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Kahoot:Engage Students Into English Economic Fun Learning

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Kahoot:Engage Students Into English Economic Fun Learning

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Abstract. Blended learning or E-learning has been famous in this digital age. The teaching and learning process is done through technology as an answer to millennial generation struggle. Several higher educations, which A accreditation, have implemented this learning. IAIN Bukittinggi can't have fully actualized blended learning because of that reason. Some educators have done semi- blended learning, like in teaching English economic, the educator uses Kahoot in form of quiz to measure students' achievement of a topic. So this research is aimed at answering research question whether Kahoot App can engage students into English fun learning, how Kahoot is implemented and also to know the benefit and limitation of Kahoot implementation in teaching learning process in IAIN Bukittinggi. This research was held qualitatively. The data were gotten through observation and interview and analyzed descriptively. The findings showed that the English educator had successfully engaged students into English economic fun learning. The students were inspired and motivated to learn English. However, it is expected that institution is going to provide backing media, like LCD and Wi-fi for all classes, in order to support the successful of this gamification program, Kahoot, implementation

Keywords: Kahoot, Blended learning, E-learning, millennial generation, game-based app

1. Introduction

The fourth industry revolution has big influence toward any changes in life. In educational sector, it affects interaction between educator and students. It is changed from face to face to online learning process [1]. So many facilities have been provided to support learning activities in classroom which connect network as collaborative media to unite face to face and online learning or known as Blended learning. It is a struggle for the educators to compose a creative learning using technology since they face millennial or Z generation who generally comprehend the technology more than the educator. They can't be separated with digital life. It means they need internet to survive, social media and others in their daily life. Of course they also need in their academic as well. Thus, It also has been a must for an educator to synchronize technology and her knowledge to create an interactive and meaningful learning experience [2]. Teaching learning process will be easy with the existence of communication tool. Educators and students can access much information every time. Educators and students have been provided by numerous game based technologies to learn English as foreign language (EFL). Game-based learning gives learning experience which can improve students' participation in learning process. Kahoot is as one example. It is technology based learning platform combining learning evaluation experience through interactive game and completed monitoring system of students' activities [1]. Kahoot is a platform created joint project between Norwegian University of Technology and Science



with Johan Brand and Jamie Brooker as initiator. It has two website addresses they are; <https://Kahoot.com/> for educator and <https://Kahoot.it/> for students. Kahoot is media in learning process in this fourth industry revolution.

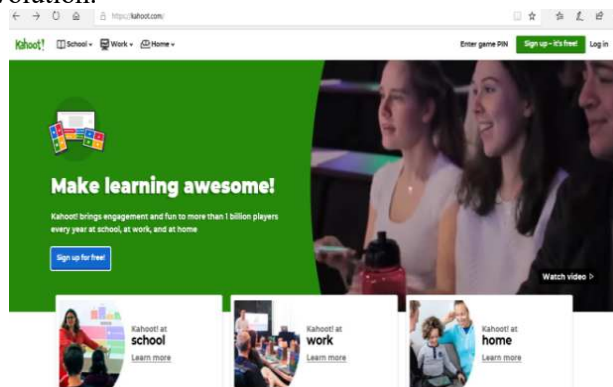


Figure 1. Landing Page of Kahoot.com

Due to the educational ministry has demanded higher education to implement Blended learning, IAIN Bukittinggi still find problem to this. Because most of the educators still actualize face to face teacher-guided activity. Only about 20% educators try to use semi-blended learning. Why semi-blended learning? Because the educators have just used game-based learning, like Kahoot platform.

One of them is in teaching English Economic. Hopefully this game-based learning platform can overcome the problem faced by English educator and the students of English economic. The problems appear since the teaching of English in Economic and Business faculty of IAIN Bukittinggi relates to its department vision and mission. It is not easy for the students to comprehend English in term of economic. Mostly the students got low achievement in this subject. Teaching English through Kahoot, expectedly, can improve their English economic mastery.

Another problem is gadget addict. Nowadays, almost all students have gadget. But unfortunately, not all students have capable to be productive in learning process with their gadget. Even, some of the students have been gadget addicted. It is a problem when these students can't use their mobile phone wisely in learning process.

