

## Technology Transfer in Introduction of Learning English Using Kahoot Application in Elementary School

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### Abstract

This research aims to find out the introduction of learning English by implementing Kahoot as media in elementary school and exploring students' perception about using Kahoot in learning English. The method of this research is descriptive qualitative research. The participants were 32 students exactly in 5<sup>th</sup> grade academic year 2022/2023. The students consist of 15 male students and 17 female students. The age range is 10 – 12 years old. Data collected through interviews of 6 students. This, 6 students taken from the 3 people with the highest scores and the 3 people with the lowest scores. Then all the data were analysed qualitatively. This research found that One great method is to educate English by utilizing technology such as Kahoot that 1) makes students enjoy the teaching and learning process, 2) aids students in understanding and learning English, 3) boosts students' motivation, and 4) build students' positive competition. All the participants giving a positive review after learning English using Kahoot in the classroom. Kahoot could be effortlessly combined with alternative teaching approaches in order to give meaningful language learning experience.

### Introduction

Nowadays, the use of English is growing rapidly in all aspects of life. One of the most important aspects here is English as a medium for communication. English is commonly dealt with and considered a device for communication (Sharifian, 2009). Lack of knowledge of English will make it difficult for someone to communicate with foreigners, enroll in foreign schools, use technology, get employment, and practice teaching English in schools (Prawira & Mukhaiyar, 2020). Shortly, that person cannot develop as well as the others, so this needs to be looked at again.

In this era of Industrial Revolution 4.0, people use electronic devices, especially computers and smartphones, in their daily activities. Not only adults, but children are also required to be capable to benefit from technological advances sophistication in their learning activities. The technology-based learning environment, in general, can enhance the interaction of individual learners and help them access peers and teachers around the world. Technology aids in raising students' involvement and focus by enabling them to communicate in a realistic way through language learning (Sinha, 2022). Extraordinary developments in the field of the internet. Technology offers unlimited resources to language learners (Prayudi et al., 2021). For example, computers whose capabilities continue to grow become more powerful because they are connected to a large network called the internet. Many teachers consider technology such as computers as an essential component of giving an outstanding education (Ahmadi, 2018). This technological advancement means that learning, especially English, is packaged to be easier to understand and, of course, interesting for students.

The use of technology in the classroom instruction and acquisition of languages has shifted from traditional methods to more technological modes of learning (Ezeh et al., 2021). Technology provides many media for learning English. According to Leslie J. Briggs, media is a visible instrument that is usually utilized to distribute information. Any type of mediators employed by people to communicate or advance concepts or views such that the concepts or views conveyed reach the intended audience are often referred to as media. Media is a device used for passing messages or knowledge from "resource" to "receiver." (Criticos 1996 in Hikmah, 2019). Based on the definition, it refers to any tool that can be employed during the course of instruction and education to deliver messages or knowledge in order to engage the interest and focus of learners in studying.

Based on provision 81, paragraph 1, of the August 2022 National Education System Bill, the compulsory contents for primary and secondary education are Spiritual education, Pancasila education, Indonesian language, math, biological sciences, social studies, cultural activities, sports and physical activity, abilities/life skills, and local material are some of the subjects covered. Moreover, *Kurikulum 13 (K-13)* concentrates on the usage of Bahasa Indonesia as a national language, with certain segments of society believing that teaching Bahasa Indonesia in primary school is more significant than introducing English as a foreign language (Sepyanda, 2017). This means that the condition of government regulations does

not obligate English to be taught in elementary schools. Consequently, students do not acquire the English subjects as foreign language skills. Incidentally, the Indonesian Ministry of Education and Culture has a new program to encourage students to know various sciences to prepare for entering the world of work, namely the Program Merdeka Belajar Kampus Merdeka (MBKM). One of the programs is Kampus Mengajar. Kampus Mengajar equips undergraduates with diverse experience and abilities by collaborating with educators and educational institutions to design instructional systems, as well as supporting innovative thinking and creativity in learning, with the goal of improving literacy and numeracy learning in schools. Through this program, the researcher has an opportunity to teach students basic English.

The situation is one of the elementary schools in Surakarta that have eliminated English subjects for 3 years. The last English lesson was held in 2020. This means students have very minimal knowledge of English subjects, which, of course, are important for the next level of school. It is caused by the identity of English as an international language (Sepyanda, 2017). Besides these two reasons, the school does not have an English teacher to teach. If advances in the types of knowledge that educators encourage have limited to do with student performance, the public contribution to expanding teacher knowledge is undoubtedly worthwhile (Sadler et al., 2013). The statement means that the lack of human resources also affects the continuity of student learning.

