



Student Perspective on the Use of Kahoot! as a Digital Self-Assessment Tool in Writing Class

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ABSTRACT

This study aims to describe the application of Kahoot! as a digital self-assessment tool in the writing class and to determine students' responses to the use of Kahoot! as a digital self-assessment in the writing class. The approach used a qualitative case study. The instrument used was a questionnaire form containing 11 questions, 5 interview questions and an observation checklist. The findings show that 1 out of 11 questionnaire statements excels on a scale of 4 and 5 because the majority have a positive view. The reason why students respond positively is Kahoot! is considered as a game application or commonly called a game-based educational application that introduces multiplayer activities into the classroom and makes classroom practice or interactive testing simple and fun. The implementation is by using students' gadgets and the teacher gives directions first and then students can use Kahoot! either at home or at school. The obstacle experienced by students is the limited ability to translate English sentences.

Keywords: Digital self-assessment, game-based learning, Kahoot!

INTRODUCTION

The world has now entered the fourth-generation industrial revolution, which is marked by increased connectedness, interaction, and development of digital technologies, artificial intelligence, and virtual reality. Information and communication technologies undoubtedly have an influence on numerous industries, given the increasingly converging borders between humans, robots, and other resources. One of them is having an effect on schooling (McDonald and Boud, 2003). The trend related to Education 4.0 is that learning can be done anytime anywhere. E-Learning tools offer great opportunities for distance and self-directed learning (Anaelka, 2018). The current era of education is required to follow the flow of world technological developments such as in the era of revolution 4.0 where education has many learning media that vary according to their needs, including teachers and students. They are expected to continue to update technological knowledge.

According to Junior (2020), teachers are beginning to use technology into their lessons, such as video planning, instructional videos, and educational games. When making decisions and choices about the application of technology and useful learning tools like monitoring the cost of selling internet services or others, there are several things to consider, such as whether these applications are appropriate to the culture and circumstances of students at home. Both

teachers and students find it difficult to learn English online. Students must pay attention to teaching that appear on a little screen at specific times; naturally, they are bored with online learning, which is done by simply sitting and watching via a laptop or other devices. Teachers, on the other hand, must use internet technology to increase student motivation in learning online. Students can benefit from technology that is integrated into the learning environment (Pitoyo et al., 2019).

The existence of sophisticated technology can be used to improve the quality of education. In learning activities, most students feel bored with monotonous learning (Habibah et al., 2020). With today's increasingly sophisticated technology, it is able to make learning in the world of education more innovative and creative. By using existing technology, learning materials can be delivered more interestingly. For example, learning materials are delivered in the form of videos or digital games based on learning. In this way, it will make students more interested and focused on carrying out learning, and online school learning must run optimally, because education is an important aspect of life (Xie, 2020).

Self-assessment is the ability to assess oneself to determine the extent of one's progress. This requires students to track their own competencies and assess their strengths and weaknesses (Ningsih and Mulyono, 2019). According to Brew (1995), self-assessment entails deciding on performance criteria and then judging the level of performance in regard to these requirements. This gives students a lot of control over their personal growth.

Digital assessment tools provide teachers with instant feedback and make them do it live individual or group assessments and competitive environment (Good, 2011). Digital assessment in education is important in terms of feedback, variable learning speed control from individual to individual, and the quality of learning to be achieved at the end of the assessment process. By developing and sustaining improved learning activities and performance, self-assessment will enhance students' motivation and interest in the topic given by the teacher (McDonald and Boud, 2003).

The researcher selected the Kahoot! platform since it is known to be beneficial for a variety of reasons. To begin with, Kahoot! practice questions assist pupils in studying more successfully, and they may take the exam several times. Second, feedback such as incorrect answers and proper explanations will be promptly detected. Answers deliver information at the right moment. Kahoot! allow students to double-check corrected quiz answers and become more aware of correct kinds before applying them to the topic when they are introduced into the learning process (Permana and Permatawati, 2020).

