

## **STUDENTS' PERCEPTION OF KAHOOT.IT USED AS MEDIA TO ASSESS THEIR ENGLISH GRAMMAR COMPETENCE**

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### **ABSTRACT**

This research is aimed at finding empirical data from students' perception of Kahoot.it used by teachers to assess students' English Grammar mastery. This research was focused on small-scale samples of senior-level students from three schools in East Jakarta. Thus, this research could crack the actual impressions of each student toward the usage of Kahoot.it particularly in the grammar assessment context. This research employed a quantitative descriptive approach by using a survey design. This research applied an online G-form instrument that consisted of 24 items with closed and open-ended questionnaire formats. There was a total of 234 students who completed the instruments. The data collection was calculated by using Microsoft Excel and SPSS 25 version. The findings clearly showed positive results towards Kahoot.it usage on the aspects of Features and Display (67.91%), Experience; Likeness and Interest (61.91%), and Grammar Assessment Tool (60.97%). These data were also supported by the result of a close-ended questionnaire which presented plenty of good statements. It is convincing to affirm Kahoot.it is truly beneficial for the students to assess their English grammar competence. learners. This research aims to expose the descriptive accounts of the teaching and learning process in online learning settings

which is related to critical and creative thinking. This research will be a case study that uses observation and interview as data collection techniques.

*Keywords:* Assessment, English Grammar, Kahoot, Perception, Students

## INTRODUCTION

Every nation, including Indonesia, experienced a COVID-19 outbreak for two years, from 2020 to 2021, and it became a global pandemic. During that year, there were many difficulties among the people, such as health, economy, employment, and many more activities. We, as people, could only do something by following a new order from the government to be fully aware of the virus that threatens our lives. Komara and Tiarsiwi (2021) reinforced this Covid-19 period as the "big challenge" in human history to face. The government put more rough or strict obligations with vaccine programs that must be followed by all citizens. In brief, the condition of COVID-19 was so hard, and it made people struggle a lot to survive.

Related to the education area, the adversity situation of COVID-19 has undergone numerous changes, including the adoption of technology for the sake of teachers and students. Teachers and learners were pursued to able to use any technology that supports teaching and learning. Somehow, they became skillful or got used to online instruction and activities that frequently employ web-based applications, such as Zoom or Google meeting conferences. Not only is Covid-19 rapidly spreading, but the education system is also accelerating as time passes. According to Locurcio (2022), the current pandemic situation compels schools to adopt online learning rather than classroom-based instruction. During the pandemic, the rapid development of the digital age facilitated the widespread use of many distant learning platforms, including Microsoft Teams, Zoom, and Virtual Worlds. Despite the incompatibility of these platforms for use in diverse learning disciplines, most people use technology in flexible ways wherever and whenever. From the statement above, it is apparent that technology during the pandemic has become a new phenomenon in Indonesia. Indeed, this also facilitates learning for students in asynchronous and synchronous classrooms because the effects of this pandemic have given a contemporary nuance, especially in education in Indonesia.

In English Language Teaching (ELT), teachers and students experienced the same way and tended to grip significant changes in the post-pandemic teaching and learning state around 2022 until now. They were in a new era of education that applied both online by using various online platforms, for example, Google Classroom, applications, YouTube, and websites, and the offline mode by facing students in classic classrooms. For now, the dominant use of technology is more crucial because the government emphasizes using it following the guidelines for technological progress in Indonesia. Moreover, this also welcomes the 4.0 Industrial Revolution and 21st-century skills for students to require. Therefore, most active teachers or students are those who utilize technology, especially in the English language context. Thorne et al., (2009) and Zhao and Lai

(2023) agreed to state that technology has introduced various opportunities for language learning, such as easy access to actual language learning materials collections and learning supports, exposure to engaging student learning experiences and environments, and worldwide access for native speakers and language learners. Strengthening technology in English proficiency and mastery seems compulsory these days, and it take fully advantage of today's English teaching and learning needs.

One of the English lessons that really requires technology is learning grammar. Kapatsinski (2014) defined that the English language's grammar is a factor that inhibits learners' motivation to study the language which means Grammar is a classification of linguistic features comprising a language system. Furthermore, Bikowski (2018) stated that teaching grammar with technology grew significantly, and it can be more effective when technology is integrated into the curriculum, course, and lesson (CALL). The implementation of Information and Communications Technology (ICT) in the classroom added more advantageous, as it is in line with current trends in the Indonesian curriculum with the TPACK framework. Incorporating ICT into teaching and learning has proven to be a superior instructional strategy, as students prefer a more relaxed learning environment (Azmi, 2017). Therefore, teachers need to find suitable applications of technology for teaching grammar to EFL students so that the students can get benefits or improve their English grammar level.

