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## Kahoot as an online assessment for English: Students' perspectives (Case Study at SMPN 4 Kota Serang)

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### ABSTRACT

The aim of this study is to analyze the use of Kahoot as an online assessment for English from the students' perspectives. The method used in this study is qualitative research, and the data obtained by observation, interview, and document analysis. The research done for 2 weeks, during May 2023. The informants involved in this study are three students and one teacher teaching English in SMPN 4 Kota Serang. The result of this research shows that all informants welcomed the use of Kahoot as an assessment tool. They stated that by using Kahoot, the assessment would be more interesting, fun, less stressful, and increase the competitiveness between them so that in general Kahoot is better than traditional assessment tools.

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## 1. INTRODUCTION

In a learning process, evaluation or assessment is an absolute thing to do to measure the success of students in one material. This also applies in the world of education both from elementary, secondary, and even tertiary levels. The purpose of the evaluation carried out at the end of each subject is to measure whether students understand, master, or are even able to apply the material from what they have attended during the study period.

Barbosa et al (2005) states that in the process of learning English, assessment is one of the important keys to the learning experience which influences the way students approach their learning. Assessment revises how and what students wish to study, as well as how much time they devote to different tasks and learning resources. It cannot be denied that students' interaction with the assessment process has an impact on their future learning experience and the development of their learning approach. Bury (2017) states that assessment plays a key role in improving and strengthening learner motivation. It allows learners to reflect on their learning, define misunderstanding, and assess their rate of progress. Students devote their efforts towards any material or abilities they think will be assessed.

Internet-based assessment or better known as digitization of assessment has a varied and interesting variety and high efficiency for objectively assessing both individuals and other non-individual objects. Since more than five years ago various soft platform assessments are in the form of interactive quiz designs that are used in the learning process for free or for a fee such as web quizzes. Currently kahoot.it is the favorite web quiz compared to other web quizzes. The kahoot.it soft platform, which continues to be widely used in educational facilities, training and other formal and informal institutions, has turned into free game-based learning tool for teachers, mentors, coaches, or students themselves to use interactive learning inside and outside the classroom. Iwamoto, et al (2017: 82) explained that kahoot.it is one of the most popular applications that can be developed as a means of presenting quizzes in a game-show format. Active, interactive, fast and precise participation will be points given to each participant if they give the correct answer. During the real time game, students in seconds can see the results of their responses to the questions posed in the quiz created in Kahoot.it.

By assessing the students, teachers not only can get feedback from students about the way they teach, whether their teaching is effective or not but also can find out whether they successfully achieve both the purposes and the objectives which they set for lessons or not. Assessment for learning is presented at all stages of the learning process. Assessment for learning is generally known as a formative assessment or formative test. According to Moss et al (2019), formative assessment or formative test is a process by which assessment information is not only used by teachers but also students. Assessment encourages students to participate actively in the learning process. It also helps students become both self-regulated and confident learners. Brookhart (2001) states that teachers use the assessment information to adjust their strategies of teaching. Students use the assessment information to adjust their strategies to learning. Teachers can both motivate and encourage students to learn by emphasizing progress and achievement rather than the failure of the students which is obtained from the assessment information.

In order to improve the dissemination, efficiency, and quality of education, Barbosa et al (2005) states that many educational institutions nowadays have been collaborating information and communication technologies in the learning process, including the assessment process, such as Kahoot. According to Bury (2017), assessment in the form of quiz is considered as the most suitable online assessment tool in English learning because it can be downloaded and used free. This application can be used as formative assessment tools that can be created based on the curriculum. Rahayu et al (2018) state that quiz is a great online assessment tool that can help students to not only check their knowledge but also their progress in learning English. Rahayu et al (2018) also state that by using quiz, teachers not only can give tests but also can assign homework to the students as additional practice. The order of the question is put randomly for each student in the classroom. The type of the question in Quizizz is multiple choices which have at least two possible answers, and four as the most possible answer.