Based on these reasons, learning English should be done creatively and innovatively and utilize technology as a learning medium. It presents so many variables that it makes classroom instruction more fascinating and profitable in terms of growth. This aims to employ Kahoot as medium of learning English in elementary school. The use of educational technology to learn English both inside and outside the classroom keeps students motivated. The implementation of technology has significantly influenced instructional practices (Ahmadi, 2018). With educational technology, teachers may customize student learning, offer interactive multimedia materials, and encourage student collaboration and communication. In addition, this study explores students' perceptions about using Kahoot in learning English. Students' previous experience and interest in the content area can also influence their perception of using technology for learning (Sung & Yeh, 2012). Several students had positive responses about the use of technology in learning English. A study on English students' perceptions of web-based technology showed that 78% of the participants had a positive perception of its use for language skills (Kahveci, 2010). However, many of them find it difficult to use technology to learn English. Slow-speed internet can also make it difficult to use online learning platforms, which may contribute to a negative perception of technology in learning (Cakrawati, 2017).

Therefore, researchers use Kahoot as a student learning medium. Kahoot is an experiential education platform that makes education interesting and engaging because this tool focuses on learning styles that involve the responses of students. The platform's interactive and competitive nature motivates students to actively participate in learning activities (Punyanunt, 2018). Kahoot is a popular game-based learning platform that offers various benefits as an educational medium. Students enjoy the game-like experience, which helps overcome barriers to interaction in traditional lecture environments (Licorish et al., 2018). The use of Kahoot in order to learn is not conventional; just listening to the teacher's explanation and writing notes in a book does not provide an interesting experience for students. Standards, curriculum, and test results are frequently given priority in traditional education over students' specific needs and interests (Gouëdard et al., 2020). Kahoot can also train competitiveness between students because the results of the game are shown after the game ends and can increase students' thinking power to answer every question that has been provided by the teacher. The platform's gamified approach makes learning fun and enjoyable, which can enhance students' memory and understanding of the material (Licorish et al., 2018).

### ***Technology in Learning English***

Technology offers immense potential to transform current teaching techniques. It includes alongside tools (device equipment) and instruments, but also organized interactions with other persons, gadgets, and surroundings (Işman, 2012). Particularly after the abrupt shift to virtual learning in 2020, districts across the nation are making significant efforts to integrate technology. Teachers are discovering new ways to incorporate technology into their daily routines as they become more aware of the many advantages it offers them and their students. According to Van et al., (2021) one may employ images, movies, and audio alongside instruction to raise children's cognitive understanding while improving their thinking skills. Learning using technology enables students to strengthen cognitive abilities for more advanced intelligence. Embraced the concept that technology delivers educational resources and offers an educational experience to a worldwide population of learners. Various actual resources may be supplied to learners via technology, and they can be encouraged to explore the language. This link enables students to acquire educational materials and learning equipment to communicate with, as well as freely accessible materials from globally recognized institutes (Van et al., 2021). Learners become enthusiastic about the topic and expand their understanding, offering students of language using a wide range of materials. When technology is used in the procedure of acquiring knowledge through an application, students can learn. A lecture-based course is less practicable than a technology-enhanced classroom.

Both teachers and students can gain a wide range of abilities through use of technology in through the process of instruction and education in the educational setting. The abilities of the students will be required to learn how to be effective in the coming years. Collaboration, complex problem solving, critical thinking, the development of various leadership and communication skills, as well as increased motivation and productivity, are all important components of contemporary

learning. The implementation of combined technology facilitates communication (Alsulami, 2016). Additionally, most essential abilities can be aided by technological advances, such as writing e-mails learning to identify between credible and misleading resources on the Internet, and creating presentations. These are important skills that can be learned in the educational setting. Technology can enhance the language learning process by allowing educators to conduct classroom activities, hence improving the acquisition of languages (Al Hammad & Al-Sarraf, 2020). Additionally, technology can make studying English more pleasurable by updating the structure and subject matter of learning classes to stay up with current times variables. Technology can be a helpful option for extra practice or out-of-class enrichment (Diallo, 2014).

