

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) USE: KAHOOT PROGRAM FOR ENGLISH STUDENTS' LEARNING BOOSTER

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Abstract

Teaching English as a second or foreign language needs variation and creativity of the teacher in order to make the class more joyful and relaxed that makes students more eager and interested in joining the class. Kahoot that is designed as a combination of ICT use in education and games is very applicable in an English classroom for boosting the students' learning. This study discusses the use of Kahoot to boost the English students' learning. The study is about a descriptive quantitative and qualitative research. In this case, I used Kahoot in an English classroom of DIII of Nursing consisting of 40 students to teach simple present tense. The data were collected using questionnaire before and after the instruction. The data showed the students' feeling toward English and teaching method before and after the use of Kahoot. The result shows that after using Kahoot for teaching, the students are very interested in joining the class; they are more eager in coming to the class, they pay more attention in English and they are interested in learning more about what they had learn and want to tell others about it.

Keywords: ICT (Information and Communication Technology), Kahoot, learning booster

Introduction

Language learning is a hard work that can sometimes be frustrating. Constant efforts are required to understand, produce and manipulate the target language. However, these are not only the tasks of the language learners, but the teachers as well how to make the learning process become easier and effective. The teachers are demanded to be creative in using all kinds of the learning sources and their competencies to distribute the knowledge as well as enhancing the students' motivation. Krashen argues that "Learners with high motivation generally do better, and learners with self-confidence and a good self-image tend to be more successful" (as cited from Richards and Rodgers, 2001, p.183 in Wang (2011)).

Teaching methods and learning strategies have been developed to maintain the students' motivation and self-confidence with the purpose of improving students' English ability. Using games is one such method and it is a contemporary popular in second and foreign language learning. Along with the development of technology of ICT use in language teaching, inevitably it is also influencing the use of games combined in the use of ICT. This study will find out the use of Kahoot program as a product of ICT to boost the students' learning.

Information and Communication Technology (ICT)

According to UNESCO (2010) in Carmona and Marin (2013, p. 428), the term ICT refers to a great many technologies and it includes all electronic tools by means of

which we gather, record and store information and by means of which we exchange and distribute information to others. It is very important to know that ICT are not only about computers and internet, but also include different tools such as mobile phone, tablets, etc. While according to Yeul (2013, p. 238), ICT includes devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of communication, television and computers.

Technology is being used as an innovative tool supplementing the teaching-learning process. It has the potential innovate, accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999, cited by Amin).

According to Amin, the use of information and communication technologies in the educative process is divided into two categories: ICTs for Education and ICT in Education. ICTs for education refers to the development of information and communications technology for teaching/learning purpose, while ICTs in education involves the adoption of general components of information and communication technologies in the teaching learning process.

The integration of information and communication technologies can help revitalize teachers and students. It can help to improve and develop the quality of education by providing specific support in difficult subject areas. For this, the teachers need to be involved in collaborative projects and development of intervention change strategies, which involve the teaching partnerships with ICT as a tool. As a result, it can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. Learning approaches using ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered settings and by enabling learning to be related to context and to practice (Berge, 1998; Barron, 1998 cited by Amin). The teachers can make their lecture more attractive and lively, so that the students are able to get the lessons taught easily.

Games

According to The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt, 1995: 89, cited by Wang, Shang & Briody, 2011: 128) games are defined as an organized activity that usually has a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Hadfield (1984: 23) as cited by Wang, Shang & Briody(2011: 128) also defined games as an activity with rules, a goal and element of fun. Moreover, Flexner and Hauck as cited by Wang, Shang & Briody (2011: 128) stated that a game is a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators.

Games in language learning can help the teacher to create contexts in which the language is useful and meaningful (Wright, Betteridge & Buckby, 1984). Moreover Ersoz (2000) stated games are highly motivating since they are amusing and at the same time challenging. They employ meaningful and useful language in real contexts, encourage and increase cooperation as well.

