

## Students' Perceptions of *Kahoot* as an Online Quiz Tool in Intensive English Class

Elsa Rosalina<sup>1\*</sup>, Nasrullah<sup>2</sup>, Rahma Pitria Ningsih<sup>3</sup>

Universitas Lambung Mangkurat

Jl. Brigjen Hasan Basri, Pangeran, Kec. Banjarmasin  
Utara, Kota Banjarmasin, 70123, Indonesia<sup>1\*2</sup>;  
Politeknik Negeri Banjarmasin

Jl. Brigjen Hasan Basri, Pangeran, Kec. Banjarmasin  
Utara, Kota Banjarmasin, 70124, Indonesia<sup>3</sup>

elsa.rosalina@ulm.ac.id<sup>1\*</sup>;

nasrullah01@ulm.ac.id<sup>2</sup>;

rahmapitria@poliban.ac.id<sup>3</sup>

\* corresponding author

Received:  
27 June 2022

Revised:  
5 May 2023

Accepted:  
8 May 2023

Published:  
9 May 2023

### Abstract

Online learning media is one of the tools which can support the teaching and learning process. Kahoot, Quizizz, Padlet, and learning Apps are examples of online learning media. Hence in this study, the researchers wanted to find out about the students' perceptions of online quiz applications or better known as Kahoot. This study employed a descriptive quantitative approach because the researchers described students' perceptions of Kahoot as an online quiz for teaching and learning English in class. Thirty-nine English Department, Lambung Mangkurat University students were selected as the samples in this study from the 2019 Intensive English Class. The instruments used in this study consisted of questionnaires with five answers: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was made and spread online by using Google Forms. The data was analyzed quantitatively using the implementation of a Likert scale. The findings show that the students' perceptions of Kahoot as an online quiz tool are positive. It can be seen from the score of instruments distributed by the researchers. The score gets 2.192 from 2.730 as the maximum score. The maximum score was gotten from  $(Q1: \text{number of students}, K: \text{maximum score for each question and } Q: \text{number of questions}) = 39 \times 5 = 195 \times 14 = 2.730$ , which means that Kahoot is a good online quiz application for teaching English in Intensive English Class based on students' perceptions. Most of the students agree that the process of teaching and learning via Kahoot as an online quiz tool is interesting, motivating, and fun. They also agree that they feel a positive effect on using its application and try to repeat to play Kahoot.

**Keywords:** Intensive English Class; Kahoot; Online Quiz Tool; Students' Perceptions



## Introduction

Nowadays, technology is one of the basic things that teachers and educators must possess. The quick enhancement within the accessibility and reasonableness of intelligent innovations has contributed to the appropriation of diversions in teaching learning to cultivate mixed learning, investigation and invention (Licorish., et al., 2018). Learners are enthusiastic about studying using distinctive innovations to bolster their learning since they are gifted with utilizing versatile innovation and appreciate utilizing mobile applications (Prensky, 2001) This is also in line with Keengwe et al. (2012), as cited in Wieking (2016) stated that students who are categorized as conventional, risky, or very high achievers all have successful learning experiences because of technology. Using educational games as learning tools (e.g. video games) is found to support students' cognitive, motivational, emotional, and social outlook development. One of the concerns that educators encounter is selecting the proper technology to arrange online course materials for instructional needs in a variety of knowledge disciplines (Salamon, Ali, Miskon, & Ahmad, 2016). Not only does online course deal with course material, but they also should provide the appropriate assessment for their instruction. One of the factors that can increase students' motivation and engagement is the use of educational games in their teaching-learning process (Wang & Lieberoth, 2016; Wang A.I & Tahir, R, 2020). In addition, the situation and conditions where traditional teaching styles are disliked by the learners cause boredom because the teaching and learning activities are always monotonous without change to boost students' motivation (Cheong, Cheong, Filippou, 2013).

Keeping up students' participation and engagement can be troublesome for first-year students of English Department students since the teaching methods can be teacher-centered. As a result, students are becoming to be progressively bored and involved in off-task conduct. This statement also aligns with Jones (2007) in Tursunov (2016) who stated that teachers choose what students learn, how they learn, and how they are assessed on their learning in a teacher-centered classroom. On the other hand, student-centered learning requires students to be active, responsible participants in their own learning at their own pace. Therefore, the use of online tools as a learning instrument is built to support students' cognitive and motivational viewpoints (Papastergiou, 2009).

The incorporation of technology into our daily lives has reached the classroom, as instructors use new technological resources to supplement classroom instruction (Green & Hannon, 2007; Sanchez et al., 2019). It is due to the capacity of ICT to provide a dynamic and responsive teaching-learning environment, while the goal of ICT integration is to enhance and develop the efficiency, accessibility and cost-effectiveness of teaching delivery to students. The use of technology in the classroom can also help build networking in the learning communities to meet the demands of current globalization (Albirini, 2006; Ghavifekr & Rosdy, 2015). Online quizzes can be a productive developmental evaluation approach (Kendal et al., 2015). A kind of online tools used as regular evaluations can play a key part in making a difference to learners for their self-learning assistance (Anderson, 2009), obtaining quick feedback (Jenkins, 2005; Nicol, 2007), arranging more profound engagement during the synchronous teaching-learning process, (Woeste & Barham, 2008), and to increase better accomplishments in tests and other kinds of evaluation