There are numerous Internet-based applications that assist teachers in teaching grammar through queries or exercises. One of them is the Kahoot platform. Kahoot is one of the many easy and different applications available on the Internet to assist teachers in distributing grammar to EFL students. Sera and Wheeler (2017) explained that Kahoot is an instrument of a game-designed procedure software used in the classroom. It has the capability of producing online questionnaires, conversations, or examinations and also provides students with the opportunity for collaboration in terms of research topics. Students do not need to create a Kahoot account to access quizzes because students can access quizzes through any device with a web browser. One of the supporting journals that used Kahoot at the previous level (elementary level) is (Sibel, 2018) from Turkey. The aim of this research was to resolve whether Kahoot, a digital testing platform, would be useful for primary school students. Results showed that students generally found using Kahoot to be fun, practical, friendly, and excellent. Overall, the teacher liked the utilization of the Kahoot application. Apart from the journal mentioned above, the writer is interested in continuing the research using Kahoot for the high school level because teaching high schoolers requires distinct and intriguing features that can be used essentially important anywhere. The application Kahoot is going to be utilized at a high level.

Due to those facts, the writer saw an opportunity to validate using Kahoot as the English grammar assessment tool for students. However, the writer must check form the field (school) to get preliminary data. Regardless of the writer's prior involvement in an internship program

conducted between January and February 2022, the teachers not only often utilized Zoom (as a face-to-face system) for the activity in both English conversation and regular class but also provided some materials, questions, and a quiz about English lessons for students in the form of video, games, and e-books in Google Classroom. In both conversation and regular class, the teacher often used games such as quizzes at the beginning of English learning. Frequently, English teachers used Kahoot to break the ice before learning. In contrast, the writer inquired the students briefly about their experience with Kahoot, and they seemed to enjoy it.

However, it should be investigated more to get validation about whether or not Kahoot is an advantageous English grammar assessment tool that gives a contribution to EFL (English Foreign Language) mastery. The writer expressed a keen interest in conducting research titled "Students' Perception of Kahoot Used as Their English Grammar Assessment Tool." This study aims to confirm the issue about the view of students using Kahoot in the context of English grammar. This research question implied only one fundamental inquiry, "What are the perceptions on students of Kahoot used as their English grammar assessment tool?"

## METHODOLOGY

This research was carried out on several East Jakarta high schoolers through online platforms and by visiting some schools. There were three schools that were visited for this research, for instance, SMAN 61 Jakarta, SMAN 9 Jakarta, and SMK YAMAS in April and May of 2023. The method of this research was quantitative descriptive and the design of this research was survey. Survey research demonstrates a numerical or quantitative analysis of the views of a population by investigation of a sample.

A total of 234 students from the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades at East Jakarta High School participated and this data could deal with the generalization of students' perceptions using Kahoot. The frequency distribution table of the study's participants is shown below for further information:

**Table 1.**  
**Respondents Demographics**

Demography	Category	Frequency	Total
Gender	Male	99	234
	Female	135	
Age	15 years	21	234
	16 years	74	
	17 years	111	
	18 years	25	
	19 years	3	

Next, the questionnaire consisted of 24 items which were classified into three constructs: Features and Display, Experience (likeness and interest), and Kahoot in Grammar Assessment. The instrument represented the format of Likert's scale 5 until 1 identified as 5 standing for SA (Strongly agree), 4 standing for A (Agree), 3 standing for (Neutral), 2 standing for D (Disagree), and 1 standing for SD (Strongly Disagree).

For the technique of tabulating and calculating Cronbach's Alpha Reliability Coefficient, this research was employed using Microsoft Excel and the SPSS 25<sup>th</sup> version. Prior to measuring the data, conducting the reliability statistics of a closed-ended questionnaire is essential for ensuring the consistency of the participants' questionnaire. If Cronbach's alpha for the questionnaire is more than 0.6, then it may be considered reliable (Sujarweni, 2014). The result demonstrated that the dependability of the closed-ended questionnaire was adequate which scored 0.872 as indicated in Table 2.