## **Kahoot**

Dr. Alf Inge Wang, a computational research and game development professor at the Norwegian University of Technology and Science (NTNU) in Trondheim, and his student, Morten Versvik, created the "Lecture Quiz" in 2006 (Chiang, 2020). Kahoot is a platform-based game as a free learning technology. Kahoot is an internet-based teaching or education application for engagingly conducted quizzes (Christiani et al., 2019). Moreover, Kahoot! is a platform for educational games that aims to increase enthusiasm, enjoyment, and attentiveness to enhance student achievement and interactions in the classroom (Martyna Madej & Mateusz Studniarek, 2020). Kahoot is an internet-based game that allows for affordable online learning. The concept of Kahoot! involves developing a game-oriented platform for students to delight in acquiring knowledge in an enjoyable, engaging, and competitive way. It means that Kahoot! is a learning environment based on a games interaction system in which the entire class participates at the same time (Kaur, 2019).

Kahoot enables individuals to generate, distribute, and engage in trivia-based activities that convert the educational setting into a game show. The platform has been identified to boost interactions in the classroom, raise participation by pupils, and enhance the entire educational process (Wang & Tahir, 2020). The application helps Teachers should provide creativity and inventiveness in educational materials and teach students how to use technology correctly to ensure they are able to comply. According to Wired UK (2015 in Fatimah, 2021) clarified Kahoot is accessible for free to the public and presently has over 50 million users, with the education sector as its main audience. Using Kahoot for formative evaluations enables instructors to examine students' comprehension of the subject matter in real-time. It transforms the English educational process by allowing learners to acquire knowledge when and where they want, at their most comfortable style and direction. The platform's adaptability makes it a significant resource for teachers of all subjects and classes. (Punyanunt, 2018).

Kahoot is a well-known interactive game platform for educators and gamers to utilize for learning and entertainment. Kahoot has both pros and downsides for English learning. As stated by (Rajabpour, 2021) Kahoot involves students in classroom activities and atmosphere. One of the intriguing components of Kahoot that causes inactivity leading to increased levels of engagement in learners is the obstacle, where the right answers remain undetected until all have given their responses (Pereira de Sousa, 2018). Furthermore, Kahoot enhances students' enthusiasm (Rajabpour, 2021). It supported by (Bicen & Kocakoyun, 2018) stated observing Kahoot as a beneficial technique for improving student energy levels. Kahoot increased students' motivation to learn English and perform well in the classroom. In line with (Baydas & Cicek, 2019) argued gamification in educational settings, such as Kahoot, stimulates student interest in learning through sound, pictures, and gaming points are all used.

Despite those advantages, Kahoot has certain drawbacks in the learning process. The most prevalent issue encountered by learners and educators that utilize Kahoot for educational purposes is confront is an error when performing caused by a weak network connection (Maulidya, 2020). In compliance with (Rajabpour, 2021) stated In Kahoot quizzes, students might face technological or accessibility obstacles. The educators indicated that 'there are some potential technological challenges' and 'access issues'. Moreover, time limit for each question can be seen on the Kahoot display. This has been approved by (Bicen & Kocakoyun, 2018) that students encountered difficulties as because of the time limitation. Besides that, the lack of Kahoot is concern that there is no discussion. In line with (Lofti et al., 2021) discussed during the end of the learning process, pupils receive no explanation for why their responses are incorrect, nor any conclusion about the subject taught.

According to Said et al., (2018) when utilizing Kahoot to play quizzes, these two essential processes. The initial action is to build a Kahoot quiz, and the following phase is takes part in the Kahoot quiz. As a first stage, what should be taught from Kahoot is:

1. Register for an account at [www.kahoot.com](http://www.kahoot.com)
2. Make quiz questions.
3. Create visuals that can complement the goal of the quiz question, either in its entirety or in part.

The quiz is ready to be performed in the school setting, in the office, or at home after it has been generated in the educator's Kahoot account. This Kahoot quiz will display a PIN that is given to students. When participating in the current round of Kahoot, each participant uses a computer or mobile device to access the website [www.kahoot.id](http://www.kahoot.id) and input the PIN displayed on the display. This Kahoot game can be run privately or in pairs. A student who maintains control of the current quiz will be able to forecast when the question will be presented. The conclusion of this round of the Kahoot, the results from the quiz will be presented, and the players can view the scores they received.

Kahoot appearance is in a spacious background that changes every few seconds. It will draw our attention to the question on the screen. Not only did the background change every few seconds, but so did the sound that nicely followed the question, background. The appearance will soothe children and direct their attention to the screen, which will display some questions. The appearance of Kahoot is likewise impacted by time. Time constraints will provide students with an appealing and adrenaline-inducing learning exercise (Said et al., 2018). Utilization of Kahoot substantially assists teachers in giving innovative ideas and creativity to educational media, as well as introducing students to the correct and secure application of technology, to ensure they know how to keep updated on current advancements in technology.

