Kahoot ; a Digital Learning Platform to Improve Vocabulary and Grammar Skills

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Info Article	ABSTRACT
	English is a global language. It is also a subject that must be taught in educational institution especially schools in Indonesia. There is a lot of teaching methods that can teachers apply in making the students interested in learning its language. One of them is through online game namely Kahoot. This study aims to analyse how Kahoot becomes a learning platform that can help students improve their English skills. To assist the authors in doing this analysis, the Teaching Principle theory by H. Douglas Brown and Heekyong Lee was applied in this study. The authors implemented qualitative approach. The subject of the study is the students of Binakarya Mandiri Vocational High School in Bekasi specifically the English Club students. Aside from it, the authors also took the data from any supporting articles. The findings show that they could improve their English skills especially vocabulary and grammar from Kahoot as digital learning platform.

INTRODUCTION

English is world-widely utilized in many fields. One of them is in educational institution especially the schools in Indonesia. According to Marinescu (2009), the educational process consists of all the actions that educators (teachers) perform consciously and organize for those who study (pupils, scholars, students) in an institutional setting organized for training and personality development in order to meet both professional and life challenges the teacher must also focus mainly on realizing the educational ideal as a guide for future generations (Marinescu, 2009). The researchers view that in the process of teaching and learning, the teachers are suggested to be more creative and initiative in delivering the material. Thus, teaching method is highly significant as it affects the students' outcome.

According to Cucoş (2006), traditional teaching incorporates memorization and reproduction of knowledge; the student works independently and is expected to follow the teacher's lecture, presentation, or explanation. Modern education incorporates cooperative learning, in which the student collaborates with the teacher to solve problems posed by the instructor. In this situation, the instructor encourages and modifies learning (Cucoş, 2006). Classical learning or traditional learning emphasizes the teacher's role in imparting knowledge through the offered subject matter (Aunurrahman, 2009).

The classical learning approach relies on classroom instruction to facilitate the learning process. This learning model achieved significant progress in the past, despite its implementation being dominated by "teacher centred" teachers. The development of information technologies (IT) is currently one of the primary sources of change. Web-based remote education appears to contribute to the democratization of access to learning (Sadeghi & Moslehpour, 2007). Thus, the researchers view that remote education can be used as an alternative to make students experience various learning activities. Media learning plays a significant role in the teaching and learning

process.

Kahoot is one of the learning media based on Digital Game-Based Learning that integrates elements of competition and teamwork in problem-solving at each question stage (Putri & Muzakki, 2019). Morten Versvik, Johan Brand, and Jamie Brooker founded Kahoot in 2012 in collaboration with Professor Alf Inge Wang's team at the Norwegian University of Science and Technology (NTNU). Initially, it was used only in class. Kahoot is widely utilized in business, training sessions, sports, and cultural events for both social and virtual learning (Oktari, 2020).

Using the Kahoot application to engage kids in interactive learning is one approach to pique their interest. Learning media and resources tend to be full of theory and make students bored, highlighting the need for information technology media to attract their attention. Popular at present, the Kahoot application allows students and teachers to interact with learning materials in the form of games, quizzes, surveys, and polls. If an application is deemed necessary to support learning, its engagement in learning is typically monotonous (Fazriyah, et.al. 2020). Participants using Kahoot will see the questions displayed on the screen. They may utilize their mobile phone, tablet, or PC accordingly.

There is time for a response. If auto-right or auto-wrong, the answer will appear on the screen immediately. They earn points for each participant's response, including the highest-scoring responses. After the game, Kahoot will display the order of the three players with the highest score (Fazriyah, et.al., 2020). To support this analysis, the researchers applied the Teaching by Principle theory by H. Douglas Brown and Heekyong Lee. In teaching and learning English, there are several skills that students have to learn. They are Listening, Speaking, Reading, Writing, Vocabulary and Grammar practice. However, in this study, the researchers focused on how Kahoot affects the vocabulary and grammar of SMK Binakarya Mandiri students.

Diane Larsen-Freeman (2003, 2014) argues that to assist language learners in using language effectively, meaningfully, and appropriately, we must explain the three interrelated and nonhierarchical elements of grammar: form, meaning, and use. First, the form dimension refers to observable structural components, such as phonemes, graphemes, inflectional morphemes, and syntactic patterns. Second, the meaning refers to the semantic level of structural elements, which includes lexical and grammatical meaning. The last, the use dimension accounts for the meanings of utterances in various contexts and discourse cohesiveness (Brown & Lee, 2015). The three dimensions are interrelated, so a change in one dimension may affect the other two (Larsen-Freeman, 2003).