The researchers are interested in studying student assessments in utilizing the Kahoot! platform in English class to learn about students' perspectives on English comprehension using the Kahoot! platform. The researchers are also interested in studying how to use Kahoot! as a digital self-assessment tool in the writing class. As an English teacher, you must give students with a variety of levels and types of learning opportunities in the subject. Its goal is to determine the pupils' proficiency level. As a result, the teacher can determine how well the pupils comprehend the information being studied.

REVIEW OF LITERATURE

Self-assessment

A type of formative language evaluation that is used to evaluate students' work is the primary statement of self-assessment. According to Sullivan (2016), self-assessment is the act of acquiring information about students' own learning in order to track their knowledge growth consciously, self-assessment allows pupils to autonomously explore their learning activities, as the concept suggests.

Klenowski (2017) defines self-assessment as “the appraisal or judgment of one's performance's value, as well as the acknowledgment of one's strengths and flaws, with the goal of improving one's learning outcomes.” Additionally, the self-assessment approach will aid students in “preparing students not only to solve issues we already know the answer to, but to solve challenges we cannot even envision at this time” (Daniel, 2001).

Based on the brief description above, the researchers conclude that self-assessment can assist students' learning process by allowing them to judge, analyze, classify their own projects. Aside from that, students should analyze their capacity to master a subject by determining their learning needs.

Writing Assessment

Along with listening, speaking and reading, writing is one of the four fundamental skills of language. On a scale of hierarchy, writing ability is at the top and develops only after the first three have been learned or acquired. This is the most important reason why it is referred to as a secondary skill over the world. Although it is regarded as a secondary ability by laypeople, educated elites and the scholastic bulk see it as a symbol of knowledge, intelligence, and an educationally upright mentality. Regardless of degree, discipline, or manner of learning, most educational institutions around the world regard superior writing skills as a necessary means and end of formal education (Gonye et al., 2012).

Writing, according to Harmer (2008), is a means of creating language and expressing ideas, feelings, and opinions. He also claims that writing is a process in which what people write is often significantly influenced by genre limits, which must subsequently be presented in learning exercises. It means that writing is a method of generating language from our thoughts.

Kahoot!

According to Rochimah and Muslim (2021), Kahoot! is one of the media online learning that contains quizzes and games. Kahoot! can be interpreted as an interactive learning media because Kahoot! can be used in teaching and learning activities such as holding a pre-test, practice questions, material strengthening, remedial, enrichment and others. One of the requirements to create Kahoot! is to have a Gmail account or other accounts. Kahoot! features four games, quizzes, discussions and surveys.

The game can be tailored to the sort of question asked, as well as the answer and time taken to respond. An image and color will precede each unique response. The correct answer is represented by a color or a picture, which the participants must choose. Aside from that, participants have to make sure they don't touch the erroneous one (click) when selecting an answer in order to locate the proper one.

METHOD

The qualitative method and case study approach were applied in this study to determine students' responses to Kahoot! as a digital self-assessment tool in learning to write in Class XI SMAN 1 Kramat. The subject of the study consisted of 35 students and an English teacher taken from Class XI MIPA 2 at SMAN 1 Kramat that were selected based on the results of previous observations carried out by the researchers.

Qualitative data were gathered using observation, questionnaires, and interview. Classroom observations were conducted in 2 meetings. An observation checklist consisting of 11 items was used to record the data. Then, questionnaires were given to 35 students to find out their opinions about using the Kahoot! platform in students' self-assessment. The questionnaires consisted of 11 closed-ended question with in Bahasa Indonesia to make it easier for students to answer the questionnaires in Google Forms, as Colosi (2006) states that this kind of questionnaire have advantages such as:

- 1) The response to a question can be chosen by the researcher from the same frame of reference as all participants.
- 2) The questionnaire's response options are chosen by the researcher.

- 3) More precise than open-ended inquiries.
- 4) More inclined to persuade respondents to interpret the question and the answer in the same way.
- 5) Quick data coding, entry, and analysis

The questionnaires used a Likert scale, in which respondents could select from options such as (1) strongly disagree, (2) disagree, (3) neutral, or (5) strongly agree when responding to questions. Then, the responses were tallied, examined, and classified according to the problem they addressed. These data were used to create a rate and draw conclusions.