### **Teaching English to Young Learners**

Teaching English to young students necessitates an understanding of how children learn as well as the use of strategies and methods that are successful for their age and stage of development. Piaget introduced a theory that children acquire cognitive knowledge by doing, which helps them to gain a sense of their environment (Sidik, 2020). According to Piaget experienced the educator's responsibility was to assist students in acquiring knowledge. Sharing the learning experience takes precedence over delivering information. Encouraging children to be engaging and active, as well as placing them in situations where they are able to develop their thoughts (Keiler, 2018).

The developmental level of young learners influences both how they learn English and how they teach it. Language elicits responses from young learners based on how it accomplishes or enables them to achieve. Young learners are those in pre-primary and primary school, ranging in age from 3 to 11 or 12 years old (Umam, 2019). Young learners have a benefit of liking to copy, they are often unconscious of themselves, and they are usually eager to enjoy the activities that the teacher designed for them (Nunan, 2016). Because of these factors, It will be easy to maintain an elevated level of enthusiasm and make English instruction enjoyable and pleasurable process for young learners. Providing an interesting English material is one of the keys to making the teaching process of young learners in learning English is enjoyable. The scopes are samples of materials that can be provided to young learners (Nunan, 2016) : 1) Colours names, 2) Animals, 3) Numerals, 4) Fruits and Vegetable, 5) Parts of human body, 6) Weather and season, 7) Demonstrative pronouns: There is, there are, 8) Singular/Plural subjects such as I, You, and 9) Things around us. The broad range of providing English instruction to young learners is regarded as a restriction. Depending on the competence of students and the teacher who understands better, all or some of the material may be delivered or even combined with other material.

The utilization of technology for educating English young learners helps teacher making the classroom more active and easily to coordinate. The media likewise helps teachers in creating materials and students comprehend those materials. Instead of reading, use flashcards, pictures, and unique stuff to bring the classroom to life and make it more like the outside world that teacher implemented (Nunan, 2016). Then, the use of this media can become one of the teacher's assessments for students. As explained previously, Piaget stated that students learning by doing. Nunan (2016) mentioned there are multiple methods or approaches to offering English activities for instruction, such as 1) Action-packed and songs, 2) Colour-by-number, cut-by-number, 3) Simple story repetition, repetitive speaking task. Besides that, teachers must make assessments to measure students understanding abilities. Assessment is the key component of the learning process from which the outcome of an educational system is determined (Umam, 2019). There are several examples of assessments given by teacher, 1) Word matches quiz, 2) Guessing word, 3) Oral interview, 4) Writing a story, 5) Identify important information in a text (Education et al., 2020). Teachers can keep a daily log or journal that is filled out after each learning activity to assess students' spiritual and social attitudes (Umam, 2019). Teachers will have some notes about the student's behaviour from the log book, which they might use to communicate with parents and stakeholders. To help teachers recall the entire classroom activity, they can take short reminders on a small piece of paper during the learning process, which are later transferred to the journal.

### **Students' Perception**

Bernstein (1988 in Ansow et al., 2022) argued perception is an active process that involves interpreting typical impressions from the environment using understanding and consciousness of the universe to create memorable moments. Meanwhile, (Sarkol, 2016) stated perception involves not just having an opinion about something, having a view about a particular thing, or believing that something is true, correct, or genuine, but also hoping and expecting something positive to happen in the future. Perception is the process of perceiving information in the brain and interpreting it in the form of feelings or thoughts based on personal experiences (Wijayanti, 2019). According to Qiong (2017) stated Perception is the obtaining, collecting, process of taking procedure, and understanding with the senses of consciousness.

Whereas, (Fatimah, 2021) Perception is often defined as the observation of an atmosphere or environment. This concept can be viewed as an individual's capacity to both physically and mentally view, perceive, experience, present, or comprehend how they're thinking with their surroundings and social interactions. According to Perception is the means through which humans think about specific events after receiving feeling from their surroundings via their sense systems (Andresta, 2022). Besides that, (Lisnawati, 2019) argued Perception is a process that begins with seeing and ends with a response in a person that is influenced by external as well as internal elements.

Based on those definition above, it can conclude that perception is the process by which individuals get understanding of the previous experience by comprehending their thoughts or senses that it can be concluded that it has a bearing on future positive outcomes. Therefore, students' perceptions must be understood on the fundamental level that the student is the object of the learning process. After learning about students' perceptions, suitable changes can be implemented to ensure the success of the learning process.

