KAHOOT APPLICATION AS A FORMATIVE EVALUATION MEDIA IN STUDENTS' COMPREHENSION OF THE ASPECT OF WRITING NARRATIVE TEXT IN ONLINE CLASS (QUALITATIVE CASE STUDY AT ONE OF SENIOR HIGH SCHOOL)

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Abstract: This article figures out the ways of applying Kahoot as a formative evaluation media in students' comprehension of the aspect of writing narrative text in an online class; and investigates the perceptionsof the teacher of using Kahoot as a formative evaluation media in students' comprehension of the aspect of writing narrative text in an online class. The study applied a qualitative research design, employing the case study characteristics. The data were attained from some sources, including classroom observation and interviews. Classroom observation was conducted to 11 MIPA and the interview was administered to an English teacher. The findings revealed that implementing Kahoot in the process of evaluation can increase the student's achievement; so that student's comprehension of the narrative text can be improved. The teacher perceives that Kahoot helped carrying out the formative evaluation process in the online classroom because the teacher can easily see the level of students' understanding of aspects of writing narrative text. However, the evaluation process is hampered by unstable internet connections. The finding of this research recommended English teachers to apply technology, in particular, Kahoot, that can make the learning and evaluation process in online classes easier and more fun. Also, Kahoot helps students practicing and increasing their understanding towards the delivered materials.

Keywords: *Kahoot, formative evaluation, narrative text*

INTRODUCTION

Technology has been widely used in the process of learning activities; one of them is in English language teaching. Not only is it used by teachers but students are also involved in the technology used in the classroom, such as computers and gadgets. Thompson (2017) states that "Technology keeps growing in the importance of a device to help teachers of foreign languages in mediating language learning for their students". As technology develops in education, teachers are also required to be more creative in choosing and using learning media with the aim of increasing

student learning motivation. With the help of technology students and teachers can carry out the process of teaching and learning activities without being limited by space and time. As it is now, because of the Covid-19 pandemic, all learning activities in schools are carried out online at home. However, all forms of teaching and learning activities must still be carried out, especially in English language teaching. By involving technology in language teaching, learners can simultaneously practice using language directly when interacting with technology; they can learn new vocabulary, learn the meaning and learn how to pronounce it (Mafuraga, 2017). With the existence of technology-based learning media, teachers are expected to create a pleasant learning atmosphere, especially in English lessons which are generally considered a difficult subject.

In Indonesia, learning English is generally considered very important because English is a foreign language. Consequently, teachers need to make various efforts in order that learning English can develop. According to Hamilton (2015), "Many educators and researchers believe that when continuous efforts are made to integrate technology for foreign language learning, language teaching and learning will flourish". One way to improve teaching and learning English is supported by technology-based learning media. This is in line with the statement of Mayer (2014) who claims that "the design of Multimedia can be intellectualized as a trial to help learners in their model-building attempts".

Many learning media are in the form of applications developed by technology to support the process of learning English activities. One of the learning media developed by technology is game-based learning media, such as Kahoot. It is a technology product that is a form of game-based online learning that allows users to give and answer multiple-choice quizzes, and true or false questions. Bicen &Kocakoyun (2018) state that "Gaming can be effective to be integrated into learning by means of the Kahoot application". This application can also be used as a medium for student evaluation and assessment. Meanwhile, quizzes that are played can be designed and adjusted to the material presented. This way, teachers may review directly the extent of students' understanding of the material already taught. Furthermore, Putri (2019) states that" Playing Kahoot makes learning so much fun and students do not feel bored of learning a very difficult s u b j e c t to b e understood". Moreover, there are still many students who are less motivated to learn English because they think learning English is difficult.

In English learning, there are several genres of text, one of which the genre is Narrative text. The narrative text is a type of text that is commonly studied at the high school level that tells a fictional story and aims to entertain readers. Derewianka (1990) states that "The main purpose of narrative text is to amuse, to increase and hold the reader's interest of a story". Narrative texts, in general, could be characterized as fictional narratives or imaginary, non-fictional narratives, or a combination of both (Eguavoen & Eniola, 2016). To make it easier for students to understand every aspect of narrative text, interesting learning methods and media are needed: the Kahoot application.

Previously, several studies have been reported on the use of Kahoot learning activity such as Bicen & Kocakoyun (2018), Mada & Anharudin (2019), Plump & LaRosa (2017), and Putri (2019). However, the study focusing on the use of Kahoot in EFL writing activity, especially, writing narrative text is still sparse. Due to its importance, the present study aims to carry out the research to find out: 1) the ways of applying Kahoot as a formative evaluation media instudents' comprehension of the aspect of writing narrative text in an online class; and 2) to investigate the perceptions of the teacher of using Kahoot as a formative evaluation media in students' comprehension of the aspect of writing narrative text in an online class.

METHOD

This study was constructed through a qualitative case study. Case study is a qualitative approach in which the researcher explores an actual-life in-depth data collection embracing many sources of data (Creswell & Poth, 2018). The case of this study was teacher ways of applying Kahoot as a formative evaluation media, a teacher's perspective, and problems on the Kahoot

application as a media of formative evaluation of students' learning. The participants of this study are the students of class 11 MIPA and an English teacher at MA Al-Rahman, Tasikmalaya. The researcher used purposive sampling technique to select the participants. The research was conducted at one of the high schools inTasikmalaya to be precise at MA Al-Rahman Ciakar, Sodonghilir, Tasikmalaya. The researcher used observation and interview as the instrument in collecting the data. The observation was conducted during the teaching and learning process with an English teacher who used Kahoot as a formative evaluation in class 11 MIPA. It is aiming to answer the first research question that intends to find out how the teacher and students apply Kahoot. The researcher conducted interviews with a teacher who has become a participant, linking a teacher's perceptions about the use of the Kahoot application and the problems encountered during the use of this application. The data analysis used by the researcher was organizing the data, coding the data, and representing the data.