(Cook & Babon; 2017). This study investigates the use of technology by presenting quizzes to students in an online learning management system. In these self-paced online quizzes, students can test their knowledge on the respective learning module and receive feedback about their performance. We compare two courses that used these online quizzes, where students in one of the courses received a gamified version of these quizzes. We believe that gamifying these quizzes will improve learning outcomes. We build on the theory of gamified learning to develop a theoretical model that underpins the effects of the instructional design in the current study (Landers, 2014; Sanchez et al., 2019)

Perception is students' opinion or point of view about this application, whether it is fun or refuted. An individual's attitude toward an idea or item determines what they believe, how they feel, and how they would like to act in relation to that idea or object (Etuk et al., 2013). Curiosity about this perception is what underlies this article. The 4.0 industrial revolution that brought changes to the world of education gives insight to the researchers to make their students acquainted with the application of Kahoot, which is used as an online quiz in teaching and learning. This perception can be used by teachers to determine whether this application is appropriate to use or replaced with other online quiz applications that are more interesting based on their opinion. The success of the learning process is formed from the way it is delivered, the media, and interactions between students and teachers. Thus, those are some reasons why the researchers need to know about students' perceptions of this application (Wang, 2015; Wang A.I & Tahir, R, 2020).

Intensive English subject is one of the subjects in the English Language Education Study program, which consists of the combination of four skills: listening, speaking, reading, and writing. Intensive English is also one of the compulsory subjects that must be taken by the first semester students. Intensive English is the name of one subject for first-semester students of the English language education study program at Lambung Mangkurat University that determines the ability of first-semester students and also as a term for the students to take other English subjects for next semester. *SKS* is the acronym for *Satuan Kredit Semester* in *Bahasa Indonesia* or semester credit unit in English. Intensive English has 10 *SKS* or credits for the first semester students, while the other subjects just have 2 *SKS* or credits in one semester. The researchers take Intensive English classes for their study. In addition, the researchers want to find out their perception of Kahoot as an online quiz tool for the teaching and learning process.

The popularity of interactive technology has increased in the 21st century, which demands to teach and learning to adapt to the situation (Chaiyo & Nokham, 2017; Yürük, 2019; Barera, 2020). In this way, teachers are required to adjust their teaching style to be more technologically friendly by bringing it into the classroom to arouse students' motivation, in which the students' engagement will take place in that interactive mode of learning (Nasrullah & Rusmanayanti, 2020).

Kahoot is more engaging and motivating for the students (Wang et al., 2016). Basically, students are keen on experimenting with various technologies to support their learning, primarily because they are skilled in using mobile technology and enjoy using apps and games designed for such devices (Prensky in Licorish et al., 2018; Siegle, 2015; Damara, 2016) mentioned "Kahoot is a game-based quiz which tests the knowledge of the students. There is one free choice. Teachers create



multiple-choice quizzes in a game-based environment which they present to students. Kahoot is one of the few applications teachers and lecturers often use as an online quiz application. The conventional online quiz is switching to a more interesting application like Kahoot. Using Kahoot does not need the paper; it just needs a stable connection. It saves time and makes students interested in this online application. Kahoot, which appears like an online game, is undoubtedly familiar to students with a hobby of playing e-sports.

Kahoot, in addition, is also part of an online quiz. Online quiz, as stated by Gamage et al. (2019) is a type of assessment carried out online which can be implemented for formative, summative and a variety of instructional methods in many disciplines such as medicine, biology, engineering, and the social sciences (Sullivan, 2016; Jaeger & Adair, 2017; Krause et al., 2017). Kahoot, as an online learning tool, can also be used as a tool for giving feedback in the teaching and learning process, and the teacher's feedback can make them engaged with the learning process itself. As immediate feedback with online tests is available, an active learning milieu is created, and students are engaged because of that feedback rather than delay it later (Schneider, Ruder, & Bauer, 2018). As detailed feedback on online tests is available, it raises feedback quality that can determine the learning level at which student learning is encouraged and strengthened (Wojcikowski & Kirk, 2013). In addition, interactive games such as Kahoot in this study have been proven effective in the knowledge exchange process between humans and machines.

While perception can be defined as an opinion to appreciate something, someone, or everything based on other people's perspectives, Damara (2016) stated that perception is a process of interpreting stimuli from the environment, it can be in the form of objects or phenomena as mentioned above by Licorish et al. (2018). Then the sensory system selects the stimuli interpreted to make it a meaningful interpretation, or it can be the product of people's perception of reaction.