**Table 2.**  
**Reliability Statistics**

Cronbach's Alpha	N of items
0.878	20

## FINDINGS AND DISCUSSIONS

The questionnaire in the closed-ended questionnaire determined the overall perceptions of 234 participants about the Kahoot used as an English grammar in the assessment tool. In addition, the 20-item questionnaire with five classifications per question contained the result of participants in revealing and disclosing their true thoughts:

**Table 1.**  
**The Closed-ended Questionnaire**

No.	Statements	$\bar{X}$	SA	A	N	D	SD
1	I can easily use Kahoot on all devices (e.g., Handphone, Tablet, Laptop, etc.).	4.15	89 (38.03%)	104 (44.44%)	34 (14.53%)	2 (0.85%)	5 (2.14%)
2	I can easily access the password when logging in to the session.	4.12	84 (35.90%)	102 (43.59%)	41 (17.52%)	5 (2.14%)	2 (0.85%)

3	When entering my username in the beginning of the session, I can find it in the monitor immediately.	4.23	108 (46.15%)	86 (36.75%)	30 (12.82%)	6 (2.56%)	4 (1.71%)
4	In my opinion, Kahoot is simple, attractive, and user-friendly.	4.20	91 (38.89%)	103 (44.02%)	36 (15.38%)	3 (1.28%)	1 (0.43%)
5	I got distracted by the background music in the session.	2.36	9 (3.85%)	20 (8.55%)	78 (33.33%)	66 (28.21%)	61 (26.07%)
6	In my view, the color of the multiple-choice page is attractive and not boring.	3.86	67 (27.57%)	93 (39.74%)	56 (23.93%)	11 (4.70%)	7 (2.99%)
7	I am excited when playing Kahoot.	3.92	70 (29.91%)	87 (37.18%)	70 (29.91%)	2 (0.85%)	5 (2.14%)
8	I feel angry when doing the test using Kahoot.	2.28	8 (3.42%)	13 (5.56%)	74 (31.62%)	81 (34.62%)	58 (24.79%)
9	I enjoyed using Kahoot because it looks like playing a game.	3.98	67 (28.63%)	106 (45.30%)	52 (22.22%)	8 (3.42%)	1 (0.43%)
10	I focus on the questions in each Kahoot session.	3.98	64 (27.35%)	108 (46.15%)	56 (23.93%)	5 (2.14%)	1 (0.43%)
11	I respond as accurately as possible to each question in the Kahoot session.	3.90	55 (23.50%)	107 (45.73%)	67 (28.63%)	4 (1.71%)	1 (0.43%)
12	I like the competitiveness in the session using Kahoot.	3.92	74 (31.62%)	84 (35.90%)	63 (26.92%)	10 (4.27%)	3 (1.28%)
13	I pay more attention during lectures because I hope to win in the Kahoot sessions.	3.78	58 (24.79%)	86 (36.75%)	74 (31.62%)	12 (5.13%)	4 (1.71%)
14	I assume Kahoot can create a competitive atmosphere in the evaluation session.	4.01	72 (30.77%)	100 (42.74%)	56 (23.93%)	4 (1.71%)	2 (0.85%)
15	I got a sense of interest in grammar lessons when using Kahoot for learning.	3.75	43 (18.38%)	102 (43.59%)	79 (33.75%)	8 (3.42%)	2 (0.85%)

16	I believe Kahoot can effectively help me in improving my grammar skills in class.	3.85	55 (23.50%)	97 (41.45%)	74 (31.62%)	8 (3.42%)	0 (0.00%)
17	Using Kahoot can make my grammar structure better.	3.74	41 (17.52%)	100 (42.74%)	85 (36.32%)	8 (3.42%)	0 (0.00%)
18	I can memorize sentence structure better while using Kahoot.	3.70	39 (16.67%)	98 (41.88%)	85 (36.32%)	11 (4.70%)	1 (0.43%)
19	In my opinion, doing a test that uses Kahoot will have more impact than a paper test	3.82	64 (27.35%)	80 (34.19%)	76 (32.48%)	12 (5.13%)	2 (0.85%)
20	I am willing to recommend other teachers to use Kahoot as a part of grammar tests.	3.75	56 (23.93%)	81 (34.62%)	84 (35.90%)	9 (3.85%)	4 (1.71%)
<b>Total Percentage (234)</b>		<b>3.77</b>	<b>25.89</b>	<b>37.54</b>	<b>27.14</b>	<b>5.88</b>	<b>3.50</b>
			<b>63.43</b>		<b>9.38</b>		

According to the table above, the 234 participants, the majority of them agreed that Kahoot used an English grammar assessment tool was strongly positive. It was demonstrated by the number of students who responded predominantly, “Strongly Agree = 25.89” and “Agree = 37.54”, with an average score of 63.43. The calculated score occupied more than half of all existing responses. The statement “Neutral” took the next position with an average of 27.14. Last, the statements “Disagree = 5.88” and “Strongly Disagree = 3.50” gained the lowest score, having an average of 9.38.

