *Kahoot!* is free online application which is accessible for the teachers to teach all subjects, and it can be used at various levels. Basically, it can be concluded that *Kahoot!* is a free game platform for the teachers in delivering material in learning process.

In addition, *Kahoot!* has many features which can be used by teachers. Kulkarni and Takawale (2017) said “*Kahoot!* is a tool of the technology use to administer and demonstrate quizzes, discussions, surveys and jumbles” (p.10808). Quiz in *Kahoot!* enables the teacher to set time and questions. Then at the end of the quiz, the *Kahoot!*’ system will give rank from 1st to the 3rd winner. Another feature is discussion which is provided to make a topic, and the students can respond it by choosing the answer. Then in survey mode, it is used for making a survey with multiple choice questions just the same with quiz but not using point. At last, the feature of *Kahoot!* is jumble which provides questions to order the answers into the right answers.

Furthermore, *Kahoot!* is used as ice breaker and assessment tool in the learning. As an ice breaker, *Kahoot!* can be used by the teachers in the beginning of the learning process to get the students' attention and improve students' motivation. The way to make *Kahoot!* as an ice breaker is by using *Kahoot!* as an activity. As an assessment tool, *Kahoot!* can be used by teacher to measure the students' understanding of the material. Thus, the teachers can use quiz and discussion or survey features in term of checking the students' understanding.

***Kahoot!* in Language Learning**

The use of *Kahoot!* in teaching and learning is divided into two parts, as an ice breaker and an assessment tool. Before using *Kahoot!*, the teachers need an account to choose and set the feature which will be used for the media in learning. In addition, the teachers also need to prepare internet connection, LCD, and projector to display the task in front of the class. Whereas students do not need an account, they only need a pin to enter the task. The pin is given by the teacher after the teacher open the task in the *Kahoot!*. In doing the task, the students just need a smartphone or laptop which has been already connected with the internet.

The use of *Kahoot!* as an ice breaker uses the quiz on the *Kahoot!* feature. Ice breaker in the classroom is used to make a rigid atmosphere in learning to be fun. Damara (2016) found that there are two types of ice breaker. The first type of ice breaker is aimed to make the students feel happy in learning. From the statement mentioned, it is to warm up the students' learning interest before going to the main material. Besides, it can also make the students know each other and encourage them to make a conversation confidently. As the second type of ice breaker, it purposes to introduce material such as training material. Following this,

it is to open up a new topic in learning session. Quiz in *Kahoot!* feature will help the students know certain topics or materials before entering the main material in the learning process. Moreover, it is also able to make the students feel happy in joining the classroom activity. Hence, the variety of activities of *Kahoot!* use as an ice breaker are done at the beginning of the class, so that the students are interested in paying attention in whole classroom teaching-learning process

Furthermore, *Kahoot!* is also used as an assessment tool in learning.

Kahoot! as assessment tool can be divided into two types. Firstly, *Kahoot!* as a review tool is used to know the students' understanding at the end of the learning process to see the progress from their study. Secondly, *Kahoot!* as scoring tool is adopted to assess the students' knowledge by giving score. Teacher can use Quiz in *Kahoot!* as an assessment tool. For the reason, the quizzes in *Kahoot!* allow the students to answer certain questions given by the teachers due to the material which the teachers want. After using *Kahoot!*, the students can see whether they have already understood the learning material or not owing to the fact that they can see their answers either those are true or false after doing the whole quizzes. Moreover, Omar (2017) mentioned that *Kahoot!* provides the educators to assess the learners' way to engage the knowledge using the features like quiz, discussion, or survey. Additionally, the discussion in *Kahoot!* can be used by the teachers to push the students in discussing material. During the discussion, it usually consists of one question set by the teachers. However, the discussion does not load the points, and there is no right or wrong answer. Based on the statement mentioned, it is appropriate with the first type of assessment. On the other side, the survey option in *Kahoot!* can be utilized to help the teachers discover what the students

have already known. It can be concluded that the teachers can use the quiz in order to maximize the survey and discussion features to check the students' understanding after learning the material.

