

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see students' perception on the use of *Kahoot!* in English language learning. There are two findings found in this research. Those findings are the benefits and the challenges of using *Kahoot!* as perceived by the students in English language learning.

#### **The Benefits of the Use of *Kahoot!* in English Language Learning.**

After conducting the interview with four participants, there were four benefits of using of *Kahoot!* in English language learning. As the benefits of using *Kahoot!* in learning English, it supported the students to remember the previous material, measure students' knowledge, and motivate the students to learn, and build good atmosphere in class. For more detailed information, each benefit is explained in the following paragraphs.

***Kahoot!* support students remembering the previous material.** As the first benefit, *Kahoot!* could help the students to remember the previous materials which they had learnt. Besides, the quiz in *Kahoot!* was able to be used by the teachers in the early class after the material was given by the teacher. Also, it was used by the teacher to assess the students' grade. When *Kahoot!* was used after the material was given by the teacher meaning that the use of *Kahoot!* gave the students about the quiz related to the materials which they had learnt. Basically, the use of *Kahoot!* was to check the students' understanding about the material.

Then, by using *Kahoot!*, it could help the students to recall the previous material. Remembering the previous material, the students could understand about the material more. Indi mentioned “Using *Kahoot!* can help the students remember the material which has been taught” (P1.1). Besides, Gerald added “The use of *Kahoot!* helps the students remember the material which has been learnt before” (P3.2). Moreover, both participants agreed that *Kahoot!* was able to help them to remember the previous material by answering quiz in *Kahoot!*.

The finding mentioned was supported by a research conducted by Nguyen and Yukawa (2019) who said that *Kahoot!* supports the teacher to make their own quiz which provides the ability to use videos, images and speedy race of scoring. Then, with this function, the teacher got their students’ attention to remember and recall what the students had learnt during the class. Following this, *Kahoot!* enabled the teachers to use the quiz feature to create the question, so it was beneficial for them owing to the fact that they could choose suitable material to be taught.

Licorish, George, Owen and Daniel (2017) stated that using *Kahoot!* helped the students to remember covered material previously, understand new perspectives and increase their knowledge. By using *Kahoot!*, the teachers could develop their own quiz to review the material that has learnt before. Therefore, it was beneficial for the students to recall the previous material and evaluate their knowledge. Because the students could see the right answers after given the questions by the teachers and know how many questions which they had answered through *Kahoot!*.

***Kahoot!* help students measuring knowledge.** The second benefit of using *Kahoot!* helped the students measure their knowledge. By doing the quiz discussed the previous material, it could help them to remember what material has been learnt. After seeing the score in *Kahoot!*, the students could measure how good their knowledge is. Indi and Kamelia mentioned the same statement regarding the use of *Kahoot!*. They said that *Kahoot!* was able to help students to measure their knowledge. Indi as the first participant said “By using kahoot the students can measure the ability of knowledge which has been learnt”(P1.2). Moreover, Kamelia said “By using *Kahoot!*, the students could measure their knowledge through the quiz which they had been done”(P2.1). Thus, the two participants agreed that using *Kahoot!* was able to help them measure their knowledge.

The finding was in line with study from Tsihouridis, Vavougiou, and Ioannidis (2017) who mentioned that *Kahoot!* is used to increase the students’ participation in class and assess learners’ cognitive level in the form of a game. Besides, the quiz in *Kahoot!* allows the students to work in group which can increase their attention and their presence in the learning process well. In addition, the quiz which can be design by the teachers will help them to know how well their level in understanding the material.

Additionally, the study conducted by Licorish, George, Owen and Daniel (2017) found that *Kahoot!* is useful to lead the deeper understanding and offer the brief and concise understanding of the basic concept from the course. By working on quiz in *Kahoot!*, the students were asked some questions from previous material, and it was able automatically to help them in order to check their

knowledge in understanding the material being learnt. While answering the quiz after the question shown up, there would be the true answers appeared. Regarding the statement mentioned, it could help the students to know their understanding about the material which had been learnt towards their knowledge.