## Methodology

This study discusses of implementing Kahoot as medium of learning English in elementary school and exploring students' perception about using Kahoot in learning English. This investigation was conducted by providing English education to the students of elementary school by teaching it in the classroom and using Kahoot as medium of education. The study uses descriptive research as research design with qualitative descriptive approach. The participants were 32 students exactly in 5<sup>th</sup> grade academic year 2022/2023. The students consist of 15 male students and 17 female students. The age range is 10 – 12 years old. Data collected through interviews of 6 students. This, 6 students taken from the 3 people with the highest scores and the 3 people with the lowest scores. The researcher using Indonesian language to interview the students one by one, after learning process using Kahoot. This structured interview consists of 7 questions that can explore a student's knowledge and perceptions based on their experience while using Kahoot in English learning. Then all the data were taken from interview will be analysed. Therefore, the researchers derived the findings based on the outcomes.

Teaching in class is carried out during class 5<sup>th</sup> school hours. The teaching materials which is given to students includes basic English such as weather and seasons as well as things around us, and parts of human body. This activity held every Thursday. To improve students' understanding of language English applies the method of discussion and practice questions using Kahoot.

## Results and Discussion

### Results

#### 1. *The implementation of using Kahoot as media of learning English in elementary school.*

One of the goals of using a learning medium is to gain the benefits of the media that has been chosen; also, the benefits of using learning media serve as an indicator of success in the learning process. The researcher used communicative language teaching for teaching English so that students get a clear explanation and interested to learn English. The researcher using PowerPoint Presentation for explaining material and worksheet provided after explaining the material. In addition, the students use Chromebooks for the execution Kahoot application. The teaching process comprised of three stages, namely: pre-activity, main activity, and closing activity (Maulidya, 2020).

##### a. Pre-activity

The teacher started by praying and greeting the students. Moreover, teacher also checks students' attendance. The teacher then instructed the students to prepare the material. For example:

Teacher: Assalamualikum warahmatullahi wabarakatuh! Good morning students!

Students: Waalaikumsalam warahmatullahi wabarakatuh! Good morning miss.

Teacher: Okay, sebelum kita mulai pembelajaran hari ini, kita berdoa dulu, berdoa dimulai. (*Okay, before we start our lesson today, let's pray together, please do*)

Teacher: Siapa yang tidak masuk hari ini? (*Who is absent today?*)

Students: Tidak ada miss. (*No one miss*)

In this pre-activity, the teacher started the meeting by praying and greeting all the students. Then, check the student's attendance. Some students answered the question clearly and they were exciting to join this activity.

##### b. Main Activity

Before beginning to teach the students, the teacher reviewed previous lessons in the subject such as weather and season materials, part of human body. In addition, the student's progress throughout this session. The teacher encouraged students in this segment to motivate them in their educational endeavours. This is the teaching sequence in this session.

- 1) Teacher turns on the laptop while told students to turn on the laptop as well.
- 2) Students turn on the Chromebook provided.
- 3) Teacher recalled students' memory about weather and season, part of human body, and things around us.
- 4) Teacher writes in the white board all the previous materials.

- 5) A student come forward to write the material that remembers.
- 6) Teacher asks the students to mention the word Indonesia into English. (Apa bahasa Inggrisnya ini? *(What is this?)*).
- 7) Students respond to teachers' questions.  
Teacher: Apa bahasa Inggrisnya ini? *(What is this?)*  
Students: Hands miss.  
Teacher: Good!
- 8) A student asks another word related to materials.  
Student: Miss, kalau autumn apa itu? (Miss, what is autumn?)  
Teacher: Musim gugur
- 9) Teacher plays a video "If You Happy and You Know It Clap Your Hands" from YouTube. Link: [https://youtu.be/\\_yYBRqt1xU0?si=Wf6odet2xC5iqrbv](https://youtu.be/_yYBRqt1xU0?si=Wf6odet2xC5iqrbv).
- 10) Students to follow the motion as in the video for ice breaking.
- 11) Teacher explains the activity in today's lesson while open [www.kahoot.com](http://www.kahoot.com).
- 12) Teacher asks students to open [www.kahoot.it](http://www.kahoot.it)
- 13) Students open on the Chromebook.
- 14) Teacher writes the PIN game in the white board.
- 15) Students type the PIN game in the Chromebook.
- 16) All the students join the game session.
- 17) Then, teacher started the game.
- 18) Students did the game together.
- 19) Students interact with others if there are difficulties.
- 20) Students finish the game.
- 21) Teacher and students looked at the results together on the projector screen.