The validity and reliability of the questionnaires were evaluated in this study using the SPSS 21 program. It is carried out by comparing each item's score with the overall score. The total score is derived by combining everything together. If the r count r table (2-sided test with sig. 0.05) shows that the instrument or the questions have a significant correlation with the total result, the instrument is valid. Additionally, the SPSS program calculates the outcome using Cronbach's Alpha formula (Salehi & Marefat, 2014). If the value of Cronbach's Alpha is higher than 0.600, the questionnaire's items are considered reliable. The incorrect or unreliable questionnaire items are discarded to ensure the construct validity.

To obtain information about the application of Kahoot! as digital self-assessment in writing class, a semi-structured interview via WhatsApp was conducted with the English teacher. Semi-structured interviews, as described by Kallio (2016), are in-depth interviews in which participants must answer predetermined closed-ended questions.

After collecting data, the researchers used three main stages of data analysis: data reduction, data presentation, and conclusion drawing or verification (Baxter and Jack, 2008).

1. Data Reduction

Data reduction, according to Baxter and Jack (2008), is the method of selecting, concentrating, simplifying, abstracting, and transforming data contained in written field notes or transcriptions. When it comes to data reduction, a large amount of data must be organized and made relevant. In this case, the researchers took the data from the students' questionnaires.

2. Data Display

Shannon (2005) define a display as "an extended piece of text or a diagram, graph, map, table, or matrix that provides a new way of thinking about the more textually embedded data." After reducing the data, the next step is to view it in a meaningful way. Data can be shown in narrative, table, image, and other formats. Through the presentation of these data, the data organize, arrange in a pattern of relationship, thus it will be more easily understood.

3. Conclusion and Verification

The drawing of conclusions or verification is the final step in the data analysis process. Drawing conclusions entails taking a step back to understand the examined data and their implications for the questions. At this stage, the researcher draws conclusions and rechecks the answers to the research questions by displaying the data using Google Form.

In this study, data were collected through questionnaires and interviews. Researchers collected data in descriptive form and record the results by calculating the percentage of results. The percentage of students' perceptions is formulated as follows:

$$\text{Percentage of perception} = \frac{\text{Total Score}}{\text{Total Score max}} \times 100$$

RESULTS AND DISCUSSION

The data presented in this study were collected using observation, questionnaires, and interviews. Researchers investigated the teaching process writing by implementing the Kahoot! as a digital self-assessment tool for students in writing classes. The subject of this research is one English teacher and 11th grade students of even semester of SMAN 1 Kramat selected by using several reasons as informants.

The first observation was conducted on April 28, 2022. The English subject was held in the first hour, 07.00-08.30 in Class XI MIPA 2 attended by 35 students. The second observation was carried out on May 12, 2022. The English subject was held in the first hour, 07.30-08.30 in Class XI MIPA 2 attended by 34 students.

Implementation of Kahoot! in EFL Classroom

Classroom observations were conducted in two meetings to assess the process of implementing Kahoot! as digital self-evaluation tool in writing class. The researchers used the an observation checklist to gain data in the observations.

The first observation

The first observation was conducted on April 28, 2022. The English subject was held in the first hour, 07.00-08.30 in Class XI MIPA 2 attended by 35. The observation began with the teacher providing material about the present continuous tense. After that, the teacher instructed the students to open Kahoot! on their cell phones. Then, the teacher gives a tutorial on its use to students. During the process of using Kahoot!, students seem to have difficulty in working on questions due to lack of mastery of English vocabulary.

The second observation

The second observation was carried out on May 12, 2022. The English subject was held in the first hour, 07.30-08.30 in Class XI MIPA 2 attended by 34 students. The researchers

found some data that were slightly different from the previous observation. In this meeting, the teacher gave complete sentence material, but after that, the teacher did not explain the tutorial on using Kahoot! on the student self-assessment process through Kahoot!. The teacher gave students the opportunity to compete with their friends in a supportive manner and the students looked very enthusiastic and serious in working on the questions in Kahoot!.

Students' Responses to Using Kahoot!

To obtain data on the students responses to using Kahoot!, the researchers used a questionnaire by dividing 3 aspects to 11 questions. The first research problem is about achieving the intended use.

