

Optimizing Kahoot! Platform As Digital Media To Increase The Students' Interest And Motivation In Learning English (Case Study At English As General Subject In STIE Enam Enam Kendari)

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Abstract.

This research was conducted based on the problem statement that English subject was considered as an irrelevant and not interesting subject for bachelor program of management students as non-English students in STIE Enam Enam Kendari. Based on pre-observation using a questionnaire, many students had difficulties in learning English because of the lack of interest and afraid to participate in the learning process. The aims of this research were (1) Identifying the factors which affected the students' interest and active learning (2) Developing digital learning media to engage the students' interest and motivation by optimizing one of the game-based learning platforms namely Kahoot!. The result showed (1) Some factors affected the students' interest and motivation in learning English. There were 30 students with the lowest interest and motivation in learning English selected as the sample of the research to be interviewed and assessed by using likert scale. Some of them answered that classroom atmosphere and teaching methods used by the teachers made them felt bored and anxious. (2) Optimizing Kahoot! platform as digital learning media was the appropriate way to increase the students' interest and motivation in learning English. The researcher used Kahoot! platform to complete the lesson plan that has been arranged before entering the class. Even, Kahoot! was used to test the students in the final examination. After applying Kahoot! platform as digital learning media, 30 students gave positive responses and considered that Kahoot! could create a fun and interactive learning process in the classroom. They felt happy and excited when following the English class.

Keywords: Kahoot! Platform, Optimizing, Digital Learning Media, Interest.

I. INTRODUCTION

English is an international language and has taken the third rank as the language with the most native speakers in the world and the first rank with the most language users/speakers in the world according to Ethnologue (2018, 18th Edition). In fact, not everyone in the world speaks this language. In Indonesia, English is only considered as foreign language. Considering the importance of this language, many Indonesians try to learn it both formally and informally. College of Economics, STIE Enam Enam Kendari is one of the colleges that make English become a general subject and only taught in the first and second semesters. Most new students considered that English is a "monster" that is feared especially for learners who have had bad experiences in English learning, such as having to struggle with memorizing grammar, vocabulary, and tenses or have some reasons.

Based on the researcher's experience, some non-English students will usually ask, "Why do we have to study English which incidentally is not our discipline?". This was once pointed out by some non-English students from some universities in Kendari, as a form of frustration because the learning system they might consider quite difficult. Based on the description above, it indicates that (1) the learning interest of non-English students towards English is very low, even tend to "hate" the subject (2) Conventional teaching such as memorizing formulas (grammar) is still often applied by English teachers (3) It is necessary to have an interesting learning model/media so that it can increase students' interest and motivation in learning English. Therefore, the authors conducted the research under the title "Optimizing Kahoot! Platform as Digital Learning Media to Increase the students' Interest and Motivation in Learning English (Case Study at English as General Subject in STIE Enam Enam Kendari)"

II. METHODS

This research used quantitative descriptive analysis. Respondent were chosen by using purposive sampling. They were the students who have experienced Kahoot! implementation in the learning process. The respondents in this research were 30 management students. The instrument used was Likert scale to know rate of students' interest and motivation in learning English. The questions were adapted from Chiang, 2020 [8] In collecting data, the uthors used open ended questions, observation checklist, video recording, field note, photographs of teaching and learning process and test (Kahoot quiz). Based on those, the data achieved and the authors gained some findings answering the research questions.

III. RESULT AND DISCUSSION

This chapter presents research results regarding students' perceptions of the implementation of Kahoot! in the English learning. The results are divided into three sections: first, students' general perceptions of using Kahoot!; second, students' interest of using Kahoot! in learning English; and third, students' motivation of using Kahoot! in learning English.

The students tabulation data, based on the questionnaire are presented as follows:

Table 1. Result Data Tabulation of Questionnaire

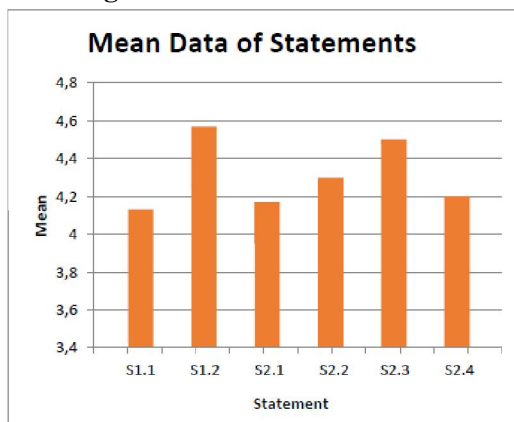
No	Interest			Motivation				
	S1.1	S1.2	Total S1	S2.1	S2.2	S2.3	S2.4	Total S2
1	4	5	9	4	4	3	4	15
2	4	5	9	5	5	5	5	20
3	4	5	9	4	5	4	4	17
4	5	5	10	5	5	5	5	20
5	5	5	10	5	5	4	4	18
6	4	5	9	4	4	4	4	16