The researcher investigated junior high students' perspectives toward the use of Kahoot as an online assessment tool for English because it has given the formative test via quiz to the students since June 2022. This paper aimed to investigate the students' perspectives toward the use of Kahoot as an online assessment tool for English, especially on a formative one. This study was expected to give other researchers and teacher contributions to encourage them in using Kahoot as an online assessment for their class.

## 2. METHOD

This study was a qualitative survey research, with 3 students and 1 teacher of SMPN 4 Kota Serang as informants. The data collected by having an interview with the informants. The researcher tried to investigate students' perspectives toward the use of Kahoot as an online assessment tool for English, especially on a formative one, therefore the qualitative survey research method was used. The researcher used this method because it helped the researcher to describe the data obtained from this research. In this research, the subjects were taken from a purposive sampling method. This method was chosen because the researcher would like to investigate the perceptions of both categories of students, the students with the above-average score, and the students with the below-average score. The interview contains of three statements to find out the students' perception of the use of Kahoot as an online assessment tool for English learning, especially on a formative one. The statements asked to the students during the interview are:

- a) Kahoot is interesting and fun
- b) Kahoot creates a competitive atmosphere
- c) Kahoot is better than the traditional test

## 3. RESULTS AND DISCUSSION

The students showed positive perspectives toward the use of Kahoot as an online assessment tool, especially on a formative one. It was the same as the previous research done by Basuki et al (2019) which shows that the students made a positive perception of the effectiveness of online quizzes towards language skills and components. A statement which strongly agreed by all of the students was Kahoot creates a competitive atmosphere. This was in line with the previous study conducted by Bury (2017) that 79% of students agreed that it was fun to compete against other classmates using the form of Quiz. Basuki et al (2019) states that most students like the competitiveness in quiz session. By doing a test using quiz, students can see the result of their answers directly on the LCD projector. It may lead the students to be more competitive. Here is the analysis per question in the interview.

### **Kahoot is Interesting and Fun**

The use of Kahoot as a medium in assessment received good reception from students who considered assessment using Kahoot more interesting and fun. Interesting because Kahoot has many interesting features that make it a special attraction for students in the English learning assessment process. Attractive features and appearance make students happy and not feel bored in carrying out learning assessments and evaluations. As stated by informant 2 *"it's more fun, especially when doing quizzes, it's really exciting"*.

The same thing conveyed by informant 1 who stated, *"the learning atmosphere is fun because we don't just listen to the teacher but with Kahoot it's like being in a game"*. Informant 3 gave an explanation about the pleasant class atmosphere during the learning assessment and evaluation activities that, *"when working on questions the class atmosphere was lively, fun, many cheered when the answer was correct, there were also those who shouted disappointed when they answered wrong or there were also those who felt excited if they missed in pressing the answer option. So, the class atmosphere becomes more fun."*

Researcher sees that the use of Kahoot makes assessment more fun and interesting for students. It's fun because students don't feel the tense when working on questions. Apart from that, based on the interview answers of the informants who said that the class atmosphere when working on the questions became more lively because each of them could express their own feelings, starting from liking, being excited and the more diverse expressions shown by the students. Kahoot is considered attractive to students because the experience gained in answering questions makes learning English more enjoyable compared to conventional assessment in the form of text and paper-based which may be boring for them.

Researcher also sees that the use of Kahoot considered fun not only by students but also felt by teacher who stated that the class atmosphere became more fun when Kahoot used as the assessment. In addition, the final results of the assessment can be seen directly by students so that it is more transparent, *"We feel lighter by the presence of Kahoot"* It may happen because the results of the direct learning evaluation are obtained through student answers and all students know the results of the answers.

According to the explanations of the informants, in working on the students, they focused on questions and answered questions and were only given one opportunity to answer questions, so they had to be able to develop strategies to use time and answer the right questions. Informant 1 stated *"there was no time to copy friends' answers"*. In line with informant 1, informant 2 also said that *"there is no opportunity to cheat"*. A different thing was conveyed by informant 3 who stated that *"when finished the correct answer is displayed on the LCD screen so we know where we went wrong."* Transparency in this assessment then makes students more motivated to answer questions correctly.