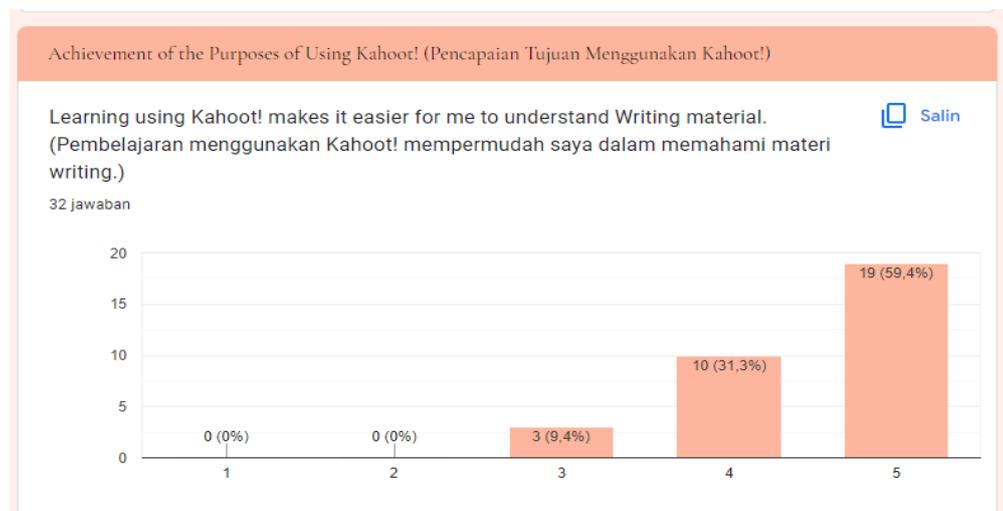


Figure 1. Result of Question 1

The data obtained from Question 1 shows the highest frequency with the proportion of 59.4% strongly agree with the question. Based on the most students' answer, it is known that Kahoot! makes students easier to understand grammar errors and ordering words.

Kahoot! is one of media to create a learning atmosphere that is conducive for fun learning but does not eliminate or reduce students' understanding of the material being taught. So, with interesting features and a challenging atmosphere, students see more to study the material seriously. This statement is in accordance with research by Alawadhi & Abu-Ayyash (2021) stating that Kahoot! makes the class atmosphere more pleasant.

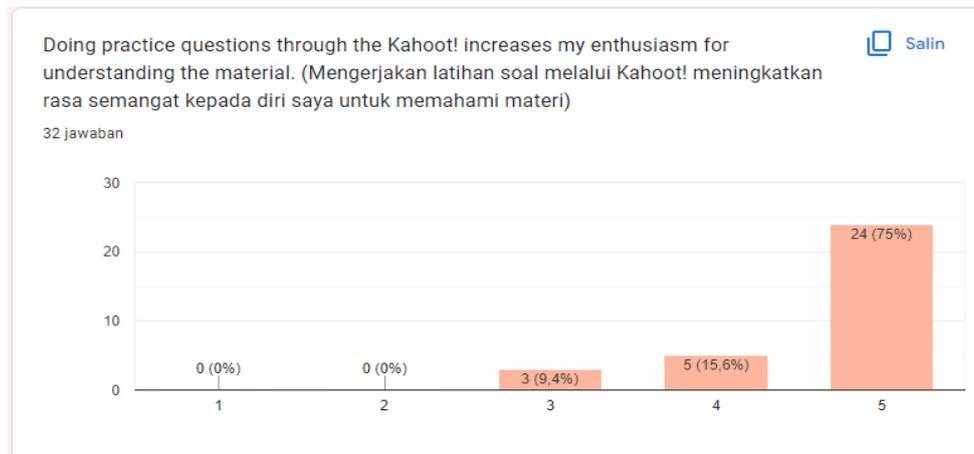


Figure 2. Result of Question 2

The data obtained from Question 2 showed the highest frequency with a percentage of 75% strongly agree that doing practice using Kahoot! increases students' enthusiasm for understanding the learning material. Kahoot! displays interesting features so that they feel enthusiastic about doing quizzes whose questions are written according to the material that has been taught.