7	5	5	10	4	5	5	5	19
8	2	4	6	3	4	4	4	15
9	3	3	6	3	3	4	3	13
10	4	4	8	4	4	4	4	16
11	4	4	8	4	4	4	4	16
12	4	4	8	4	4	4	4	16
13	5	5	10	5	5	5	4	19
14	4	4	8	4	4	4	4	16
15	5	5	10	4	4	5	5	18
16	3	3	6	3	3	4	2	12
17	4	4	8	5	4	4	4	17
18	4	5	9	4	4	5	4	17
19	4	5	9	4	5	5	4	18
20	5	5	10	5	5	5	5	20
21	5	4	9	5	5	5	5	20
22	4	5	9	4	5	5	5	19
23	4	5	9	5	5	5	3	18
24	4	5	9	4	4	5	5	18
25	4	4	8	4	4	4	4	16
26	4	5	9	4	4	5	4	17
27	4	5	9	4	4	5	4	17
28	4	5	9	4	4	5	5	18
29	5	5	10	4	4	5	5	18
30	4	4	8	4	4	4	4	16

Table 2. Statistics

	Q1.1	Q1.2	Q2.1	Q2.2	Q2.3	Q2.4
N Valid	30	30	30	30	30	30
Missing	0	0	0	0	0	0

Fig 1. Mean Data of Statements



From the graphic above indicates that mean data for each statement reaches more than 4. It means overallly the students' interest and motivation are classified as high. The detail findings and discussions about the students' interest and motivation are explained as follows:

1. The students' interest towards English learning by optimizing Kahoot!

The result from SPSS Frequency table is explained as follows:

a. Kahoot! increases students' interest in English learning.

Table 4. Statement 1.1 (S1.1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	3,3	3,3	3,3
U	2	6,7	6,7	10,0
A	19	63,3	63,3	73,3
SA	8	26,7	26,7	100,0
Total	30	100,0	100,0	

Table 4 shows that the students seemed to agree that optimizing Kahoot! in class encourages them in learning English (63.3%). Moreover, There are 26.7% students who strongly agree.

b. Kahoot! makes learning activities more fun.

Table 5. Statement 1.2 (S1.2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid U	2	6,7	6,7	6,7
A	9	30,0	30,0	36,7
SA	19	63,3	63,3	100,0
Total	30	100,0	100,0	

Table 5 indicates that the students seemed to strongly agree that optimizing Kahoot! in the class makes learning activities more fun (63.3%). We can conclude that optimizing Kahoot! creates fun environment so that the students not afraid and not feel bored in learning English.

2. The students' motivation towards English learning by optimizing Kahoot!

The result from SPSS Frequency table is explained as follows:

a. Optimizing Kahoot! in teaching can improve students' learning motivation.

Table 6. Statement 2.1 (S2.1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid U	3	10,0	10,0	10,0
A	19	63,3	63,3	73,3
SA	8	26,7	26,7	100,0
Total	30	100,0	100,0	

Table 6 shows there are 63.3% students seemed to agree that optimizing Kahoot! in teaching can improve students' learning motivation while 26.7 students are strongly agree on that.

b. Kahoot!'s timed answer method can stimulate students' excitement.

Table 7. Statement 2.2 (S2.2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	2	6,7	6,7	6,7
	A	17	56,7	56,7	63,3
	SA	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

Based on Table 5, there are 36.7% students seemed to strongly agree that Kahoot!'s timed answer method can stimulate students' excitement and 56.7% students are agree about that.

c. Kahoot!'s scoring system motivates students to become one of the top five students.

Table 8. Statement 2.3 (S2.3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U	1	3,3	3,3	3,3
	A	13	43,3	43,3	46,7
	SA	16	53,3	53,3	100,0
	Total	30	100,0	100,0	

Table 8 indicates that 53.3% students seemed to strongly agree that Kahoot!'s scoring system motivates students to become one of the top five students. It can be concluded using Kahoot!'s scoring system can highly motivate the students to answer the questions correctly.

d. Optimizing Kahoot! in class encourages students.

Table 9. Statement 2.4 (S2.4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3,3	3,3	3,3
	U	2	6,7	6,7	10,0
	A	17	56,7	56,7	66,7
	SA	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

Table 9 indicates that there are 33.3% students seemed to strongly agree and 56.7% students agree that optimizing Kahoot! in the class encourages students.

IV. CONCLUSION

Kahoot! is one of appropriate platform that can be used as digital learning media in order to increase the students' interest and motivation in learning English . However it needs some requirements such as smartphone, internet connection and the projector (if possible). Perhaps most significantly, applicating game as media of learning increased student engagement by appealing to all students, even the most introverted, combining both a cooperative fast-paced learning environment and friendly competition. The teachers or lecturers can use Kahoot! to engage, measure and increase the students' interest. Using Kahoot! in midterm and final examination made the students feel relax on working the test because it's like the game. The teachers or lecturers would find it easier to score the students because Kahoot! automatically provide the overview of the quiz included students' score, overall performance and the feedback as well. Moreover, combining a gamification approach with a blended learning method helped students to better understand the lesson.

Students generally found it easier to remember information when it was presented in a gamified manner. Competition helped students to improve their interest and active response and sustain them to learn topics that were difficult to understand. Lecturers have to face the fact that a game based technology might be soon present in language classrooms. Learning happens every day, but it is sometimes hard, particularly in the case of delayed gratification or accomplishment. Games can add motivation to learning activities and as it should not be underestimated. Indeed, there have already been technological classes in educational institutions and this trend is very likely to develop. As well as the result of students' response in using Kahoot, in which as the alternative tool in increasing students' interest particularly teaching and learning English it shows us that Kahoot is an appropriate choice for teaching.

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