Benefits of using *Kahoot!*

As game-based learning application, *Kahoot!* gives the students many benefits. Firstly, *Kahoot!* is proven to motivate the students in learning process. Budiati (2017) stated that *Kahoot!* is an effective tool to make learning to be more fun, and it can boost the learning process well. That way, the students are interested in attending to the class again. Using classical familiar activities, the teachers can start using *Kahoot!* in learning process for the varieties of material delivery. Using *Kahoot!* for the first time will gain the students' interest. Then, they will pay attention to the material, and it can introduce them with the new way of learning.

Secondly, *Kahoot!* builds a good atmosphere in the class. Omar (2017) supported that using *Kahoot!* can make the students feel joyful in terms of enhancing the attitude and participation in the class. Because, a large number of the students usually learn the material from reading a book or listening to the teachers' explanation during the class tended to lead them to the bored feeling of learning, they will gain new experience using *Kahoot!* in class. From the experience mentioned, the students will be interested in knowing more about how to use *Kahoot!*. The situation in the class will become more effective for teaching-learning process.

Thirdly, *Kahoot!* can be used as a tool review. In this term, review is a chance to the students to see how they feel or understand after learning certain materials. Ismail and Mohammad (2017) mentioned that one of benefits from *Kahoot!* is effective for giving the feedback and reflective tool. For instance, after doing the quiz in *Kahoot!*, the students can see the final score. Consequently, the students can know how they understand their learning material in order to gain positive outcomes. From the explanation mentioned, it can be concluded that *Kahoot!* has many benefits for the educational aspects as the teaching media.

Challenges in using *Kahoot!*

Even though there are many benefits of using *Kahoot!*, there may also include many challenges of using *Kahoot!* appeared in the learning process. Damara (2016) mentioned that there are two categories in terms of aspects which should be improved of using *Kahoot!*. The first challenges are external category and internal category. External category includes the internet connection and personal computer, low privacy during working on *Kahoot!*, and the direction from *Kahoot!*. Low internet connection and problems in their personal computer can disturb the students to be connected to *Kahoot!*. Besides, the problem of personal computer usually appeared is low battery and trouble in connecting to Wi-Fi

Low privacy during working on *Kahoot!* means when the students' answer can be cheated by other students. This term also makes them feel uncomfortable because they are not able to save the answers of the quiz. This problem can be avoid by using their personal gadget while using laptop has more big screen, and the answer is easily cheated by others.

Then, the direction from *Kahoot!* and display make the students feel confused since they have to focus on two different screens. The screen in front of the class is the question from *Kahoot!*, while another screen is their own gadget which loads the choice answers which they have to click. Hence, the students need the adaptation to make sure that they have answered the quiz well.

The second category mentioned by Damara (2016) is internal category including about the influence of the students' attitude towards the answer of the students copied by other students. Besides, if a student does a cheating to answer the questions through *Kahoot!*, it will affect other students' to react the answers copied by other students. Accordingly, the class may become not conducive and make them lose their own concentration during the class.

Moreover, Budiati (2017) also mentioned that as the main problem of using *Kahoot!*, it usually happens when the Wi-Fi network is in trouble. In this case, the internet connection takes the biggest part in using *Kahoot!* because when the students cannot get a good connection, they cannot access the *Kahoot!*. Having problem on personal computer like low battery or error computer also makes the students feel disturbed to access *Kahoot!*.

Besides, Omar (2017) found that the students are unable to discuss answers with teacher which comes as another challenge of using *Kahoot!*. While playing *Kahoot!*, the students and teachers do not have time to really reflect the correct answers since the games are too quick. In addition, despite the feature in *Kahoot!* can be used to test listening skill, grammar, and check students' understanding in some material, some features of *Kahoot!* still do not support the teachers to test speaking skill because it is so far, and there is no feature to test it.

Moreover, from three experts, it can be concluded that the main problem from *Kahoot!* is divided into two, external and internal category. External category includes the internet connection and personal computer, low privacy during working on *Kahoot!*, and the direction of *Kahoot!*. Meanwhile, in the internal category, it includes the students' attitude towards the answer of other students who copy other students' answers from *Kahoot!*. In addition, after using *Kahoot!* the students and teachers do not have time to reflect and discuss the correct answers. Also, there is no feature in *Kahoot!* which can be used to test the students' speaking skill.