Researcher concludes that Kahoot is more effective in evaluating and assessing English. In addition to training students' honesty and discipline in answering questions, Kahoot also creates a competitive climate. This can be done because of the ranking system implemented by Kahoot, so that students can find out their position based on the results of the answers they give.

### **Kahoot creates a competitive atmosphere**

A competitive atmosphere is felt in the class when Kahoot is used as an assessment of student learning outcomes. The climate of competition happens when students know the results of the answers and their position or ranking based on the results of the answers they give. Positive responses given by informants in responding to the immediate results of the quiz and the ranking system applied. Kahoot presents questions as learning assessments as if they were playing games, the students eagerly try to win the game to be the most superior. As stated by Informant 1 who said that *"doing questions is like playing a game, it's about how to win"*. The same thing was conveyed by informant 2 *"working on questions in Kahoot is not like working on paper answers, each of us focuses on the questions and answers the questions correctly"*. In contrast to informants 1 and 2, informant 3 said that *"answering questions in Kahoot is like playing games, fun and obviously not stressful"*.

Researcher sees that Kahoot creates an atmosphere of competition like the ones the students experience in a game. Every student tries to win, and put himself/herself to be the most superior compared to the others. This atmosphere is considered good by the teacher because it can motivate students to be the best. *"Competition shown in Kahoot can spur students to be the best."* Each student certainly has their own ways and strategies in answering questions. In conventional assessment, the teacher does not know which students have an advantage in learning English because each student has the same opportunities and possibilities. However, it is different from Kahoot that can lock student answers. When he chooses an answer to a question, it will be seen which student did the fastest and correctly.

Based on the presentation of the informant, the researcher also saw that learning assessment using Kahoot made students feel challenged, and was able to encourage students to compete with each other to get the best possible grades. Because, when they faced failure in the game, they are very motivated to be able to win again, and they are very optimistic about achieving their goals. Based on this, it can be said that a persistent

attitude and high motivation filled with positive influences felt by students will have an effect on students' abilities and students' emotions to achieve better things in the future. Researcher also sees that this is what distinguishes Kahoot and conventional learning assessment.

#### **Kahoot is better than the traditional test**

As previously explained, Kahoot presents different things in assessment. This can be seen through the atmosphere of the class when the assessment takes place. The teacher as a learning facilitator believes that *"the classroom atmosphere when assessing learning using Kahoot is very different, more lively and fun"*. The difference between conventional paper-based assessment and assessment using Kahoot was felt by students. This was conveyed by all informants who revealed that when compared to traditional assessment, answering questions through Kahoot was more enjoyable. Informant 1 revealed that *"assessing with Kahoot is like we are not doing a test but like playing games"*. The same thing was conveyed by informant 2 who stated that *"just like playing games, we are not aware that we are answering questions for learning assessment"*. A pleasant atmosphere that is not stressful makes students feel comfortable and calmer in spelling out assessment questions. This was conveyed by informant 3 that *"the atmosphere is not like doing exam questions, it is more fun"*. However, apart from having the advantages stated by the informants, the researcher concluded that there were also some disadvantages that could be found in using Kahoot as a learning assessment medium.

The researcher identified deficiencies that could be found in using Kahoot as a learning assessment medium including internet connection. If the internet connection at school is inadequate then there will be connection problems so students will feel uncomfortable in carrying out the assessment. A good and stable internet connection must be provided, because when the connection is lost, students who are working on it will be left behind with some questions and cannot return to the questions that have not been done or return to the beginning because the questions are presented online and simultaneously. Therefore, it can be said that the use of Kahoot as an English assessment medium requires internet connection facilities and supporting devices that must be provided by the school or owned by students. It is impossible to run Kahoot without these facilities.

#### **4. CONCLUSION**

In conclusion, the result of the study showed positive perspectives of the students toward the use of Kahoot as an online assessment tool for English, especially on a formative one. The students strongly agreed that Kahoot has an attractive display which is interesting and fun, students can't cheat during the test, creates a competitive atmosphere in the classroom, and is better than the traditional formative test. Furthermore, this study is expected to give other researchers and teacher contributions to encourage them in using application as an online assessment tool for their class.

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