Kim (1995:35) stated that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class
2. They are motivating and challenging

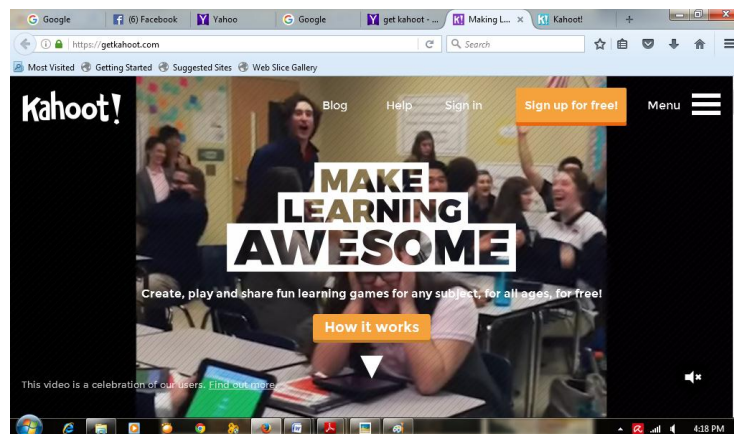
3. Learning a language requires a great deal of effort and it helps students to make and sustain the effort of learning
4. Games provide language practice in the various skills
5. They encourage students to interact and communicate
6. They create a meaningful context for language use

Language learners need variation to increase their motivation. Games are one such thing to increase motivation. However, in designing the games for language classroom, the teacher must regard the need, level of difficulty and the age of the learners. Games can be used for all age groups, but the teachers have to ensure that their games are age appropriate and not too easy or challenging for the students. Kopecky (2009) as cited by Louise de Wit (2012) states that adult students look for structure in lessons and by keeping a game clearly tied to the work it helps maintain their confidence in the teacher. For this, the teachers should know the adult students (the interest, how they interact, etc) and prepare games that are intellectually challenging and have some substance.

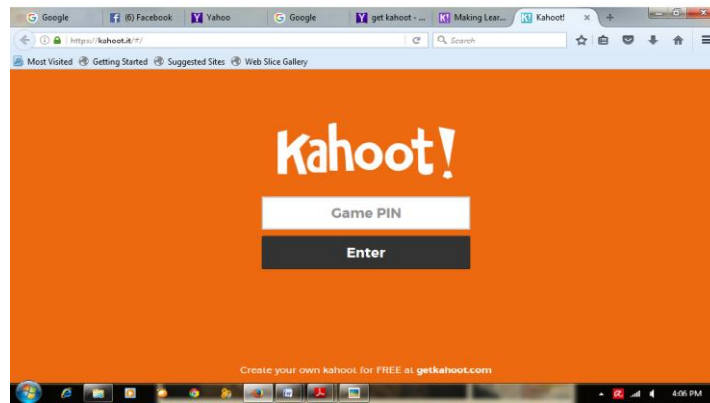
Kahoot

The increasing in ICTs has brought some influences in education especially in language learning. It has shifted the learning process from conventional teaching into contemporary learning. Kahoot is a game-based approach to blended learning has been introduced in some areas of life especially in education. Kahoot is a blended of games in ICT. It contains questions on specific topics. Once you download the program, the users can create and design their own questions based on their needs and topics, they can set the time, play it to an unlimited number of players, creating a social, fun and game-like learning environment. There are three types of Kahoot, they are quiz, discussion and survey. Quiz is the most common type used in learning process.

Below is appearance you can find on the teacher's screen.



To be able to play the games, of course it is needed ICTs to support. The teacher as a leader of the game needs a laptop as a server, LCD projector and also speaker. And for the players, it is needed smart phone or laptop equipped with Wi-Fi. On the screen of the player it will appear like this.



The players then will be asked to enter the PIN and the nickname. This is the most common type of Kahoot, to blended learning. There is no limit to the number of questions in a quiz. Each question can have an associated picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time-limit for each question can be individually set from 5 seconds to 2 minutes.

The quizzes can be used to formatively assess the knowledge of each individual in the room, and adapt their learning accordingly. They can be used to track progress of individuals over time, and inspire learners to enquire further by creating their own quizzes.

Players answer questions displayed at the front of the room on their personal device, motivated to answer correctly and score the most points. The faster someone answers a question correctly, the more points they get. The top 5 highest points scorers are displayed on the leader board at the front in-between each question, and the ultimate winner is shown at the end. Results, including who answered what for each question, can be downloaded afterwards (<http://blog.getKahoot.com/post/58906886260/what-is-a-Kahoot>)

Motivation

Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it Gardner (1985) as cited by Wimolmas. It is said that students' motivation toward English language learning can influence their learning result. Gardners (1982) as cited by Wimilmas also notes:

“that motivation is perceived to be composed of three elements; they are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language and affect means the learner's emotional reactions related to language study”.

Saville-Troike (2006:85-86) as cited by Lennartsson (2008:7) claims that individual motivation is another factor that is used to explain why some L2 learners are more successful than others. The more motivated students are, the easier they will learn a new language. Palmer (2007) as cited by Williams states that students' motivation is an essential element that is necessary for quality education. How we know the students are motivated is when they pay attention, begin working on task immediately, ask question and volunteer answer, and appear to be happy and eager.