In this current research, the researchers focus on technological integration in using online quizzes in the instructional process by using Kahoot. Kahoot is one of the interactive technological applications based on the Students Response System (SRS) introduced in 2013. In order sentences, Kahoot is an online quiz platform that uses competitive quizzes to foster a collaborative classroom environment. In addition, to play the quiz, the teacher selects the player vs. player mode, allowing the entire classroom to participate using devices such as a smartphone, tablet, or laptop (Korkmaz, S., & Öz, H., 2021). Teachers and educators can use Kahoot to organize online quizzes. The advantages of this application are that first Kahoot is a free application that everyone can download anytime. Second, this application makes the students feel more motivated because they look at Kahoot as an online game which most played by them. Last, Kahoot is a quiz application which can be used directly by the teachers, and they can design the question based on the material that the teachers have taught. Those are some explanations about the advantages of Kahoot. In addition to its strengths, Kahoot also has weaknesses. The most fundamental weakness is that Kahoot must be managed with streaming, so the quality of the existing network must be ensured. In addition, this application can only be used in urban areas with a good signal and network.



In the previous study by Basuki & Hidayati (2019), the test results about Kahoot from the first questionnaire and Quizizz's effectiveness received an average score of 15,484 supporting responses. The second questionnaire about the students' choices and their explanations contributed to the overall score of 15.002 (Quizizz) and 12.248 (Kahoot!). To conclude, Quizizz was more effective than Kahoot in fostering the students' enthusiasm for learning.

The previous study tried to compare two online quiz applications between Kahoot and Quizizz on students' perceptions; however, in this current research, the researchers just focused on Kahoot as the media to determine students' perceptions. In the second previous study conducted by Licorish et al. (2018), the research findings revealed that Kahoot enriched the quality of classroom learning, with the most considerable reported influence on classroom dynamics, engagement, motivations and enhanced learning experience. The findings also suggest that using online learning tools in classrooms minimizes distractions and improves the quality of teaching and learning beyond conventional classrooms. This study was conducted on 19 – 24 years old students as participants using interviews in New Zealand. It contrasts with the current study, which collects the data using an online questionnaire (Google form). Based on some previous studies and the research background, the researchers researched students' perceptions of using Kahoot as an online quiz tool and online media for teaching Intensive English Classes in the English Language Education Study Program at the University of Lambung Mangkurat. This study used a descriptive quantitative approach to investigate students' learning involvement using Kahoot! The point is to investigate classroom dynamics, students' engagement, inspiration and learning based on their perception. The next previous study also revealed that a number of studies show positive effects of playing games in the areas of learning and learning gains motivation (Connolly, Boyle, MacArthur, Hainey & Boyle, 2012; Ke, 2009; Lee & Peng, 2006; Vogel et al., 2006, as cited in Iten, N., & Petko, D. 2016). Studies on feedback to quizzes within a variety of teaching courses exposed that instant feedback can promote communication between educators and students (Rinaldi, Lorr, & Williams, 2017).

In addition, this research tries to investigate students' perceptions of online quiz tools like "Kahoot" as a tool to support the teaching and learning process. The freshmen of English students have to adapt to the university curriculum, which is strongly different from the senior high school curriculum, especially in the teaching and learning process. In addition, the researchers try to find out their perceptions about this tool as a supporting tool to do an online quiz. The result of this research is expected as a reference for lecturers to choose online quiz tools for university students, especially first-semester students. It is because, from this research, the score of students' perceptions of Kahoot as an online quiz tool will be obtained. A higher score means a positive perception of this online quiz tool, and it is recommended to use Kahoot for teaching and learning. Moreover, the research question for this current research is how students perceive Kahoot as an online quiz tool in Intensive English Classes.





## Method

This study used a qualitative research approach. This research described students' perceptions of Kahoot as an online quiz in the process of teaching and learning of Intensive English Class based on the questionnaire result.

## Population and Sample

The population of this research were 90 students from the first semester students in the English Language Education Study Program of Lambung Mangkurat University. As purposive sampling was employed in this study, 39 out of 90 were recruited as participants based on two main criteria: participants who in the class frequently were frequently getting online quiz as the assessment, ever got the training how to operationalize the online quiz.

## Instruments

The instrument used in this study was an online questionnaire using Google Forms. The instrument was adopted from Basuki & Hidayati (2019), which had been validated by conducting Pearson product-moment correlation test at 5% level of significance ( $\alpha$ ) so that the instrument can be used to measure students' perceptions. The validation was conducted by Basuki & Hidayati with the result of the test  $r_C$  (count) 0.254 which was higher than  $r_T$  (table). In addition, the reliability of the instruments was tested by incorporating Alpha Cronbach formula. The result of the reliability was 0.974. The result was higher than 0.7. Therefore, the instruments were valid and reliable.

The instrument consisted of 14 questions, and each question had five answers. For example of the question, *I find Kahoot exciting, interesting, fun, and motivating*. The question had the form of a statement, then the students answered using five answers that had been provided by the researchers, and each answer had its own score.

Those strongly agree, agree, neutral, disagree, and strongly disagree. Each answer had a score. They were 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. Then, the instrument was distributed to students like a link in the Google form; thus, the students could fill out the Google form.

## Data collection and analysis

The data collection was conducted on January 21, 2020, at Lambung Mangkurat University. The Researchers asked permission to conduct the research from the lecturers who taught Intensive English Class, then kindly asked them to send the G-Form Link to the students of the Intensive English Class. In addition, before asking the students to fill out the questionnaire, the researchers also made the consent form to keep their names confidential and to make the students feel comfortable to give their opinions through the questionnaire.