2. Literature Review

2.1 Digital Game-Based Learning

Many researchers show that digital game-based learning have succeeded to create an effective collaborative learning especially to keep continuous learning motivation [3]. It is a way providing learning experience which involves students to collaborate in learning process.

2.2 Kahoot

Kahoot is one of gamified quiz application which the students welcome to it [4]. Kahoot! is an educative website which initiated by Johan Brand, Jamie Brooker and Morten Versvik in joint project with Norwegian University of Technology and Science in March 2013. As explained before that Kahoot has two different website addresses, they are <https://kahoot.com/> for teacher, educator and <https://kahoot.it/> for students. Everyone can access and get freely, it is free of charge. This platform can be used in form of assessment as online quiz, survey and discussion. We need internet connection to play it. Kahoot can be played individually or in group.

Kahoot Team [5] suggests several steps to create and use Kahoot :

1. Activate Kahoot! Through kahoot.com and sign up to have an account.
2. Then you enter this application by Logging in to [create.kahoot.it](https://kahoot.it/). then click Quiz, Jumble, Discussion or Survey to compose a fun learning game, it is created from a series of multiple choice

questions. Commonly, most educators use Quiz format with timed responses and included a points system. It is a little bit different from which does not use points. Discussion format is much identical as Survey format, but there is only have one question. Usually it is session. And the last is Jumble, engage students to have challenge participants to arrange answers in to correct order.

3. Have a description, and cover image
4. The core learning game is composing questions, answers and images
5. Click adds question instructions on-screen to have other questions, answers, images and video clips. Educators can use various timers, point setting or setting multiple correct answers.
6. Launch the game in order the students can join to play together. Educator has to click the play button. and then click Classic to play with one device per person, or Team Mode. Then on the top of screen, educator will see the unique game PIN. Participants browse kahoot.it and enter the unique Game PIN, and nickname.

Play the Kahoot! By Click “Start” all the participants’ nicknames will appear on the screen

3. Methodology

The research questions were about “whether Kahoot can engage students in to English economic fun learning, how the implementation of Kahoot in teaching English Economic is and what the benefit and limitation of Kahoot implementation in English Economic are. Related to the questions, this research wants to prove whether Kahoot can engage students into fun learning, this research needed to know the process of how teacher and students inter-act each other, interaction between students and this game based technology, and the students build up the relationship by playing Kahoot as well. The research also wanted to know the benefit and limitation of Kahoot. The data were collection through observation and interview to the educator and the students. Then researchers interpret them as finding of this research. This research applies a qualitative approach which aims at investigating the Kahoot usage in English economic classroom. It will use the instrument in form of observation sheet and interview question. The population was Islamic banking students and researcher took PS. A (*Perbankan Syariah A*) as her purposive sampling. There were 39 students participated in the research. Researcher conducted quiz then she recorded the interview while observer wrote what she found in observation. Then, the collected data was analyzed descriptively.

4. Result and Discussion

4.1 Can Kahoot engage students into English Economic Fun Learnin

At the beginning of class, educator introduced Kahoot to the students whom no one knows about this platform. Observation showed they were enthusiastic to download Kahoot app in their smartphone. The topic was about the vocabulary in banking and finance as lesson in the fifth meeting stated in lesson plan. Educator composed ten items related to this topic. After the material explained, educator invited students to measure their comprehension through Kahoot. When the first question showed up in 10 second, only 20 (twenty) students could answer correctly. The class became crowded due to the students’ happiness and enthusiasm to fulfill their curiosity to answer the next questions. The students felt really enjoy until the last question. How really fun was it? It can be said their engagement was awesome. It was seen through their expression; gesture, physical movement, etc. An interesting one was about reaction of students when some could answer the question correctly. They did health competition in laughter.