Review of the Related Research

There are many studies related to this research, but the researcher only took two studies in the area of the current study. The first study was conducted by Damara (2016). The aim of the study was to find out the students' perception on the use of *Kahoot!* as an ice breaker in movie interpretation class and how to improve the use of *Kahoot!* in movie interpretation class. This study applied quantitative research. The result of this study showed that more than eighty percent students agreed that *Kahoot!* could give the positive perception towards *Kahoot!* as an ice breaker in movie interpretation class. However, the improvisation should include two main parts. The first part came from external category that including internet connection and the direction from *Kahoot!*. The second part was from internal category that showed the lack of students' knowledge and attitude. Another part of the internal category was the material of ice breaking and the frequency of usage.

The second study was taken from Budiati (2017). The study was conducted in an English classroom of DIII of Nursing consisting of 40 students to teach simple present tense. This study employed quantitative research. The aims of this study are to know students' feeling toward English and teaching method before and after using *Kahoot!*. The result of this study showed that after using *Kahoot!* for teaching, the students are very interested in joining the class; and pay more attention in English. Besides, they were also more interested on what they had learnt.

In conclusion, two previous researchers have similar topic on the use of *Kahoot!* in learning process. But, those two studies showed its differences with this study, from applying the different method. This study also conducts the different research focus. Besides, the focus of this research aims to investigate the use of *Kahoot!* in English language learning.

Conceptual Framework

Game-based learning is a type of game which has some goals related to the learning. Liu and Chen (2012) found that game based learning method can improve the students' interest in learning. Game based learning application is commonly used by teacher in delivering material in learning process. One example from game based learning used by teacher is *Kahoot!*.

Kahoot! is one of free game-based learnings which the teachers can access easily. *Kahoot!* provides many features which can be used by the teachers.

Kulkarni and Takawale (2017) said "*Kahoot!* is a tool of the technology used to administer and demonstrate quizzes, discussions, surveys and jumbles" (p.10808).

The teachers can choose various features among the quiz, discussion, survey or jumbles that they need to use in classroom. The use of *Kahoot!* in language learning is used as ice breaker and assessment tool. Besides, the ice breaker in the classroom is applied to make a rigid atmosphere in learning to be fun. The activities of using *Kahoot!* as an ice breaker is done at the beginning of the class, so the students are also interested in paying attention during the learning process. Besides, *Kahoot!* is also used as an assessment tool in learning.

Besides, *Kahoot!* is used as an ice breaker and assessment tool, and it is proven that *Kahoot!* can motivate the students in learning process. Budiati (2017) found that *Kahoot!* is an effective tool to make learning to be more fun, and it can boost the learning process. Hence, the students are interested to come to the class again. Another benefit of using *Kahoot!* can build a good atmosphere in the class. Omar (2017) supported that using *Kahoot!* can make the students feel joyful in terms of enhancing the attitude and participation in the class. Because the students usually learn material from reading a book, or listen to the teachers' explanation during the class which makes them feel bored. Also, they will gain new experience using *Kahoot!* in classroom activity.

However, *Kahoot!* has the challenges for the students in classroom learning process. Damara (2016) mentioned there are two categories which need to be improved to use *Kahoot!*. Firstly, it is external category which includes the internet connection and personal computer, low privacy of *Kahoot!* working, and the direction from *Kahoot!*. For example, the students need to focus on two different screens between the projector and their own computer screen. The second category is about the students' attitude. When one student does a cheating,

the class may become not conducive and make their concentration is spreaded. Moreover, Budiati (2017) also mentioned that as the main problem, the wi-fi network was in trouble. From the statement mentioned, bad internet connection takes the biggest problem using *Kahoot!*. Having problem on personal computer like low battery or error computer also makes the students feel disturbed to access *Kahoot!*.

Figure 1. Conceptual framework