The results of the Google form responses can be read in the email of researchers and then analyzed quantitatively using the Likert scale. Then, establishing the score interpretation criteria for each set of questionnaires which also adopted from (Basuki & Hidayati, 2019); the score range for each set of questionnaires is as follows; maximum score (Q1/K/Q) =  $39 \times 5 = 195$  x 14 = 2.730, Minimum score (Q1/K/Q) =  $39 \times 1 = 39$  x 14 = 546 and Score range (R) (Q1/K/Q) =  $2.730 - 546 = 2.184$



The higher number of scores obtained should be in accordance with students' perception, which means the score of each questionnaire will show their perception. If the questionnaires get higher, it means that *Kahoot* gets a positive perception from the students.

Table 1. The score of the Interpretation Analysis

(Adopted from Basuki & Hidayati, 2019)	
Score	Interpretation
2.730 – 2.185	Strongly agree
2.184 – 1.639	Agree
1.638 – 1.093	Neutral
1.092 – 547	Disagree
546	Strongly disagree

## Findings and Discussions

### Findings

To analyze and describe students' perceptions of Kahoot as an online quiz tool for the teaching and learning process, the researchers gave a questionnaire to the students using Google Forms. The result of the questionnaire is described in Table 2.

Table. 2 Students' Perceptions of Kahoot as an Online Quiz Tool for Teaching and Learning Process

	Item	SD (1)	D (2)	N (3)	A (4)	SA (5)	Item Score
1	I find Kahoot! Is exciting, interesting, fun, and motivating			3	14	22	<b>175</b>
2	I cannot wait to play Kahoot!			6	22	11	<b>161</b>
3	I am feeling happy when I play Kahoot!			1	24	14	<b>169</b>
4	I love the collaboration & competitiveness on Kahoot! session			2	24	13	<b>167</b>
5	I am keen on learning through Kahoot!			12	16	11	<b>155</b>
6	Kahoot! creates an exciting classroom atmosphere			4	17	18	<b>170</b>
7	Kahoot! tends to be under student control(directed/paced students)		2	10	23	4	<b>146</b>



8	Kahoot! is quite (disturbance of concentration/focus)	3	17	15	4	<b>137</b>
9	Kahoot! gives you no chance to cheat	1	14	19	5	<b>145</b>
10	Kahoot! final leaderboard satisfies you	1	11	20	7	<b>150</b>
11	Kahoot! has some special challenging features		6	24	9	<b>159</b>
12	I find Kahoot! reveal the real students' competence	2	13	18	6	<b>145</b>
13	I feel Kahoot! familiar and easy to do		4	22	13	<b>165</b>
14	Kahoot! 's feedback for questions is engaging		14	19	6	<b>148</b>
15	Total Score	<b>9</b>	<b>117</b>	<b>277</b>	<b>143</b>	<b>2192</b>
16	TOTAL Score X Option Value (1,2,3,4,5)	<b>18</b>	<b>351</b>	<b>1108</b>	<b>715</b>	
	TOTAL SCORE Kahoot!		<b>2192</b>			

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

Based on the table above, it can be seen that the final score of students' perceptions of Kahoot as an online quiz tool for the teaching and learning process is 2.192.

The score was calculated from the total score x option value in the instruments, then sum each score, and the score of student's perception will be resulted.

Based on Table 2, the score 2192 was gotten from  $(9 \times 2) + (117 \times 3) + (277 \times 4) + (143 \times 5) = 2.192$ .

The questionnaire had 14 items of questions. The questions were a statement about Kahoot, which the students answered based on their perspective about this tool. The students had five choices to respond to each statement. The five choices strongly disagree, disagree, neutral, agree, and strongly agree. In addition, the findings show that statement number one, *Kahoot is exciting, interesting, fun, and mainly motivating, gets a positive response from the students, which gets 22 responses*. Then statement number six *Kahoot! Creates an exciting classroom atmosphere*. Is in the second position to get strongly agree with responses, with 18





responses in total. The third one is statement number three *I am feeling happy when I play Kahoot!*, which total number is 14 strongly agree responses from students.

Moreover, most of them agree that Kahoot is a good online quiz tool that makes the climate of teaching and learning interesting and fun. This condition also makes their motivation increase in learning process. In addition, there are no "strongly disagree" responses from the students to all of the statements which means strengthening that Kahoot gets positive perception from the students.

Participants agree with the question based on the result presented in Table 2. The score of 2.192 is in the range of 2.730 - 2.185, meaning that most agree with the questions. It also indicates that students' perceptions of Kahoot as an online quiz tool are positive.

## Discussion

There are 14 questions in this research: In the first question, *I find Kahoot! Is exciting, interesting, fun, and motivating*, 22 students responded strongly agree to this question, 14 students agree, and 3 students chose neutral. It means the students' perceptions of Kahoot is very positive and a fun media for teaching, which in turn can increase student motivation. This is also supported by Keengwe et al. (2012), as cited in Wieking (2016) stated that students who are categorized as conventional, risky, or very high achievers all have successful learning experiences because of technology. Using educational games as learning tools (e.g. video games) is found to support student cognitive, motivational, emotional, and social outlook development. (Papastergiou 2009; Siegle 2015; Licorish et al. 2018). This reinforces technology's role in building motivation in the teaching and learning process.