Based on interview, that consisted of three questions. It was concluded that all students or 100% students felt positive about this gamification. 100% students engaged into this fun learning. They said learning English economic is not as easy as general English, but learning it through Kahoot, make English economic easier for them. In response to the question about how much information the students got through this application, most of the students answer that they found meaningful learning. Hopefully, they can learn the next following lesson through Kahoot again. Researcher takes the conclusion, based on observation and interview session, Kahoot can fantastically engage students into English Economic fun learning

4.2 The implementation of Kahoot platform in Teaching English Economic

4.2.1 Preparation stage

Concerning to preparation, researcher did interview the educator about her preparation in conducting her class through Kahoot platform. It was found that they were several steps she did before conducting her class. The following statements were her steps in preparation stage:

- The educator asked the students to activate their Kahoot platform on their mobile phone by downloading in Playstore.
- After activating Kahoot platform, in kahoot.com, she registered herself by clicking sign up for free and enrolled her Gmail.
- Next step, she opened quiz as she wanted and composed some questions with multiple choice type.
- She said that she set the time to answer and the score for each question related to the question difficulty level
- At the last step, she added interesting picture and video to every item in Kahoot.
- After finishing the item, the educator got number or PIN to access the quiz. Finally the educator spread that number to the students through WAG (Whatapp Group)

4.2.2 Ongoing process stage

This ongoing process stage was gotten from observation in class English Economic with 39 of Islamic banking students. There were several things done by educator:

- The educator asked the students to access Kahoot in Kahoot.it and joined with PIN shared through WAG. The students were asked to type their name.
- The quiz started when the students' names had appeared on educator's monitor. Then the educator click START button.
- The students started to answer the quiz. The question about vocabulary related to banking, finance, economic and business appeared in turn. The students would know whether their answers were correct or not. On the last quiz, the students can see who got the higher scores.

The implementation of Kahoot done by educator was in line to Kahoot Team (2016) suggested.

4.3 The benefit and limitation of Kahoot implementation in Teaching English Economic of IAIN Bukittinggi

After performing Kahoot in form of quiz to measure students' achievement after studying vocabulary in banking and finance, the researcher conducted the interview to educator and the students concern on the benefit and limitation they felt during implementing this gamification. Related to the benefit, researcher could conclude several advantageous of Kahoot implementation in learning and studying English economic. Educator stated that Kahoot enable students' motivation in learning English economic. Before the educator was a bit in doubt about her ability to teach this subject because it focuses on Economic world of which students were from general high school before. Usually the students seemed to be passive in learning. This opinion was supported by several students, as they felt attracted to learn English economic through this game. Other students said Kahoot can improve their knowledge and increase their thinking. It helps them to study vocabulary especially the difficult vocabulary in English Economic. The rest students felt interested to participate in playing this gamification, because it enhance health competition with full of laughter.

This application has proven that it was able to engage students into fun English learning, most of students stated this game was easy and fun. Some students said Kahoot was nice because the education can attach picture for each question. The most important thing is free of charge to download. Then the students can also compose their own question in Kahoot platform. But there is still weakness found during its implementation. This case showed when the researcher found some limitations about this gamification program done, and also strengthened by interviewing the educator and the students. These are the following statement related to the limitation:

- It was found that three students couldn't involve in that teaching learning process in form of playing quiz through Kahoot platform. They got difficulties to access this program since the network did not support well. They students could not connect to the available WI-FI campus. Thus, the educator and the students will not be able to play this Kahoot without strong internet connection.
- Playing Kahoot requires LCD. It means that when there is not LCD available, then the educator can't implement this gamification. The question will only appear on the LCD while on mobile phone only for answering the question through clicking the multiple choices.
- The educator cannot create long question since the character is limited. Thus the educator has to compose a brief question for each item

5. Conclusion

From findings above, it can be concluded that first, to support the demand of new teaching model and to run blended learning, the educator can use Kahoot in their teaching learning process. It is in line with now Z generation need that internet is one of their reason to survive in this world this gamification has been able to engage students into English economic fun learning. Concerning to the implementation, the educator of English economic had implemented Kahoot in teaching and learning process completely, even though it has not fully supported by institution. Such as; still lack of supported media; Wi-Fi and LCD in class. This game cannot run if the internet connection was so poor. The educator is not able to create long question because the character to type is limited.

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