In this session, the teacher recalls students' memories about weather and season, parts of the human body, and things around us. The teacher writes the material on the white board. Students were active in mentioning the meaning of the material that they remembered. A teacher uses Indonesian to communicate with students. After that, the teacher played a video to refresh the students' minds before doing the quiz. Students need to follow all the motion in the videos. They looked so happy during the video being played. Then, the teacher explained all of today's activities, from how to operate the Chromebook until entering Kahoot's room. They're well played in the games. Having a good competition to be the winner in the game.

c. Closing Activity

This is the last activity in teaching learning process. Teacher asking students their feeling in today's lesson and giving information about next meeting. For example:

Teacher: Gimana hari ini? (how's today?)

Students: Seru miss (it is fun miss)

Teacher: Okey, next meet kita belajar tentang keluar okey? (okey, next meet we will learn about family)

Students: yes miss

Teacher: so, mari kita tutup pertemuan ini dengan baca Alhamdulillah bersama sama. (So, let's close our meeting today by reciting Alhamdulillah together)

Students: Alhamdulillah.

Teacher: Thank you for today, see you guys.

Students: See you miss.

The session shows the teacher asking students' feelings about today's lesson. All students answered while shouting excitedly. Then, the teacher also gives information about the next material that will be learned. The last one was closing the classroom.

## 2. *Students' perception using Kahoot in learning English.*

As each participant has used Kahoot on English subjects, the researcher discovered a diversity of responses based on their expertise.

### 2.1 *Kahoot makes students enjoy in the teaching and learning process*

Enjoying the learning process is one of the important things for students, especially elementary school students. This can also be a factor that affects student learning outcomes. The participants tell about how Kahoot made them feel the first time they tried it. They said that Kahoot is a fresh learning tool that encourages them to learn and utilize it because it is unlike any other program they have used.

*“Kahoot itu seru, kita bisa tau benar dan salahnya, ada hasilnya juara berapa” (Kahoot is fun! We can know the correct or incorrect answer. There’s the result of the winner.)*

*“Seru, asik aja pake Kahoot” (It is fun to use Kahoot)*

*“Mudah buat dipahami, lebih seru” (Easy to understand and more fun)*

*“Kahoot itu asik, nambah semangat buat belajar bahasa Inggris” (Kahoot is fun, it adds enthusiasm to learn English)*

*“Ya seru aja, seneng bisa bermain dan belajar bareng – bareng sama temen – temen” (It is fun, glad to play and study with all my friends)*

*“Menarik, asik pake Kahoot” (Interesting, fun using Kahoot)*

The students mostly mentioned "fun, interesting" towards their experience using Kahoot. In addition, it is easy to understand the material given by the teacher. Therefore, from the answers above, the researcher concludes that Kahoot makes a good impression on the students. All the participants stated that Kahoot is the most enjoyable and interesting learning platform they had ever used.

### **2.2 Kahoot aids students in understanding and learning English**

The participants explained that using Kahoot to learn English became easier to understand. Especially with the feature of adding images, which makes it easier for students to remember the answers to the material that has been given by the teacher.

*“Karena ada gambarnya jadi lebih mudah memahami soal” (Because there are pictures, it's easier to understand the problem)*

*“Ada gambarnya jadi lebih mudah untuk diingat dan dipahami” (There are pictures so it's easier to remember and understand)*

*“Iya saya lebih mudah mengerjakan dengan Kahoot” (Yes, it's easier for me to do it with Kahoot)*

*“Ya karena Kahoot gampang dipahami, ada gambarnya bu” (Yes, because Kahoot is easy to understand, there is a picture miss)*

*“Mudah buat dipahami, lebih seru” (Easy to understand and more fun)*

*“Menyenangkan, lebih mudah memahami” (It is fun, easier to understand)*

The students gave their opinions that Kahoot was easy to understand the material provided because the teacher provided pictures to encourage students to remember the correct answers. Based on the participants' responses, researchers found that using Kahoot as one of the educational medias makes it easier for students to understand the material given by the teacher. Students will easily remember words with the help of the image feature in Kahoot.