Based on the results and the theories, successful learning experiences because of technology are interrelated to the students' cognitive outcomes. In other words, technology is a part of the teaching and learning process. This integrated part cannot be separated from the language teaching and learning process in the digital era. It is also relevant with Arnseth & Hatlevik (2012), as cited in Ghavifekr & Rosdy (2015), who stated that it is due to the capacity of ICT to provide a dynamic and responsive teaching-learning environment, while the goal of ICT integration is to enhance and develop the efficiency, accessibility and cost-effectiveness of teaching delivery to students. The use of technology in the classroom can also help build networking in the learning communities to meet the demands of current globalization (Albirini, 2006; Ghavifekr & Rosdy, 2015).

Next is the second question. *I can't wait to play Kahoot!* Out of 39 students who answered the questionnaire, 22 answered agree, 11 strongly agree, and 6 were neutral. It means that students are interested in playing Kahoot. It also proves that online quiz is the activity in the teaching and learning process, which can make students are more interested in the teaching and learning process. The third question, *I am feeling happy when I play Kahoot*, has 14 responses of strongly agree, 24 agree, and 1 neutral, which describes that there is a relation between positive and happy feelings of students who are playing while learning. This finding hence supports some previous studies that the number of studies shows positive effects of playing games in the areas of learning and learning gains



motivation (Connolly, Boyle, MacArthur, Hailey & Boyle, 2012; Ke, 2009; Lee & Peng, 2006; Vogel et al., 2006, as cited in Iten, N., & Petko, D. 2016)

The fourth question, *I like collaboration and competitiveness on Kahoot*, obtains 13 responses of strongly agree, 24 agree, and 2 others choose neutral. This also proves that the competition wrapped up through online quiz tool like *Kahoot* in learning is supported by students. It is also in line with Licorish et al., (2018) who stated that *Kahoot* encouraged more extensive and engaged student participation while still giving students the option to stick with their preferred style of participation. The fifth question, *I am keen on learning through Kahoot*, gained 11 strongly agree, 16 agree, and 12 neutral responses. This is also preferred that *Kahoot* is a very fun online quiz application. This statement is also in line with Licorish et al., (2017) who stated that participants expressed their enjoyment of the *Kahoot*, game its implementation in the classroom, and the course as a whole.

The sixth question, *Kahoot, creates an exciting classroom atmosphere* and acquires a response of 18 strongly agree, 17 agree, and 4 neutral. These results also strengthen the statement that online applications or technology can create an energetic class. It is also supported by Licorish et al., (2017) who stated that by engaging in quizzes, answering questions, and starting discussions during lectures, participants indicated that using *Kahoot* encouraged interaction and participation. The seventh question, *Kahoot, tends to be under student control (directed/paced students)*, gets 4 responses of strongly agree, 23 agree, 10 were neutral, and 2 disagree. This is the first question that received a disagreeing answer, but students who agree with the statement had more responses. Thus, *Kahoot* is also supported student-centred activities in the learning process. The student-centred activity makes students more creative, and they can collaborate to create an interesting class. It is also supported by Sudarsana, (2018), who believes that cooperative learning can benefit lower- and upper-class students who work together to complete their academic assignments.

The eighth question, *Kahoot is quiet (disturbance of concentration/focus)*, receives 4 responses of strongly agree, 15 agree, 17 neutral, and 3 disagree. These results illustrate that *Kahoot* has a balanced level of concentration and interference. This statement is also in line with (Licorish et al., 2017) who mentioned that *Kahoot!*s helped students recapture and remember important ideas from the lecture by serving as a reminder of what was presented. Participants also observed that since they had to reflect on why they answered a *Kahoot* in correctly and look for the right response, they were more likely to recall those questions. The ninth question, *Kahoot gives you no chance to cheat*, obtains 5 responses of strongly agree, 19 agree, 14 neutral, and 1 disagree. These results also illustrate that *Kahoot* is a recommended application. It is also relevant with Bicen and Kocakoyun (2017) and Yürük (2019) as cited in Barera, (2020) showed that *Kahoot* is a useful gamification software to utilize with college students.

The tenth question, *Kahoot final leaderboard satisfies you*, receives 7 responses of strongly agree, 20 agree, 11 neutral, and 1 disagree. This result illustrates that the visualization of *Kahoot* also deserves appreciation because for students who have a visual type, visualization is the main thing in learning. It is also supported by (Fleming & Mills, 1992; Caligaris, M., Rodríguez, G., & Laugero, L. 2015), who claimed that students interpret and absorb knowledge in various ways.



We may prefer visual ways of expressing knowledge, written words, knowledge "read" or the use of experience and practice. You can classify the previous preferences as Visual (V), Read/ Write (R), Aural (A), and Kinesthetic (K).

The eleventh question, *Kahoot has some special, challenging features. It gains 9 responses on strongly agree, 24 agree, and 6 choose neutral.* It means that as an online application, Kahoot also has interesting features that can be accessed and support learning. During the quiz, kahoot uses a playful graphical user interface as well as music and sounds to give it a playful and competitive atmosphere similar to a game show on TV (Chaiyo & Nokham, 2017) . For the twelfth question, *I find Kahoot! Reveal the real students' competence* received 6 responses on strongly agree, 18 agree, 13 were neutral, and 2 chose to disagree. This response also illustrated that Kahoot could further explore the potential of students. The live game - team mode feature of *Kahoot* enables active group collaboration and competition in a lively classroom environment as well (Basuki & Hidayati, 2019).