Krashen as cited from Richards and Rodger, 2001:183 argues that “learners with high motivation generally do better, and learners with self-confidence and a good self-image tend to be more successful”. It is related to using games in teaching English to increase the students’ motivation. This opinion is supported by Chen (2007) as cited by Wang, Shang & Briody (2011: 130) that games are workable because they can easily attract the attention of students, thus influencing students’ motivation and enhancing English ability.

Kahoot Program for English Students Learning Booster

There were some activities conducted to get the data. The study was conducted to 39 students in an English class of semester I students of DIII of Nursing Study Program. English is taught as a local content which is taught as an extracurricular. In the semester, it is taught general English consisting of Grammar, Listening, Reading and Speaking.

Before using Kahoot as a method for teaching English, in this case was a tense (simple present tense) I used the conventional method to teach. I used lecture to explain the tense and gave them some exercises. The students had got the book to support the lesson. They filled out the exercises in the book. I did it in two ways; the students did exercises independently and with me as a facilitator when they found some difficulties.

After completing the lesson, I gave them a questionnaire containing some questions about their feeling toward the lesson and the teaching method I used. The total items of the questionnaire were 14 items, with the result was as the following:

Table 1
Students’ feelings toward English Before Instruction

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. I usually look forward to an English class	5	12.82%	8	20.51%	25	64.10%	1	2.56%	0	0.00%
2. I’m afraid to ask question in an English class	3	7.69%	19	48.72%	15	38.46%	2	5.13%	0	0.00%
3. I think it is important to learn English	21	53.85%	14	35.90%	2	5.13%	0	0.00%	0	0.00%
4. I like just reading out of textbook in order to learn English	2	5.13%	7	17.95%	15	38.46%	15	38.46%	0	0.00%
5. I like it when the teacher talks about English and makes the class take notes	10	25.64%	20	51.28%	6	15.38%	2	5.13%	1	2.56%
6. I like it when the teacher uses picture to teach English	5	12.82%	20	51.28%	11	28.21%	3	7.69%	0	0.00%
7. I like working in a groups and learning English	4	10.26%	20	51.28%	12	30.77%	3	7.69%	0	0.00%
8. I like to work by myself and learn about English	4	10.26%	4	10.26%	20	51.28%	10	25.64%	1	2.56%

9. When the teacher teaches, it makes me more interested in English	7	17.95%	19	48.72%	13	33.33%	0	0.00%	0	0.00%
10. After a lesson, I want to know more what I learn in English	4	10.26%	20	51.28%	15	38.46%	0	0.00%	0	0.00%
11. I think that English is boring	0	0.00%	1	2.56%	11	28.21%	22	56.41%	5	12.82%
12. English is my favorite subject to learn about	2	5.13%	4	10.26%	32	82.05%	1	2.56%	0	0.00%
13. I think English is hard to learn	1	2.56%	13	33.33%	12	30.77%	3	7.69%	0	0.00%
14. I get confused after I learn a lesson in English	4	10.26%	7	17.95%	15	38.46%	11	28.21%	2	5.13%

The responses to the questionnaire were variable. Majority of the answers, or 64.10% (n = 25), showed that the students generally are neutral in looking forward for English class. The participant revealed that 56.41% (n = 22) felt afraid to ask questions during an English class. To know the responses to how important the subject of English, it is revealed that 89.75% (n = 35) thought that it was and 5.13% (n = 2) indicated neutral in their feeling, and no one said that English is unimportant.

On the questions focusing on the teaching methods, when it was asked whether they liked independent activity of reading the information from the textbook, it revealed that 38.46% (n = 15) disagreed of this method. When it was asked whether they liked lectures and taking notes, 64.1% (n = 25) indicated that they liked the method, 15.58% (n = 6) remained neutral, 5.13% (n = 2) were disagree and 2.56% (n = 1) was strongly disagree.

From the table, I can see how the students' feeling toward English and the teaching method I used. The next step of my study, then I prepare for using Kahoot in English class. The steps were as the following:

Activity 1: Material Preparation

- a. Prepare material for exercises, find out quizzes in Kahoot based on the material studied that is simple present tense.

The material can be found in public Kahoot or we can design by ourselves.

- b. Determine the level of difficulty of the quiz

Activity 2: Class Preparation

- a. Ask students to bring their smart phone or laptop to the class

It is a requirement in my campus for not activating the mobile phone during the class.