All language learners must master these three components. Grammar is about "what forms mean and when and why they are used" (Larsen-Freeman, 2014, p. 269), not only form. Larsen-Freeman (2003) in Brown & Lee (2015) proposed the word grammaring, which changes the emphasis from the product of learning static grammar rules to the process of utilizing grammar in real-world communicative contexts. The concept of grammaring allows us to depart from the traditional approach of teaching grammar as a body of knowledge and instead view grammar as a talent to be developed.

Grammaring also refers to the organic process of using "grammar constructions accurately, meaningfully, and appropriately" (Brown & Lee, 2015). The other "half" of form-focused instruction is vocabulary, which consists of the thousands of lexical building blocks available to the average language user. Expanding the vocabularies will affect students' ability to comprehend and use language and may inspire students to increase the size of their vocabulary notebooks (Brown & Lee, 2015).

RESEARCH METHOD

This research analyzed how Kahoot can be a learning platform in improving students' skills in English. To support this observation, the researchers utilized a qualitative method and applied the Teaching by Principle theory by H. Douglas Brown and Heekyong Lee. The object of the study was taken from the Kahoot vocabulary and grammar result of SMK Binakarya Mandiri students

and some supporting articles. There were several stages that we did.

First, the researchers introduce the features of Kahoot to get to know what the students can explore and learn through its application. Second, the researchers selected and analyzed Binakarya Mandiri students' Kahoot result either it is vocabulary or grammar as the sample of the research. Third, the researchers connected the students' result with Teaching by Principle theory by H. Douglas Brown and Heekyong Lee. The last, the researchers concluded the whole observation.

RESULT AND DISCUSSION

To analyze the students' skills of English Club Binakarya Mandiri particularly in vocabulary and grammar, the researchers did the observation by classifying the features of Kahoot! and identifying the score when they played it. The first observation is introducing the features of Kahoot!
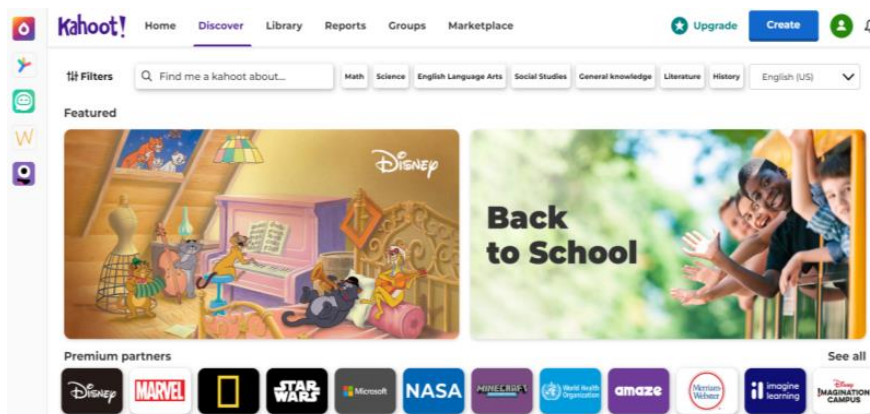

Figure 1. Kahoot! Features (Source : https://create.kahoot.it/)

In Figure 1, we can see the features in Kahoot game based-learning website. Kahoot is easy to play either by the teachers or students. The teachers can easily find subjects and topics based on what they plan. For example, in English, the teachers can directly type the topics such as Simple Present, Simple Pasty, Future, and many more. Aside from it, the teachers can also make their own questions and assign their students.

For further observation, when hosting a Kahoot at the start of a class, it may be necessary to generate much enthusiasm. Conversely, we may wish to slow things down while teaching information that needs concentration. Easily manage classroom dynamics using top Kahoot features, such as the ability to disable points or the question timer, to alleviate time constraints and enhance concentration. With the new integration, we can add Bitmoji to a live Kahoot to animate our virtual classroom, give it a more personal and familiar feel, and interact with our students more effectively. This tool is offered at no cost to all educators (Golubeva, 2021).

There is also a wide variety of features that Kahoot offers. They are Creator features, Gameplay, Reports and etc. In Creator feature, a quiz can be created in a few minutes. There are various templates available. They have numerous options among them. The creators are able to import questions, explore and choose between 500M questions available in the question bank, integrate numerous Kahoots, and insert the graphics into the iOS application.

Besides that, we can include YouTube videos into queries. We can combine several question types, such as quizzes, polls, riddles, and slides, into a single format. The last, we can choose high-quality photos from the available library (Kaur, 2020). Next, in Gameplay feature, videos are used to create games that make learning interactive and engaging. We can create games based on the pupils' capabilities. They are equally adept at playing at home and in school. Individual and group play options are available.

Furthermore, quiz makers can include multiple-choice questions. Through true or false questions, interest is generated. Users can adjust their approach to time depending on the difficulty

of the questions. Polls enable designers of quizzes to receive feedback. Using puzzles, we can evaluate the pupils' grasp of the material and the slides allow for the creation and display of additional content. Meanwhile, in Reports feature, teachers can get spreadsheet reports from Kahoot.