The thirteenth question, *I feel Kahoot! Familiar and easy to do,* gets 13 responses on strongly agree, 22 agree, and 4 were neutral. This illustrates that Kahoot is an easy application to operate according to students' perceptions about it. For the last question, *Kahoot's feedback for questions is engaging,* with 6 responses strongly agree, 19 agree, and 14 neutral. It also shows that some students have a perception that feedback on Kahoot is interesting. In addition to addressing users' requirements for challenge and imagination, *Kahoot* also encourages students' sensory and cognitive curiosity through surface-level gamification features (such as suspenseful music and colorful displays) and real-time feedback. In order to investigate how such tools affect students' motivation, engagement, and learning, Kahoot! was our GSRS (Game-based student response systems) of choice (Licorish et al., 2018).

To highlight the findings above, it can be concluded that the benefit of online tests is that feedback and result of the test can be seen automatically and timely. Providing students with immediate feedback on their learning can improve their understanding. Studies on feedback to quizzes within a variety of teaching courses exposed that instant feedback can promote communication between educators and students (Rinaldi, Lorr, & Williams, 2017). Immediate feedback is indeed very essential for students who are in the process of comprehending the subject matter or who are hesitant to post questions in classroom interaction. Instant feedback also provides a quick glimpse of the learner's understanding of the learned course. In addition, a number of studies put forward that instant feedback can identify students' level of understanding by providing a positive and interactive course for students (Fales-Williams, Kramer, Heer, & Danielson, 2005; James, 2016; Root-Kustritz, 2014). As immediate feedback with online tests is available, an active learning milieu is created, and students are engaged because of that feedback rather than delay it later (Schneider, Ruder, & Bauer, 2018). As detailed feedback on online tests is available, it raises feedback quality that can determine the learning level at which student learning is encouraged and strengthened (Wojcikowski & Kirk, 2013). To this end, interactive games such as Kahoot in this study have been proven effective in the knowledge exchange process between humans and machines. Based on those findings and discussion. This current research is in line with those previous studies, which stated that using online learning tools like



Kahoot could improve the student's motivation and collaboration, and they are interested in having a learning process. Although there are some differences between this current research and those previous studies in conducting the research, the method used, and the instrument, in the end, the findings show the same result, which means using Kahoot positively impacts the teaching and learning process. Despite this, this current research has a different result from the previous study by Basuki & Hidayati (2019), which states that Quizizz was more effective than Kahoot in fostering students' enthusiasm for learning. This result is because Basuki and Hidayati compared both applications to find out the student's perceptions, while this current research focuses on Kahoot as an online learning tool.

### Conclusion

Students' perception of Kahoot as an online quiz tool shows a positive effect on their learning way. It can be seen from the score of instruments that the researchers distributed. The score obtains 2.192 from 2.730 as the maximal score. It means that based on the result of students' perceptions, Kahoot is a good application for teaching English in Intensive English classes. Most students agree that teaching and learning via Kahoot as an online quiz tool is fun, motivating, and interesting. They also agree that they feel positive and try to play Kahoot when they do some tests. Researchers also suggest that future researchers investigate another online quiz application. The research knows whether the online quiz application has a good or bad perception from the students; thus, it will be a reference for teachers or lecturers to use the application.

### Acknowledgments

The authors express their gratitude to the Faculty of Teacher Training and Education of Universitas Lambung Mangkurat for giving financial support during the implementation of the research. In particular, the authors also would like to thank the Rector of the University of Lambung Mangkurat, the Dean of Teacher Training and Education Faculty, the Coordinator of the English Language Education Study Program at the University of Lambung Mangkurat, and all the people who have been involved and interested in this project

### References

- Anderson, B. (2009). Affective atmospheres. *Emotion, space and society*, 2(2), 77-81.
- Arnseth, H.C., & Hatlevik, O.E. (2010). Challenges in aligning pedagogical practices and pupils' competencies with the Information Society's demands: The case of Norway. In S. Mukerji & P. Tripathi (Eds.), *Cases on technological adaptability and transnational learning: Issues and challenges*. Hershey: IGI global.
- Barera, A. P. (2020). *Gamification at University Level: Analysing the Use of Kahoot!, Socrative and Quizlet in the English Studies Degree*. Universitat de les Illes Balears.
- Basuki, Y., & Hidayati, Y. (2019, April). Kahoot! Or Quizizz: the Students' Perspectives. *Proceedings of the 3rd English Language and Literature International Conference (ELLiC)*. 2019.