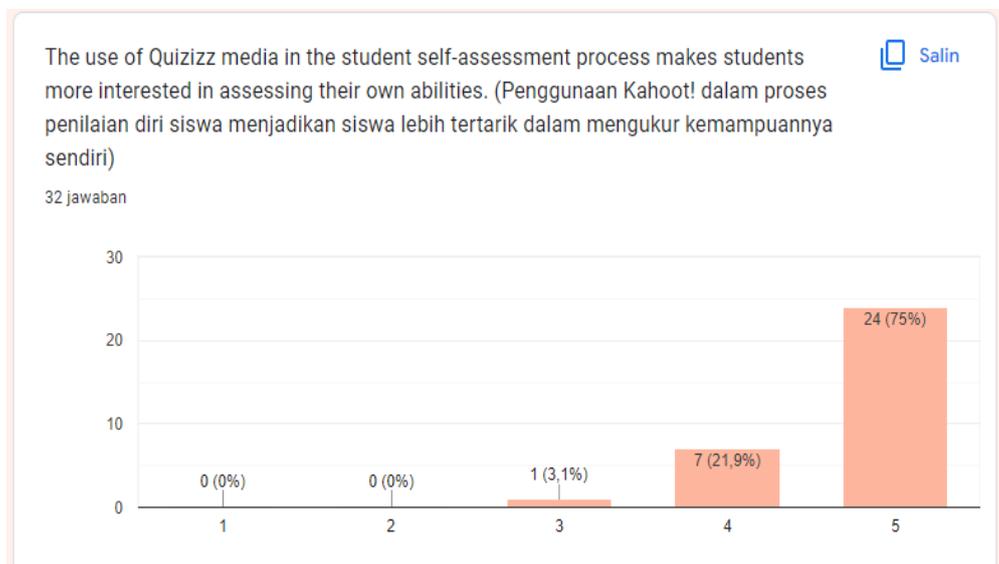


Figure 3. Result of Question 3

For the third question, the data obtained in the questionnaire show that the strongly agree option gets 75%. The question still refers the purpose of serving the Kahoot! which is to make students more interested in assessing their own abilities with Kahoot!. Kahoot! offers flexibility that allows teacher to design questions by considering the students ability to do the exercises. As evidenced by respondents who chose to agree with this question, it can be said that Kahoot! can be used as a medium of self-assessment.

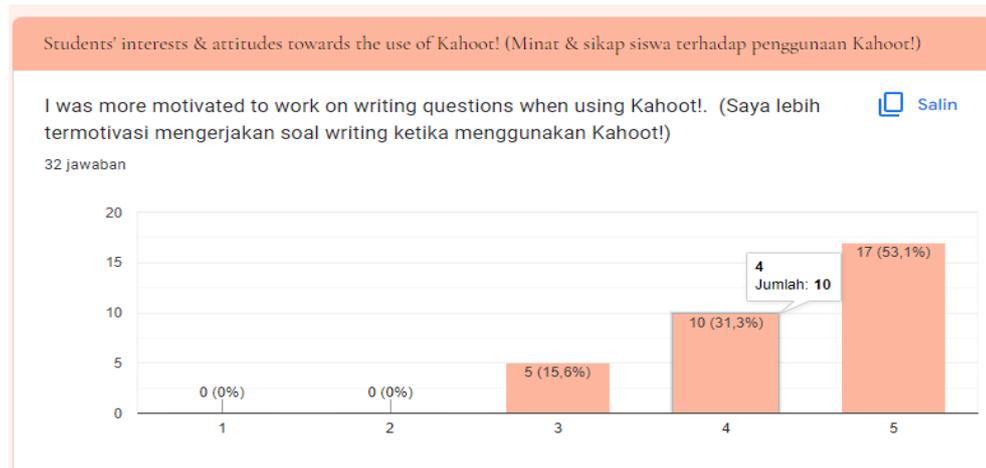


Figure 4. Result of Question 4

This fourth question identifies students' responses to the use of Kahoot! for student self-assessment after receiving lessons from teacher. The percentage result of this questionnaire is 53.1% with a total of 17 students who chose to strongly agree that they are more motivated to work on writing questions when using Kahoot!. It is proven that there are 32 accounts that use Kahoot! when researchers did observations. All students participated in the process of self-assessment using Kahoot!. So, it can be concluded that Kahoot! platform motivates students to do self-assessment after getting a writing lesson.