It provides visibility to reports regarding the class's level of progress. Moreover, teachers can share reports with their colleagues and the school administration. This application facilitates individualized learning (Kaur, 2020). The following observation can be seen in Figure 2.
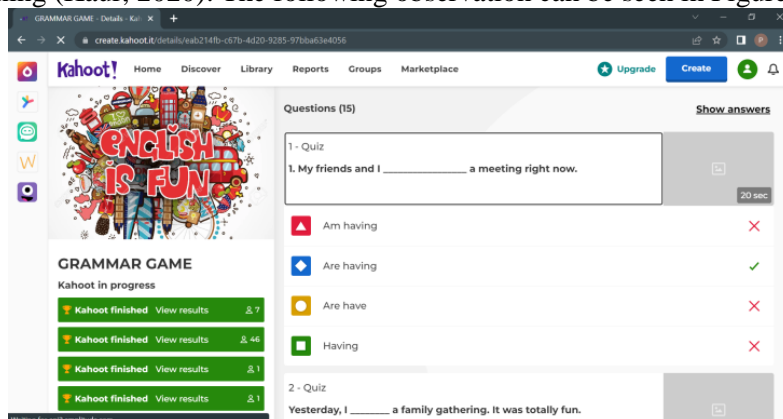

Figure 2. Kahoot! Topics (Source : https://create.kahoot.it/details/eab214fb-c67b-4d20-9285-97bba63e4056)

In Figure 2, we can see the teacher's screen which shows that the lesson is Grammar. It implies that grammar game was conducted. However, before the teacher assigned the game, he can check his list of questions before to anticipate any mistakes. Besides that, he could also take the material from Kahoot! website by searching it directly.

In a closer analysis, Kahoot also emphasizes performance analysis of students through evaluations and assessments. Kaur (2020) argued that it is not a typical traditional method of evaluation. Using quizzes, games, polls, and surveys enables a Kahoot teacher to assess a fun-loving process. What less to discuss, every pupil enjoys it. Mostly, the teachers and educators worldwide utilize it to make learning simple, enjoyable, and exciting (Kaur, 2020).

The next analysis is to identify the score when English Club students of Binakarya Mandiri played Kahoot game which can be seen from Figure 3.
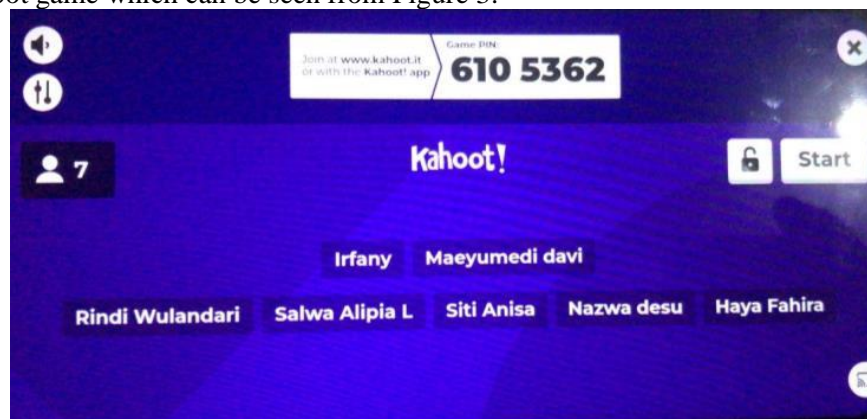

Figure 3. Join Kahoot! Game (Source : https://play.kahoot.it/)

In Figure 4, we can see that the students of Binakarya Mandiri especially English Club needs to log in before they join the game. They have to log in by inserting game PIN. After that, they write their names. Then, they can start the game. In this game, the students need to answer quickly

and correctly. Here is the students' display when they can answer correctly (Figure 4).
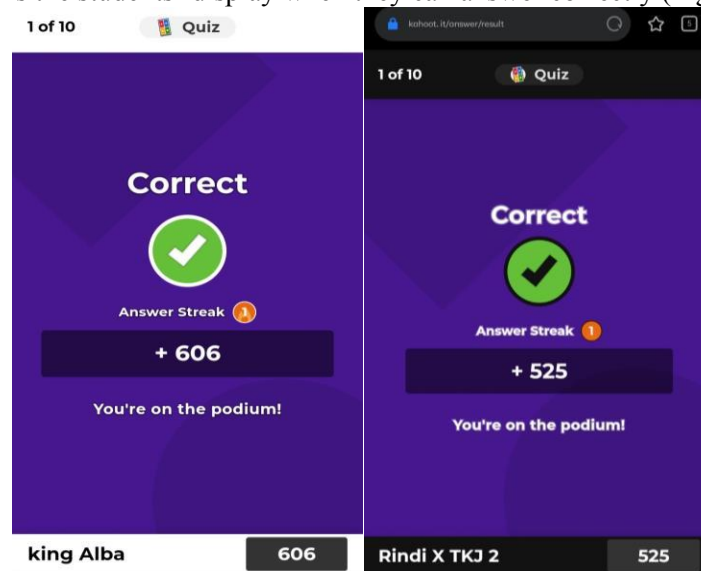