- b. Make sure the Wi-Fi network work well
- c. Prepare LCD to display, laptop and speaker in a class

Activity 3: Using Kahoot for teaching Simple Present Tense

- a. Review the material before the games
- b. Explain the procedure of the game to the students
- c. Explain how the scoring rules
- d. Start the games
- e. Give feedback for each item of the quiz

After the lesson, I gave them another questionnaire consisting of 7 optional questions and 1 item of descriptive question, in order to find out the students' feeling

toward the teaching method and their feeling toward English itself. The result of the questionnaire was as the following:

Table 2
Students' Feeling toward English After the Instruction (Using Kahoot)

Statement	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
1. I would pay more attention in English if the teacher taught like this all the time	10	26.32%	24	63.16%	2	5.26%	2	5.26%	0	0.00%
2. After this lesson, I am beginning to like English more	2	5.26%	24	63.16%	12	31.58%	0	0.00%	0	0.00%
3. After this lesson, I am looking forward to an English class	3	7.89%	15	39.47%	20	52.63%	0	0.00%	0	0.00%
4. After this lesson, I'm afraid to ask questions in an English class	4	10.53%	10	26.32%	21	55.26%	3	7.89%	0	0.00%
5. After this lesson, I think that it is important to learn English	9	23.68%	18	47.37%	10	26.32%	0	0.00%	0	0.00%
6. After this lesson, I am interested in learning more about what I studied today	3	7.89%	30	78.95%	5	13.16%	0	0.00%	0	0.00%
7. After this lesson, I will tell other people about what I learn today	5	13.16%	22	57.89%	11	28.95%	0	0.00%	0	0.00%

The data from the table reveal that Kahoot was successful in capturing students' attention. Eighty-nine point forty-eight percent of respondents (n = 34) liked this method, only 5.26% of respondents (n = 2) was neutral and 5.26% (n = 2) disliked the method. Sixty-eight point forty-two percent of the respondents indicated they liked English more after being taught with Kahoot and only 31.58% was neutral.

Furthermore, 47.36% of students (n = 18) indicated to look forward to coming to English class. However, only 7.89% of the students were not afraid to ask questions during the lesson. The outlook on the importance of English was less that was only 71.05% of the students. However, on the interest in learning English more it revealed 86.84% of the students liked more. The last survey on the students' willingness to tell other person about what they learned, it was found out 70.99% of the students would do it.

From the descriptive question about their feeling toward using Kahoot in teaching English, most of the students wrote they liked the method and wanted it to be used often in the class. They wrote that it was fun, gave them challenge to compete with others and made them relaxed.

They also wrote that the biggest problem was if the Wi-Fi network was in trouble. It made them frustrated.

Conclusion

From the study, I could draw some conclusions on the use of Kahoot for boosting students' English learning. That it is needed variation and creativity of the teacher on teaching English in order to enhance the students' motivation to get an optimal result of the learning. Kahoot is a modification of the use of ICT on education and games. It

is easy to design and very applicable. It is very useful and very effective to boost the students' learning. It is stated to be an effective way to make the learning more fun, joyful, interesting and relaxed. And last but not least, it can boost the learning, so that the students are looking forward to coming to the class. However, to apply the games, it is needed well ICT support and good Wi-Fi connection.

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QUESTIONNAIRE

Subject : English
Respondent :
Semester :

Directions:

Read each sentence. Tick (√) the column represents your feeling about each sentence.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I usually look forward to an English class					
2.	I'm afraid to ask question in an English class					
3.	I think it is important to learn English					
4.	I like just reading out of textbook in order to learn English					
5.	I like it when the teacher talks about English and makes the class take notes					
6.	I like it when the teacher uses picture to teach English					
7.	I like working in a groups and learning English					
8.	I like to work by myself and learn about English					
9.	When the teacher teaches, it makes me more interested in English					
10.	After a lesson, I want to know more what I learn in English					
11.	I think that English is boring					
12.	English is my favorite subject to learn about					
13.	I think English is hard to learn					

14.	I get confused after I learn a lesson in English					
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**QUESTIONNAIRE
(AFTER THE INSTRUCTION)**

Subject : English
Respondent :
Semester :

Directions:

Read each sentence. Tick (√) the column represents your feeling about each sentence.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I would pay more attention in English if the teacher taught like this all the time					
2.	After this lesson, I am beginning to like English more					
3.	After this lesson, I am looking forward to an English class					
4.	After this lesson, I'm afraid to ask questions in an English class					
5.	After this lesson, I think that it is important to learn English					
6.	After this lesson, I am interested in learning more about what I studied today					
7.	After this lesson, I will tell other people about what I learn today					

8. How did you like this kind of lesson? Explain why you liked it or why you did not like it!

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