Figure 5. Result of Question 5

The fifth question was to find out if students think that Kahoot! makes them always remember the material that has been taught by the teacher. The results of the student questionnaire show that the highest the percentage falls on the strongly agree option, which is 56.3%. So, it can be concluded that Kahoot! gives a sense of wanting to always remember the material to work on the questions in Kahoot!.



Figure 6. Result of Question 6

Question 6 asks students whether they feel challenged to answer questions in the self-assessment session and there are 22 respondents with a percentage of 68.8% who chose strongly agree with the question. It has been explained that Kahoot! has a back sound that makes listeners feel competitive, and it also has a countdown timer feature or the less time left

the less score will be earned. Therefore, some of the features in Kahoot! make students feel challenged in answering questions.

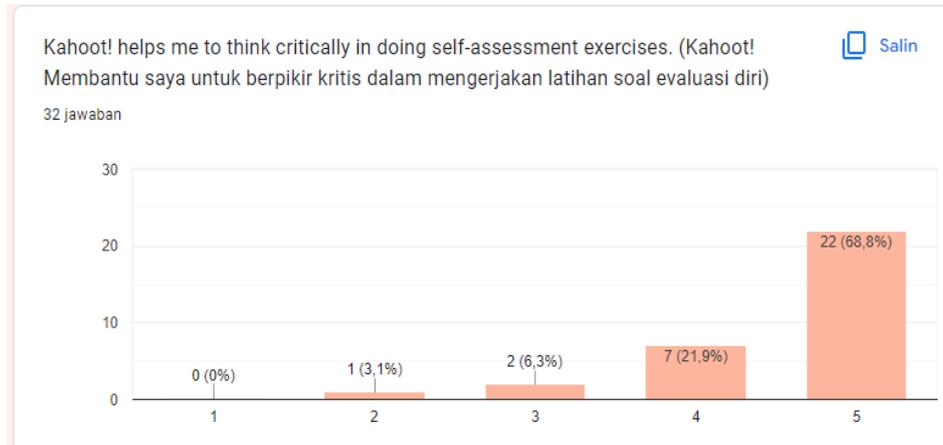


Figure 7. Result of Question 7

From the results of the questionnaire obtained through Google Form, 68.8% of respondents chose to strongly agree that Kahoot! helps students to think critically in doing self-assessment. This corresponds to explanation of Kahoot! in the previous section that Kahoot! has a different order question and answer; therefore, students must think critically on their own because they can't see answers from other friends.

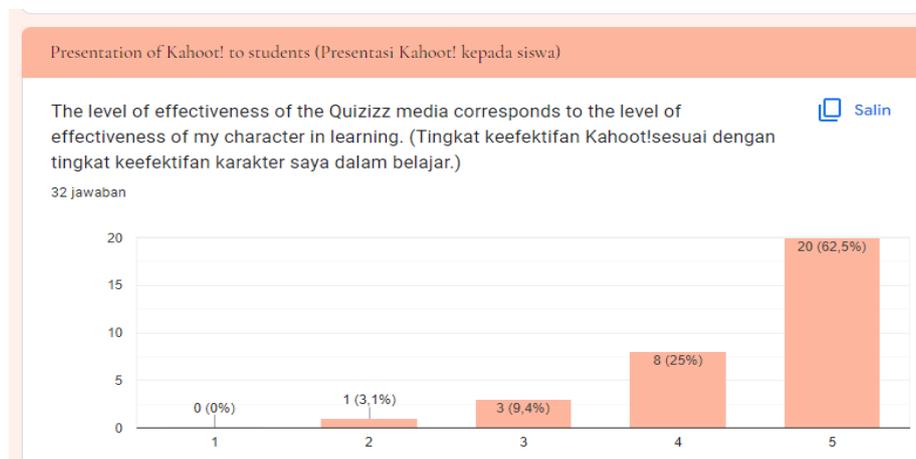


Figure 8. Result of Question 8

Based on the results, the highest percentage was obtained from students' questionnaire, namely the choice of strongly agree (62.5%). They considered that the level of effectiveness of Quizzez media corresponds to the effectiveness of their character in learning. In addition, based on the interview, researchers found information that students felt learning with the game in Kahoot! interesting. However, some students feel like elementary school students so there are 3 students who choose neutral. There are also those who like learning Kahoot! using game-based quizzes because it looks colorful so students feel that is an interesting thing.