- Bicen, Huseyin, and Senay Kocakoyun. 2017. "Determination of University Students' Most Preferred Mobile Application for Gamification." *World Journal on Educational Technology: Current Issues* 9: 18-23. <https://eric.ed.gov/?id=EJ1141198>
- Caligaris, M., Rodríguez, G., & Laugero, L. (2015). Learning styles and visualization in numerical analysis. *Procedia-Social and Behavioral Sciences*, 174, 2015.
- Chaiyo, Y., & Nokham, R. (2017). The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system. *2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth, ICDAMT*. 2017. <https://doi.org/10.1109/ICDAMT.2017.7904957>
- Cheong, C, Cheong, F, & Filippou, J. (2013). Quick Quiz: A Gamified Approach for Enhancing Learning. In PACIS (p. 206). Jeju Island, Korea: AISEL.
- Connolly, T. M., Boyle, E. A., MacArthur, E., Hainey, T. & Boyle, J. M. (2012). A systematic literature review of empirical evidence on computer games and serious games. *Computers & Education*, 59, 661–686.
- Cook, B. R., & Babon, A. (2017). Active learning through Online Quizzes: Better learning and less (busy) work. *Journal of Geography in Higher Education*, 41(1), 24–38. <https://e-resources.perpusnas.go.id:2116/10.1080/03098265.2016.1185772>.
- Damara, G. (2016). *Students' Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class*. Yogyakarta: Sanata Dharma University.
- Etuk, E. N., Afangideh, M. E., & Uya, A. O. (2013). Students' perception of teachers' characteristics and their attitude towards mathematics in oron education zone, Nigeria. *International Education Studies*, 6(2), 197–204. <https://doi.org/10.5539/ies.v6n2p197>
- Fales-Williams, A., Kramer, T., Heer, R., & Danielson, J. (2005). A quiz becomes a multidirectional dialogue with web-based instructional tools for an anatomical pathology rotation. *Journal of Veterinary Medical Education*, 32(1), 144–149. <https://e-resources.perpusnas.go.id:2116/10.3138/jvme.32.1.144>.
- Fleming, N. D., & Mills, C. (1992). Not Another Inventory, Rather a Catalyst for Reflection. *To Improve the Academy*, 11, 137–155.
- Gamage, S. H., Ayres, J. R., Behrend, M. B., & Smith, E. J. (2019). Optimising Moodle quizzes for online assessments. *International journal of STEM education*, 6(1), 1-14.
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science*, 1(2), 2015.
- Green, H., & Hannon, C. (2007). *Young people are spending their time in a space which adults find difficult to supervise or understand*. London, England.
- Iten, N., & Petko, D. (2016). Learning with serious games: Is fun playing the game a predictor of learning success? *British Journal of Educational Technology*, 47(1), 2016.
- Jaeger, M., & Adair, D. (2017). Time pressure in scenario-based online construction





- safety quizzes and its effect on students' performance. *European Journal of Engineering Education*, 42(3), 241–251. <https://doi.org/10.1080/03043797.2016.1153042>.
- James, A. (2016). *Peacekeeping in international politics*. Springer.
- Jenkins, J. (2005). Implementing an international approach to English pronunciation: The role of teacher attitudes and identity. *TESOL quarterly*, 39(3), 535-543.
- Jones, L. (2007) *"The student-centered classroom"*, Cambridge University Press.
- Keengwe, J., Schnellert, G., & Mills, C. (2012). Laptop initiative: Impact on instructional Technology integration and student learning. *Education and Information Technologies*, 17(2), 137-146.
- Ke, F. (2009). A qualitative meta-analysis of computer games as learning tools. In R. E. Ferdig (Ed.), *Handbook of research on effective electronic gaming in education. Vol. 1 (pp. 1–32)*. Hershey PA: IGI Global.
- Kendal, R., Hopper, L. M., Whiten, A., Brosnan, S. F., Lambeth, S. P., Schapiro, S. J., & Hoppitt, W. (2015). Chimpanzees copy dominant and knowledgeable individuals: implications for cultural diversity. *Evolution and human behavior: official journal of the Human Behavior and Evolution Society*, 36(1), 65–72. <https://doi.org/10.1016/j.evolhumbehav.2014.09.002>
- Korkmaz, S., & Öz, H. (2021). Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learners. *International Online Journal of Education and Teaching*, 8(2), 1138-1150.
- Krause, C., Krause, R., Krause, R., Gomez, N., Jafry, Z., & Dinh, V. A. (2017). Effectiveness of a 1-hour extended focused assessment with sonography in trauma session in the medical student surgery clerkship. *Journal of Surgical Education*, 74(6), 968–974. <https://doi.org/10.1016/j.jsurg.2017.03.007>.
- Landers, R. N., & Landers, A. K. (2014). An Empirical Test of the Theory of Gamified Learning: The Effect of Leaderboards on Time-on-Task and Academic Performance. *Simulation & Gaming*, 45(6), 769–78. <https://doi:10.1177/1046878114563662>
- Lee, K. M. & Peng, W. (2006). What do we know about social and psychological effects of computer games? a comprehensive review of current literature. In P. Vorderer & J. Bryant (Eds), *Playing video games. motives, responses, and consequences (pp. 325–346)*. Mahwah: Lawrence Erlbaum Associates
- Licorish, S. A., George, J. L., Owen, H. E., & Daniel, B. (2017). “Go kahoot!” Enriching classroom engagement, motivation and learning experience with games. *Proceedings of the 25th International Conference on Computers in Education, ICCE 2017 - Main Conference Proceedings, December*, 755–764.
- Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Students' perception of Kahoot! 's influence on teaching and learning. *Research and Practice in Technology Enhanced Learning*, 13(9), 2018. <https://doi.org/10.1186/s41039-018-0078-8>
- Nasrullah, N., & Rusmanayanti, A. (2020). The Use of Edmodo as a Learning Management System in Extensive Reading Course. In *iTELL Conference 2020*.