Based on the Table of recapitulation below, it can be inferred that students’ perception of Kahoot’s Features and Display those questions number 1 to 6 showed the most evaluated outcomes from different characteristics. The SA and A’s answered students to **Features and Display** shows (67.91%), **Experience (likeness and Interest)** shows (61.91%), and **Kahoot in Grammar Assessment** shows (60.97%).

**Table 4.**  
**Recapitulation of Closed-ended Questionnaire**

Classification	Numbers	Percentage (%)		
		SA+A	N	D+SD

<b>Features &amp; display</b>	1,2,3,4,5,6	67.91	19.59	12.32
<b>Experience (likeness &amp; Interest)</b>	7,8,9,10,11,12,13,14	61.91	27.35	10.74
<b>Kahoot in Grammar Assessment</b>	15,16,17,18,19,20	60.97	34.40	38.39

Moreover, to determine the elaboration on students' perceptions of 234 participants on improving English grammar and motivation toward teaching and learning activities in the classroom. It had 4 essays that contained personal opinions regarding Kahoot in English grammar. The multiple choices divided into 5 categories; 1 (Negative), 2 (Neutral), 3 (Positive), 4 (Empty), and 5 (Not Defined).

**Table 5.**  
**Respondents Selection**

Questions	Answers	Frequency	Total
Is it true that Kahoot can enhance understanding of English grammar and structure? Why?	Negative	8	234
	Neutral	6	
	Positive	210	
	Empty	2	
	Not Defined	8	
Do you think the Kahoot test made your English Grammarskills better? Why?	Negative	14	234
	Neutral	28	
	Positive	181	
	Empty	3	
	Not Defined	8	
Is the use of Kahoot for teaching and learning English grammar and structure effective? Why?	Negative	16	234
	Neutral	30	
	Positive	177	
	Empty	1	
	Not Defined	10	
Can Kahoot increase motivation and interest in English grammar and structure learning? Why?	Negative	11	234
	Neutral	17	
	Positive	194	
	Empty	1	
	Not Defined	11	

English as a foreign language students (EFL) generally supposed Kahoot as a way to learn that could make them more interested and motivated to study English grammar. Nonetheless, the students enjoyed Kahoot sessions to assess their English grammar knowledge while observing the classroom environment. In addition, the colorful display of Kahoot encourages students to use the application that can continue to be interested in the Kahoot quiz game through dynamic visuals such as photos and videos in the questions. Dellos (2015) stated that Kahoot quiz game queries include interactive graphics such as images and videos to engage students. According to Setiawan and

Soeharto (2020), Kahoot is an application that allows students to practice answering assessment questions while listening to music in the background, thereby preventing them from becoming fatigued. Kaur and Nadarajan (2020) demonstrated that Kahoot is an engaging evaluation tool. It can be seen in a study where participants share their opinion of using Kahoot. Most of them like using Kahoot as an assessment tool, and also confirmed that Kahoot can also be used as an ice-breaker creating competitive learning which enhances the environment of the class. The Results, scores, and percentages of questions may be recorded online and manually obtained, making Kahoot an alternate evaluation tool for instructors. Osman (2020) emphasized the importance of reflecting on assessing the way pupils do in internet-based environments, especially in terms of gaining experience in the field of education, obtaining technical expertise, and resolving problems with proper utilization of virtual learning environments for every pupil. After the pandemic has passed, distance learning techniques may prove advantageous for continued education. The writers emphasized during the curricular movement toward e-learning, teachers ought to employ different approaches to engaged learning and must encourage as much as possible of engagement that can be done by applying synchronous techniques (Brady & Pradhan, 2020).

## CONCLUSION

On the basis of the study's aims, outcomes, and limitations, it can be derived that students' perception of using Kahoot as an English grammar assessment tool is positive which has been explained in the twenty-four-item statements and questions; closed-ended and open-ended. In closed-ended, 20 statements have three aspects: Feature and Display, Experience, and Kahoot in Grammar Assessment in the form of Scala-Likert. Besides open-ended, there are four questions that the students need to fill in the answers about their experience using Kahoot in short or long paragraphs on their own.

The limitations of this research can be developed in more detail with information that is certainly similar to this research. This study's findings have been considered insufficient in terms of the ability to be generalized and represent the larger population. In this study, a questionnaire with both closed-ended and open-ended questions is recommended to further explore students' perceptions of Kahoot used in the classroom. In addition, similarities of the findings in additional English learning situations with larger sample sizes and varied concentrations are also presented.

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