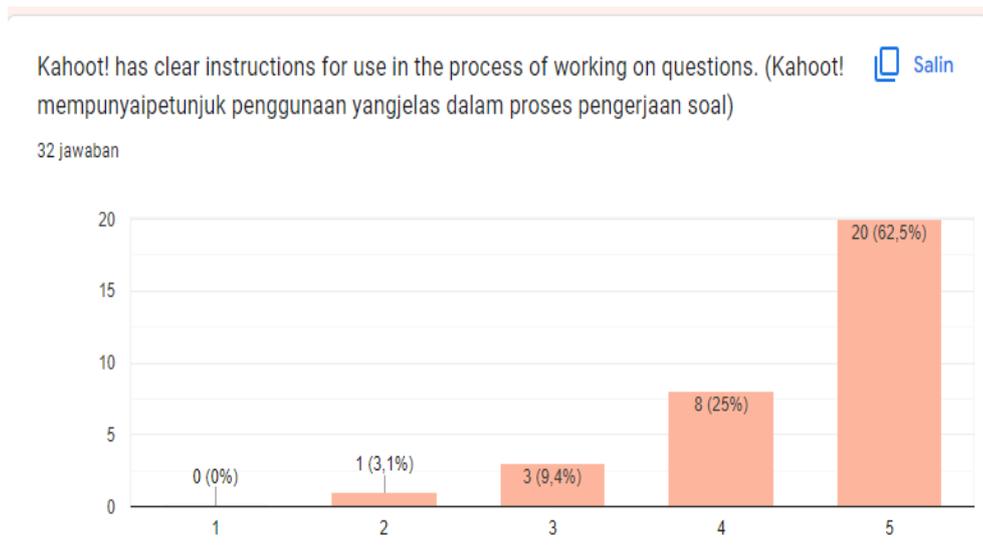


Figure 9. Result of Question 9

The maximum percentage on Question 9 is 62.5%. Twenty of 32 respondents chose to strongly agree that Kahoot! has clear instructions for use in the process of working on questions which refer to Kahoot! presentation for students. Kahoot! displays user instructions "account just joined" which makes it easy for students to learn about its features.

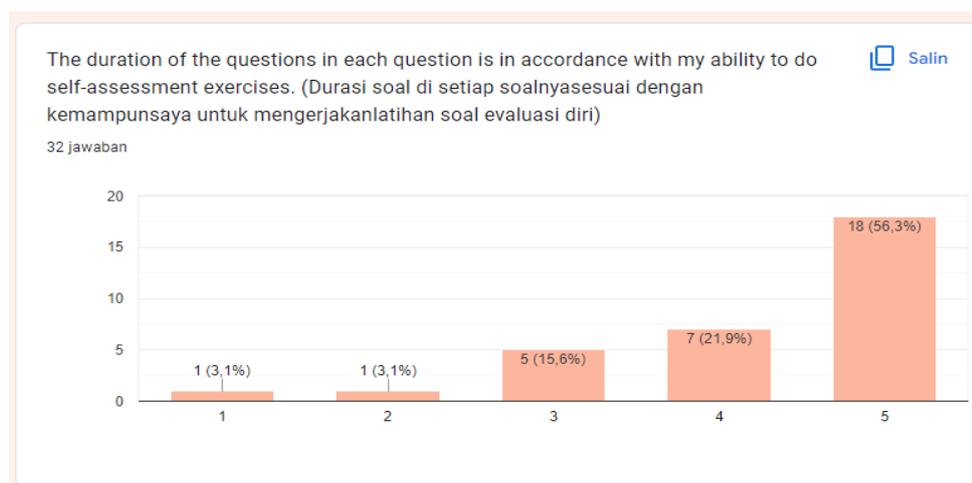


Figure 10 Result of Question 10

The percentage on this statement is 56.3%, 18 of 32 respondents voted strongly agree with this question, which is a statement referring to the presentation of Kahoot! platform to students. In statement number 10, the students were asked whether Kahoot! gives a duration for each question according to the student's ability in answering the questions given. Students strongly agree that Kahoot! allocates time for each question with multiple time options so that the teacher can adjust the duration to the ability of students.