***Kahoot!* motivate students to learn.** The third benefit of using *Kahoot!* could motivate the students to learn. In *Kahoot!*, the students were able to see the colorful display and the combination with music while showing the question and answer. Also, it could help them to do the quiz with new style of learning compared with the old quiz style using paper. The scoring system in *Kahoot!* helped them to join the course, so it could appear after all the question was answered. Then, they were able to see their score while using the old-style quiz, but sometimes, they could not see their score. Lastly, the system to response in *Kahoot!* allowed them to do the quiz in team, so it could help them to build their competency. By building up the competence, it was able to help them to do the quiz in serious way because they should compete with their classmates. The display, scoring system, and also the way to response in *Kahoot!* were quite new for the students, so it could attract their attention to join the course by using *Kahoot!*. There were four participants who agreed that using *Kahoot!* could motivate them in learning. The first participant, Indi said “By using *Kahoot!*, the students can be motivated to study hard” (P1.4). She also added “Using *Kahoot!* can attract the students' interest in the learning process” (P1.5). The second participant, Kamelia conveyed “Using *Kahoot!* makes the students to be more enthusiastic in learning” (P2.2). She also added her statement “Display and ranking system in *Kahoot!* encourage the students to take lessons” (P2.4). Another

statement came from the third participant, Gerald who mentioned “*Kahoot!* makes the students enthusiastic about taking lessons” (P3.1). He also added “The scoring system at *Kahoot!* can attract the students' interest in learning” (P3.3). Then the last statement came from the fourth participant, Wawan who mentioned “*Kahoot!* can be used to attract the students to follow the course” (P4.1). Based on the fourth statement above, it could be seen that using *Kahoot!* can motivate them to join the course well.

A study from Budiati (2017) confirmed that *Kahoot!* is useful and effective to boost the students' learning. Using *Kahoot!* is easy and applicable. Besides, the students believed that they felt joyful and interest with *Kahoot!*. However, the use of *Kahoot!* in class was needed variation and creativity from the teacher on teaching English in order to enhance the students' motivation to get an optimal result of the learning.

Another study conducted by Nguyen and Yukawa (2019) who mentioned that *Kahoot!* created the motivation in learning for students, which was better to the learning outcomes. *Kahoot!* was designed as an interactive game for students, and with this system, it could force them to participate in class. Thus, it would be able to attract their attention to join the course which was good to build the motivation in learning.

***Kahoot!* build good atmosphere in class.** The fourth benefit of using *Kahoot!* could build good atmosphere in class. The system in *Kahoot!* allowed the students to do the quiz together but in personal response, so it was able to build a competence between them. The atmosphere in class focused to the learning, and it

was good to the learning process. There were two participants who shared the same opinion. The second participant of this research, Kamelia said “Using *Kahoot!* can make the students enjoy and lessen tense in the classroom” (P2.3). Another statement came from the third participant, Gerald who said “The system in *Kahoot!* which facilitates the students to work together can build a good atmosphere and competition for the students’ learning” (P3.4). Both of the participants agreed that using *Kahoot!* could build the good atmosphere in class.

The finding was in line with the study conducted by Budiati (2017) who found that using *Kahoot!* was an effective way to make the learning fun, joyful, interesting, and relaxed. Besides, the students believed that with the system of *Kahoot!*, it allowed them to do the quiz together in class, so that it could challenge them to compete with others. Hence, it was quite interesting for them, so they had the capability in joining the course and feeling joyful.

Additionally, Sabandar, Supit and Suyana (2018) stated that the students claimed that *Kahoot!* can be useful not only to review the materials which they will present later in the classroom but also to create a fun and interactive atmosphere in class. The students believed that the system in *Kahoot!* made the learning to be fun and interactive. One of facilities from *Kahoot!* which was able to be accessed to all students made them to be able to compete with others and allow them to do the quiz in fun way. When students did the quiz in a group, it could force them to do the quiz well from other groups through *Kahoot!*, so that they were able to work in serious way. Besides, it could also boost them to work in progress and force them to join the course. That way, the situation happened was a good chance for the teacher to conduct the course.