### **2.3 Kahoot boots students’ motivation to learn English**

Motivation is critical in educational endeavours because it fosters a passion for gaining knowledge, whereas a shortage of motivation affects enthusiasm for studying. Sadirman (in Nurhalizah, 2018) stated that motivation learning is the basic impulse in learners who generate learning activities, which ensures the continuation of learning activities and provides guidance on educational actions so that the educational subject's intended objectives can be reached.. Four the participants had the same impression after using Kahoot to learn English.

*“Kesannya itu kayak menantang gitu, karena bisa liat rankingnya diakhir jadi nambah semangat ngerjainnya, buat belajarnya” (It seems like it’s challenging, because we can see the rank at the end of season. So, it adds the enthusiasm to do it, to learn)*

*“Kahoot itu asik, nambah semangat buat belajar bahasa Inggris” (Kahoot is fun, it adds enthusiasm to learn English)*

*“Asik, seneng bikin ngg bosan, jadi tambah semangat buat belajar” (It's fun, not bored, its add enthusiasm for learning)*

*“Aku semangat belajarnya, karena pake Kahoot membantu biar belajarnya lebih seru dan ngg bosan bu” (I'm excited to learn, because using Kahoot helps learning more exciting and not bored, miss)*

The answers given by the four students show a sense of enthusiasm for learning English using modern methods, such as using Kahoot. According to the participants explanation above, the researcher concludes that using educational media such as Kahoot being one of the learning techniques using technology can influence students to enhance their learning motivation especially learning English.

#### **2.4 Kahoot builds students' positive competition**

Kahoot! enhances their interaction and creates an exciting classroom environment. Competition is viewed as a motivator. The statement was supported by four participants. One participant described how students like to play, while three others expressed an interest in viewing the scoreboard and competing with their classmates.

*“Ya seru aja, seneng bisa bermain dan belajar bareng temen - temen” (it is fun, glad to play and study with all my friends)*

*“Kahoot bisa lihat ranking berapa dan skornya. Menarik” (Kahoot provides the rank and score. interesting)*

*“Kahoot itu menantang bu, karena kita bisa lihat rankingnya diakhir jadi nambah semangat buat ngerjain, buat belajar” (Kahoot is challenging miss, cause we can see the rank at the end of season so enhance the enthusiasm to do it, to learn)*

*“Kahoot itu bisa melihat salah dan benar dari soal. Ada hasilnya juara berapa, seru tanding sama teman - teman” (Kahoot can viewing the incorrect and correct answer from the question. There are the results of the champions, it fun compete with the friends)*

The four responses showed that there was positive competition in the classroom. Indirectly, the classroom atmosphere became more active. Based on those perception above, it can conclude that Kahoot makes students enhance their sense of competitiveness in themselves to be the best in the game and also not only for playing but also can learn together with friends.

### **Discussion**

The goal of this study is to find out how the implementation of Kahoot as media of learning English in elementary school and student's perceptions about using Kahoot in learning English. This discussion is based on the findings of the six participants' interviews. The researcher discovered multiple points of view and responses from each participant, which will be elaborated and examined below to answer the study's research questions.

#### **1. The implementation of using Kahoot as media of learning English in elementary school.**

The first question here is about how the implementation of Kahoot as media of learning English in elementary school. Based on the teaching process, from pre-activity, main teaching, and closing activities (Maulidya, 2020) argued the implementation of Kahoot for teaching English illustrates that the use of Kahoot media is accurately able to increase the interactivity of learners to utilize facilities such as Chromebooks in the classroom as a tool for learning especially English subject. It is supported by Wang & Tahir (2020) stated increased attendance, students participation, and engagement of students during the teacher using Kahoot as medium of education. In the implementation of Kahoot quiz in offline learning, the teacher goes through several stages. It is related to Bunyamin et al., (2020) that teacher should prepare many things before doing the quiz. In that study, there were many steps to using Kahoot by computer. Before the session using Kahoot, the researcher first explained the materials previously learned such as weather and seasons and parts of the human body. Students are expected to be able to guess every word written on the whiteboard. This is likened to student readiness to face quizzes using Kahoot. This session took ten minutes. then the researcher explained how to use Kahoot. starting from opening the website [www.kahoot.it](http://www.kahoot.it) and then giving PIN games that students enter the column available on the Chromebook screen. After that, if all students were ready to play, the researcher pressed the start button on the laptop screen.