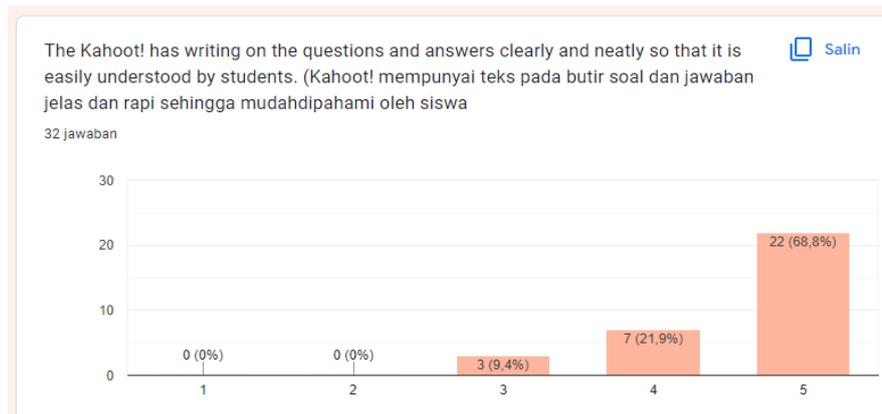


Figure 11 Result of Question 11

The percentage of this statement is 68.8% or 22 out of 73 respondents voted strongly agree with this question, which is a questions and answers clearly and neatly so that easy for students to understand. As explained before, Kahoot! has several choices of interesting fonts for student questions. Question referring to presentation quiz media to students. In question number 11, the researcher asked whether Kahoot! provide written.

Interview results

In addition to giving questionnaire to students, a semi-structured interview with the English teacher was also conducted to gain information about the application of Kahoot! as digital self-assessment in writing class. The results are presented in table 1.

Table 1 Results of Interview

Questions	Responses
Did you explain beforehand how to use Kahoot!?	Yes I explained but not much, because I think Quizizz is a learning based game media that is easy to use and Quizizz also provides its 44 feature functions.
Are the questions given in accordance with the syllabus?	Yes, I give practice questions according to the syllabus with the material complete sentence and structure sentence.

Questions	Responses
Is kahoot! implemented when online classes?	Yes. During online classes, because of the pandemic we started to use it but it wasn't too focused.
Are there students who don't understand how to use Kahoot!?	Yes, there is. I think it's because Kahoot! uses English so for my students there are some who are unfamiliar with some of the vocabs.
Does Kahoot! provide practice questions well?	Pretty good, but Kahoot! limits the types of questions that are free so if you want more variety we have to pay a menu purchase fee.

From the results of the interview above, it can be said that for teacher, Kahoot! has advantages and disadvantages. As Pratolo (2020) said, Kahoot! motivates students learning. However, its service is limited so that when teachers want to have more various questions, they have to spend extra cost. This deficiency must be overcome if there is cooperation between teachers and school, namely by using school fund to use Kahoot! premium to improve the quality of learning.

CONCLUSION

Based on data presentation and data analysis, researchers draw conclusions about the process of implementing Kahoot!. First, the teacher teaches the learning material. After teaching is over, students are given directions to join the game on Kahoot! but without time limit for the process. And there are 50 accounts that have done practice questions on Kahoot!.

In this study, researchers found several responses obtained from questionnaire with 32 respondents. Some of the responses given are as follows: First, Kahoot! is a game application or commonly called a game-based educational game an application that introduces multiplayer activities into the classroom and makes interactive practice or test in class is simple and fun. Activity assessment, as well as correct and incorrect responses, can increase their willingness to learn to work again. The second argument is that Kahoot! can be used for self-assessment which is efficient. Students can work on their practice questions anytime and anywhere, not just in the classroom.

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