## **The challenges of the use of *Kahoot!* in English language learning.**

The second objective of this research aimed to discuss the challenges on the use of *Kahoot!* in English language learning. Based on the data collection through interview, the researcher found three challenges faced by students. The three challenges were unstable internet networks which hampered the use of *Kahoot!*, not being able to discuss between the students and teachers, and unfixed scoring system of *Kahoot!*. Therefore, four challenges of using *Kahoot!* are explained in the following paragraphs in detail.

**Unstable internet networks hamper the use of *Kahoot!*.** The first challenge found was unstable internet connection which hampered the use of *Kahoot!*. Mostly, the challenge faced by students on the use of *Kahoot!* was bad internet connection. Besides, *Kahoot!* could only be accessed by stable internet connection, so it would be able to distract the internet connection to be poor. There were four statements related to this finding. The first one was conveyed by Indi who said “Unstable internet connection network prevents the students in answering questions” (P1.8). The second statement was stated by Kamelia who said “Unstable internet networks prevent the students from loading pages in *Kahoot!*” (P2.5). The third statement was from Gerald who mentioned “Lack of stable internet connection prevents the students from accessing *Kahoot!*” (P3.5). Then, the last statement was mentioned by Wawan who said “Low internet connection network inhibits the students in accessing *Kahoot!*” (P4.2). From four statements mentioned by the participants, it seemed that internet connection turned to be the main problem in accessing *Kahoot!*.

This finding was supported by the study from Budiati (2017) who mentioned that the main problem in using *Kahoot!* is when the wi-fi network was in trouble. In addition, Damara (2016) also mentioned that the internet connection becomes the weakness of using *Kahoot!*. That way, the internet connection led to be the biggest challenge for the students while playing *Kahoot!*. owing to the fact, when they do not have a stable internet connection, it would affect their score. Somehow, it could make the *Kahoot!* system grade to gain zero score for the students because they could not answer anything to the quiz.

***Kahoot!* does not enable students and teachers to discuss.** As the second challenge faced by students after using *Kahoot!*, the students and teacher could not discuss about the true answers through the application. The question in *Kahoot!* was quickly shown up after the screen displayed the answers. That way, there was no space for the teachers to discuss about the material to the students. There was one participant who stated that the students and teacher could not have a discussion through *Kahoot!*. Indi mentioned “Students and teacher cannot discuss the right and wrong answers because there is no space between the answers raised to the next questions (P1.9)”. To sum up, the students could not have a discussion about giving the right answers to the students towards the use of *Kahoot!*.

Furthermore, Omar (2017) found that another challenge of using *Kahoot!* is enabling to have the discussion between the teachers and the students about the material or the task. After the quiz was showed up, *Kahoot!* could facilitate the students to see the right answers. However, the teacher could not really explain briefly about the answers to the students because the game was too quick to move



to the next question. Accordingly, the students could not get the brief explanation about the correct answers through *Kahoot!*.

**Unfixed scoring system in *Kahoot!*.** As the last challenge faced by the students, *Kahoot!* could not show the fixed grade for students. From the statement mentioned, the scoring of *Kahoot!* in the form of hundred points was not shown the fixed grade. Participant three, Gerald mentioned “How the lecturer gives the students’ grade which is not clear. As the reason, *Kahoot!* only shows the score, and how lecture will divide teh each score into percent for grading the students” (P3.6). From the participant explanation, it showed that using *Kahoot!* was not able to show the fixed grade for the students. Scoring system in *Kahoot!* only exposed the total score, and it could only be seen in the accumulation of the total score. Based on the participant answer, the teacher gave unclear score because *Kahoot!* was not able to measure fixed score regarding the system used.

In addition, Jenkins (2004) as cited in Cook and Babon (2016) confirmed that to make an effective quiz, the educators should review the results of the quiz to enable the identification of confusion pints and competencies related to learning purpose. After the scoring points were shown in *Kahoot!*, the teacher needed to count from the score again to divide each score into the fixed grade for the students. As the reason, in *Kahoot!* the display only showed the overall score for the students.