

USING THE KAHOOT APPLICATION IN EVALUATING INFORMATICS ENGINEERING STUDENTS' LEARNING ENGLISH AT THE STATE POLYTECHNIC OF BENGKALIS

Desi Wahana¹, Ari Satria², Safra Apriani Zahraa³

^{1, 2, 3}English Study Program of State Polytechnic of Bengkalis
State Polytechnic of Bengkalis

Jl. Bathin Alam-Sungai Alam, Bengkalis-Riau, 28711 Phone: (+6277) 24566,

Fax: (+2766) 800 1000, Indonesia.

e-mail: arisatria@polbeng.ac.id

Abstract: *Many educators started to utilize technology application activities in the classroom. Kahoot is known to be an interactive approach to conducting quizzes or tests. In this study, the author discusses using the Kahoot application in evaluating informatics engineering students learning English. A qualitative approach utilizing data by using tests and documentation by taking a sample of 15 students undergoing the Applied Bachelor in Informatics Engineering Program. The findings using Kahoot are effective as an assessment of learning English and students' scores got very good category (6 students) with 40% percent from all 15 students involved.*

Keywords: *kahoot, application, English, learning.*

INTRODUCTION

In this globalization era, media and technology are connected. In the education field, many educators use technology as media in educating students. Lee (2016) mentions that by using new media technology students are highly motivated and can express great interest in the media literacy curriculum. Some of the media that are always used in learning such as laptops, computers, iPads, and smartphones. By

using that media, students can explore their critical thinking, communication, collaboration, and creativity.

Many educators started to utilize technology application activities in the classroom in an attempt to attract students' attention and motivate their classroom participation. Kahoot is an example of a technology assessment tool that includes students' participation in answering MCQ-type questions in a more

competitive environment. Besides, MCQ-type questions, Kahoot Applications were available for essay questions.

In informatics engineering class, the students are asked to present English material as a group performance and practice their English. Then, giving an evaluation based on what they have learned. It has been done to know students' ability to comprehend and responsiveness of students about English learning material.

For Hornby (2000), "evaluate" means to assess something after careful thought. In other words, quantitatively qualifying and assessing the results of something. It can be assumed that the evaluation process should be done for students to judge the students' degree of learning and the academic performance of students. Some lecturer had difficulty finding the right instrument to conveniently evaluate their students reliably and with validity, resulting in them resorting to the well-known. All of the processes, we can call as blend or collaborative learning. As Tsihouridis et al. (2018) said students who used a collaborative learning method had the opportunity to discuss and take responsibility for their learning.

In research, the researcher wants to know deeply about the use of the Kahoot Application and the effectiveness of Kahoot Application in evaluating

informatics engineering students' learning English.

REVIEW OF RELATED LITERATURE

Related Theory Kahoot Application

Research about Kahoot Application was done by some of the researchers: *First*, according to research by Susilowati (2017), Students' enthusiasm contributes to their motivation and the application manages to increase their confidence level. It meant that participants who joined the Kahoot assessment managed to encourage their positive attitude in sitting for the test.

Second, Juan (2019) about "Innovation in the teaching-learning process: the case of Kahoot!". His research found that it is a useful tool for memorizing, competing, and learning, opening students to new experiences and making the evaluations a much more practical and innovative method that provides them with more knowledge, as well as greater assimilation and internalization concerning materials or knowledge provided by teachers.

Third, Nurul (2017), found that students' perspective on the

effectiveness of Kahoot assessment towards their good feedback practice. Her study focused on the students' feedback of using Kahoot Application and the research was carried out by deep interview.

Forth, Wang (2020), found that the literature review includes 93 studies and the main conclusion is that Kahoot! can have a positive effect on learning performance, classroom dynamics, students' and teachers' attitudes, and students' anxiety.

Sixth, Putri (2019), found that many scholars that teaching English using media such as Kahoot is one effective strategy that makes students enjoy the teaching and learning process.

All of the research above applied Kahoot Application as an assessment with different subjects such as students in schools and universities with data collection (review literature, interview, and observation). The difference between this previous research and this research is data collection technique. The researchers applied the Kahoot Application as an assessment for students' collage in Informatics Engineering and there are pretest or posttest and also deepest questions about effectivity of using Kahoot Application.

METHOD OF RESEARCH

This research utilizes a qualitative research method on selected students as a sample on this research. The data were collected by using a Test in the Kahoot Application and questionnaire. According to Luttrell (2019), this study understands that words as qualitative data can be derived from numbers or concepts to reveal detailed descriptions of phenomena. The research subjects were 15 students and also saw responses by carrying questionnaires to students when the lecturer provided learning with the help of the Kahoot online application in evaluating English material. Finally, the researchers made the conclusions based on the results.

RESULT AND DISCUSSION

Test

Based on the test that the researcher gave to students, the result found that 40% of students were in very good category (6 students), 26.6% of students were in good category (4 students), 20% of students were in the average category (3 students), 13.3% students were in poor category (2 students).

Questionnaire

Based on the Questionnaire that the researcher gave to students, the result found that:

Students use the Kahoot Application

First, regarding Students' knowledge of the Kahoot Application, there was 100% of students knew about the Kahoot Application as an evaluation in learning English.

Second, regarding Students' use of the Kahoot Application, there was 100% of students have used Kahoot application in the learning process.

Third, frequently Students use the Kahoot Application, there were 73.3% of students responded seldom, 20% of students responded Never, and 6.3% of students responded always.

Fourth, Students operate the Kahoot Application. There were 66.7% of students responded easy, 26.7% of students responded medium, and 6.65% of students responded hard.

Kahoot Application as Evaluation in Learning English

First, regarding Students' use of the Kahoot Application to help them understand the material, there were 93.3%, of students responded Yes and 6.7% responded No.

Second, regarding *the* students' difficulty part answering the question in the Kahoot Application, there were 43.3% of students responded with management time.

Third, regarding Students'

advantages of using the Kahoot Application, there were 40% of students responded more fun, 40% of students responded to adapting to new technology, 20% of students responded to practicing motor skills, and No students responded to critical thinking.

Fourth, regarding Students' disadvantages of using the Kahoot Application, there were 66.7% of students responded with slow response, 20% of students responded with difficult to operate, and 13.3% of students responded with uninteresting.

Fifth, regarding Students', responses to adding knowledge using the Kahoot Application, there were 100% of students responded with Yes.

Sixth, Students responded with effectivity using Kahoot, there were 60% of students responded effectively and 40% of students responded enough effective.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the test was given to students using the Kahoot Application, It was carried out by MCQ-type questions. The researchers found that students' ability to comprehend the material in English was a very good

category for 40% of students from a total of 15 students.

Then, regarding the questionnaire that the researcher gave to students, it can be concluded based on the questionnaire did 100% of students knew about the Kahoot Application, and they had used it in the learning process. Although students knew, used, and also easy to operate the Kahoot Application, they seldom used it. It proved that 73.3% of students responded in questioner, that they seldom use the Kahoot Application.

In conclusion, students' scores were a very good category for 40% of students from a total of 15 students, which meant that the Kahoot application was effective as an assessment to evaluate students learning English material. The use of Kahoot Application was easy to operate, added knowledge, easy to understand, and more fun. However, it needed support from a stable internet.

Suggestion

From the research problem above, the research suggested that all students should manage the time that was given in the Kahoot Application because it was important for them to manage the time whether they moved to the next question or stayed for that question. All the practice, will make students become train to think

critically, accurately, and think quickly.

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