The Kahoot quiz carried out in two session, specifically for 5A and 5B and with different material. For 5A, there are ten questions about weather and seasons and ten questions about parts of the human body. Besides 5B about weather and season and things around us. The researcher set a time limit for each student to answer, for each question students had a maximum of twenty seconds to answer so that students are more focused on answering every question. On average here, students answer for fifteen seconds. There was one question with high difficulty, the average student answered in nineteen seconds. In contrast, the study by Mada & Anharudin (2019) proved that students had difficulty when playing Kahoot; they were apprehensive because of the timer and felt distracted from their attention. This session, the researcher provided questions using pictures, as well as providing true or false questions for measuring the students' abilities in understanding English that had been taught previously. It is related to Cortés-Pérez et al., (2023) stated Users can use the application to integrate movies, pictures, and music into these examinations to motivate learners or simply to add a positive and encouraging atmosphere to the quiz. Each question was answered well and smoothly by all the students. The session's results took around thirty-five minutes to explain and doing the quiz. The remaining of the time is spent by the researchers to give greetings to the students who occupy the podium, as well as conducting evaluations between researchers and students. The researcher just congratulated the quiz toppers and thanked students for attending the sessions. In line with (Maulidya, 2020) the closing activity, the teacher congratulated the students who were in the top three of the podiums at the end of the game using a Kahoot. In addition, the researchers also obtained feedback that students were given during learning English using Kahoot spontaneously. This statement is supported by Ulandari et al., (2022), that examines into

the use of Kahoot for young learners. This study revealed, Kahoot for young learners was set up sequentially two times, with two distinct materials available for every discussion.

## 2. *Students' perception using Kahoot in learning English.*

The second question is about the students' point of view of Kahoot. From the responses, found that some of the most frequently cited answers by students are Kahoot; it makes students enjoy in the teaching and learning process, it aids students in understanding and learning English, it boots students' motivation to learn English, and it builds students' positive competition. This idea was found after students used Kahoot as an educational medium to learn English. Students were very interested and enthusiastic about using Kahoot for learning English. In line with Bicen & Kocakoyun (2018) revealed that using gamification like Kahoot makes students interest and ambition to learn English. They were enjoying during learning and teaching process. Kahoot encourages wider and more active student participation while also allowing students to maintain their preferred personal participation preference. This supported by Putri (2019) examine that One excellent approach for making students admire the method of instruction and learning is to educate English utilizing technology such as Kahoot. The learning process must be interesting and pleasurable for learners so that they may quickly obtain the knowledge they are studying.

Kahoot also aids students in understanding and learning English. Understanding the material in each lesson, especially English, greatly influences the results of the knowledge being studied. In line with Zuhriyah & Pratolo (2020) students' motivation to learn English might affect their learning outcomes. Using Kahoot is a particular approach for improving students understanding in learning English. It is also related to Setyawan & Hidayat (2021) shown that Students found it easier to learn lessons, and the application's easy-to-understand content made it easier for them to comprehend the material being taught. It can be called, Kahoot is one of modern method to teaching English to enhance students' understanding. As contrasted with Ares et al., (2018) stated Kahoot! not allowing a discussion regarding the answers. Contrary to these findings, additional research has found that students do not believe Kahoot! is a suitable tool for use in higher education. Besides that, Kahoot boots students' motivation to learn English. It can be seen from how they are answering the question, interact to each other which creates an active learning process that boots motivation to learn English. This argument in line with Marsa et al (2021) state that The use of a Kahoot a game that has a high level of motivation, learners' participation, awareness, and favourable mindset can all have an impact on language acquisition outcomes.

Kahoot builds student's positive competition among the students. Because it has a wide range of game modes and question kinds that may be utilized to introduce challenges, incentives, and competitiveness into current lesson content. This is based on the existence of a champion's podium (3 winners) that will be shown in the last Kahoot games session. It can be found in Lofti et al (2021) revealed Kahoot enriches the way they communicate and fosters an interesting learning environment. Budiati (2017) discovered that utilizing Kahoot can make learning entertaining, joyful, intriguing, and easy. Furthermore, students stated that Kahoot enables them to participate in the tests in class as a team, encouraging them to interact with classmates. Using Kahoot they will obtain new impression of learning English.

## Conclusion

The conclusion of this study is that the implementation Kahoot as an educational medium and exploring students' perceptions using Kahoot for learning English makes students become enjoy in the teaching and learning process, it aids students in understanding and learning English, it boots students' motivation to learn English, and it builds students' positive competition. Kahoot, as an instructional tool for learning through games, can be used to maximize, enhance, and promote student autonomy while also facilitating the learning process by carrying out this activity, students become more understanding and comprehend of English and able to apply it in daily life. Moreover, content can be produced to encourage students to study all the material provided to facilitate the process of evaluation and variation in learning.

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