Figure 4. Students' answer notification (Source : kahoot.it)

In Figure 4, we can see the students' screen named King Alba and Rindi X TKJ 2. They both had correct answer but they had a different score. King Alba got 606. Meanwhile, Rindi X TKJ 2 GOT 525. Their differences happened as the King Alba clicked the answer faster than Rindi X TKJ 4. Thus, the result is different. The last analysis can be seen in Figure 5.
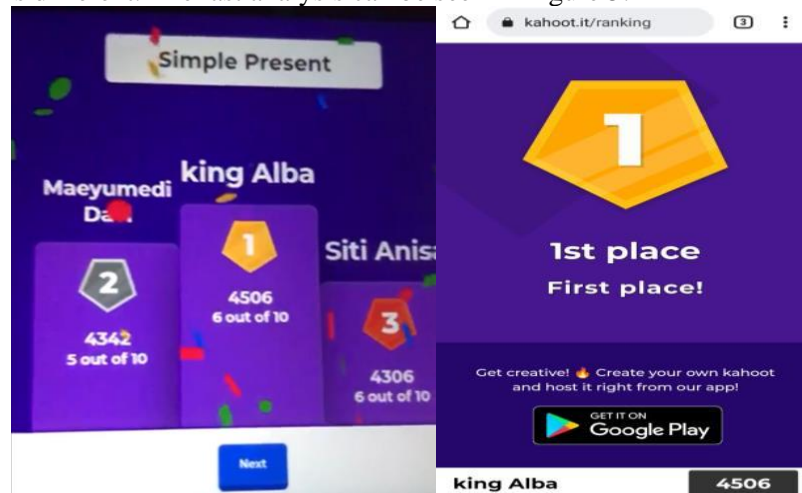

Figure 5. Kahoot! Podium (Source : kahoot.it)

In Figure 5, we can see that there are 3 students showed on the podium. They are Maeyumedi Davi, King Alba, and Siti Anisa. King Alba was the winner with the score 4.506, 6 out of 10 answers. Then, Maeyumedi Davi was on the 2nd place with 4.342, 5 out of 10 answers. The 3rd place was Siti Anisa. She got 4.306, 6 out of 10. As seen in Figure 5, King Alba and Siti Anisa could answer 6 questions out of 10. However, King Alba was on the 1st place while Siti Anisa was on the 3rd place. It could happen as King Alba answered more quickly and correctly than Siti Anisa. Then, if we compare Siti Anisa to Maeyumedi Davi, Mayumedi Davi was on the 2nd place even though he could answer 5 questions. It could happen as Maeyumedi answered faster than Siti so that Maeyumedi got extra points.

For further analysis, Kahoot can be used as a medium in improving students' skills especially grammar and vocabulary in English. The teacher can create interesting and interactive grammar and

vocabulary game through Kahoot As stated by Zimmerman (2014), students must encounter target words multiple times. Thus, the role of the teachers is critically important as they should know the target words that their students need to acquire. By using Kahoot!, the teachers can create and adjust the questions based on the students need.

Meanwhile, for the grammar part, Brown and Lee (2015) stated that grammaring refers to the organic process of using "grammar constructions accurately, meaningfully, and appropriately". In this case, the researchers view that teachers' teaching method is highly essential in constructing the students' outcome. Teachers can adjust or make the questions accurately, meaningfully, and appropriately. It means, they can create the questions by combining target words in form of correct grammar sentences. As a result, the students can reach the target language by identifying the questions or statements from the context. It seems complex. However, by using Kahoot it could be one alternative that helps teachers in delivering the lesson. Not only that, it can be a platform that emphasizes students interaction more. As a result, the students can feel interactive and interesting atmosphere and the teachers can be a facilitator that can reduce teachers' talking time.

CONCLUSION

The rapid growth of technology especially in education helps both teachers and students in teaching and learning experience. Kahoot is one of the solution. Teachers can minimize their teaching talking time by monitoring and assigning the lesson appropriately and meaningfully. Then, the students can have interactive and interesting learning process that can lead them to learn much harder. The sense of competition that exists on Kahoot game could trigger the students to learn faster and think critically. From above observation, it can be concluded that English Club students of Binakarya Mandiri feel more excited in learning English. They compete in the game, and it makes them excited to defeat the other students..

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