- Nicol, D. (2007) E-assessment by design: using multiple-choice tests to good effect, *Journal of Further and Higher Education*, 31:1, 53-64, DOI: [10.1080/03098770601167922](https://doi.org/10.1080/03098770601167922)
- Papastergiou, M. (2009). Digital game-based learning in high school computer science education: impact on educational effectiveness and student motivation. *Computers & Education*, 52(1), 1–12.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1–6.
- Rinaldi, V. D., Lorr, N. A., & Williams, K. (2017). Evaluating a technology supported interactive response system during the laboratory section of a histology course. *Anatomical Sciences Education*, 10(4), 328–338. <https://resources.perpusnas.go.id:2116/10.1002/ase.1667>.
- Root Kustritz, M. V. (2014). Effect of differing PowerPoint slide design on multiple-choice test scores for assessment of knowledge and retention in a theriogenology course. *Journal of veterinary medical education*, 41(3), 311-317.
- Salamon, H., Ali, N., Miskon, S., & Ahmad, N. (2016). Initial recommendations of MOOCs characteristics for academic discipline clusters. *Journal of Theoretical and Applied Information Technology*, 87(2), 204–213.
- Barera, A. P. (2020). *Gamification at University Level : Analysing the Use of Kahoot !, Socrative and Quizlet in the English Studies Degree*. Universitat de les Illes Balears.
- Sanchez, D. R., Langer, M., & Kaur, R. (2020). Gamification in the classroom: Examining the impact of gamified quizzes on student learning. *Computers and Education*, 144(August 2019), 103666. <https://doi.org/10.1016/j.compedu.2019.103666>
- Schneider, J. L., Ruder, S. M., & Bauer, C. F. (2018). Student perceptions of immediate *feedback* testing in student centered chemistry classes. *Chemistry Education Research and Practice*, 19(2), 442-451.
- Siegle, D. (2015). Technology: learning can be fun and games. *Gifted Child Today*, 38(3), 192–197.
- Sudarsana, I. Ketut. (2018). Pengaruh Model Pembelajaran Kooperatif. *Jurnal Penjaminan Mutu*, 4(1), 2018.
- Sullivan, D. P. (2016). An integrated approach to preempt cheating on asynchronous, objective, online assessments in graduate business classes. *Online Learning*, 20(3), 195–209. <https://doi.org/10.24059/olj.v20i3.650>.
- Tursunov, M. . (2016). A comparative analysis of teacher-centered and learner centered classes. *International Scientific Journal*, 6(3), 65–67. [http://shokumar.jp/willconscious image/019 wp info/book/wcm wp2016/HTML5/index.html](http://shokumar.jp/willconscious%20image/019%20wp%20info/book/wcm%20wp2016/HTML5/index.html)
- Vogel, J. J., Vogel, D. S., Cannon-Bowers, J., Bowers, C. A., Muse, K. & Wright, M. (2006). Computer gaming and interactive simulations for learning: *a meta-analysis*. *Journal of Educational Computing Research*, 34, 229–243.
- Wang, A. I. (2015). The wear out effect of a game-based student response system. *Computers & Education*, 82, 217-227.
- Wang, A. I., Zhu, M., Saetre, R. (2016) "The Effect of Digitizing and Gamifying Quizzing in Classrooms", In: *10th European Conference on Games Based Learning*, Paisley, UK, pp. 729– 737. [online] Available at:



- <https://brage.bibsys.no/xmlui/handle/11250/2426374> [Accessed on January 3 2021]
- Wang A.I. & Tahir R., The effect of using kahoot! for learning – A literature review, *Computers & Education* (2020), doi: <https://doi.org/10.1016/j.compedu.2020.103818>.
- Wang, A. I., & Lieberoth, A. (2016). The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!  
*In Proceedings From the 10th European Conference of Games Based Learning: Academic Conferences and Publishing International Limited.*
- Wiekling, B.A. (2016). *Technology integration and student learning motivation* (Master's thesis, Northwestern College, Orange City, IA). Retrieved from [http://nwcommons.nwciowa.edu/education\\_masters/5/](http://nwcommons.nwciowa.edu/education_masters/5/)
- Woeste, L. A., & Barham, B. J. (2008). Wake up! Your PDQ is due! *American Society for Clinical Laboratory Science*, 21(1), 12-14.
- Wojcikowski, K., & Kirk, L. (2013). Immediate detailed feedback to test-enhanced learning: an effective online educational tool. *Medical Teacher*, 35(11), 915-919.
- Yürük, N. (2019). "Edutainment: Using Kahoot! As a Review Activity in Foreign Language Classrooms." *Journal of Educational Technology & Online Learning* 2 (May): 89-101. <https://doi.org/10.31681/jetol.557518>