RESULT AND DISCUSSION

This study described the research result after collecting the data from observation and interview. The researcher played as a non-participant observer and conducted semi-structured interview. The observation data were expected to answer the first research question namely, "How does the Kahoot apply as a formative evaluation media instudents' comprehension of the aspect of writing narrative text in an online class?" Meanwhile, the interview data were expected to answer the second question, namely, "How does the teacher perceive Kahoot as a formative evaluation media in students'comprehension of the aspect of writing narrative text in an online class?" The result of the study is to be elaborated in the following organization.

Result

From this observation, the researcher tries to observe how the Kahoot application is being used as a formative evaluation media in students' comprehension of aspects of narrative text in an online class. The researcher obtained data from non-participant observations, namely indirect observations in an online class where learning activities were carried out through the WhatsApp application. This observation was carried out in class 11 MIPA with a total of 35 students and a teacher is a man. This observation was carried out in April with a schedule according to English subjects. This observation was carriedout online due to the increasing Covid-19 outbreak; so all forms of activity were limited.

The data obtained from this online observation is that students do not play an active role in online learning activities. When the teacher gives instructions to students to study the material, there are only a few students who respond in WhatsApp Group, but they focus on studying the material presented. After the teacher gives time for students to understand the material about narrative text and ensures that all students have studied it, then the teacher gives examples of the material to help students understand. After all the material has been delivered, the teacher gives students the opportunity for a question-and-answer session about the material that has been delivered. Unfortunately, there are only a few students who actively ask questions, they did not look so enthusiastic and felt bored.

In the end, the teacher asked each student to conclude the material they had read,then the teacher asked the students to prepare to take an online quiz which was carried out through the Kahoot application. At that time students began to be enthusiastic and excited to take the quiz. The material and quizzes that are delivered must have been designed and prepared before the lesson schedule.

To begin a quiz, the teacher had to create an account on the website https://kahoot.com/. After logging in to the Kahoot account, the teacher can create a quiz. The Figure 1 illustrates the display for creating a quiz.
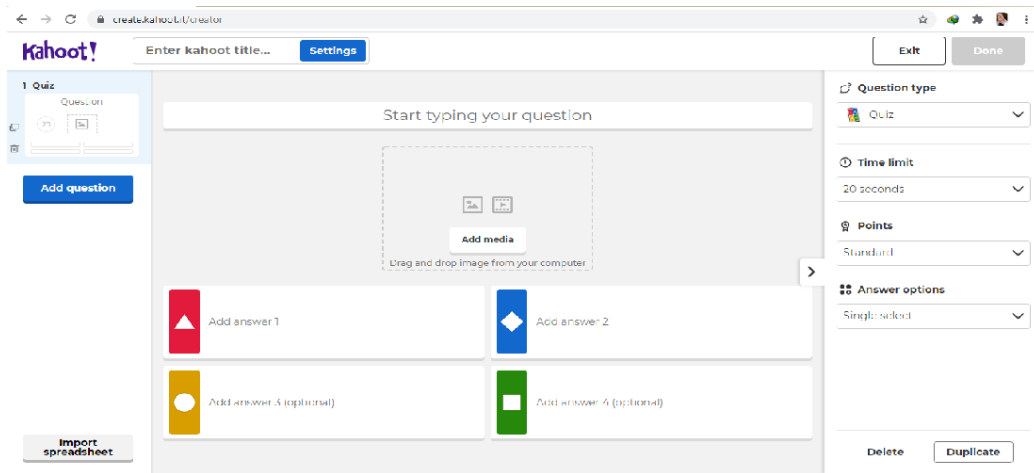
Figure 1. Creating Kahoot display

In the process of evaluating students' understanding of aspects of narrative text, firstly, the teacher sends a website that can be accessed by students, namely https://kahoot.it/. It is followed by sending several digits called a PIN for students to connect with Kahoot, taking the quiz, and answering some questions that have been prepared. After that, the teacher reminds students to enter their nicknames. The Figure 2 shows the display for students to enter a PIN and nickname.
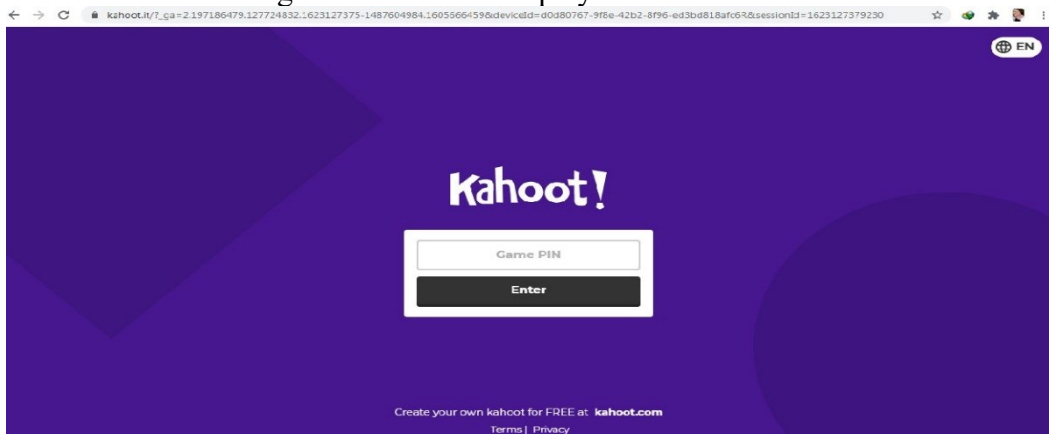

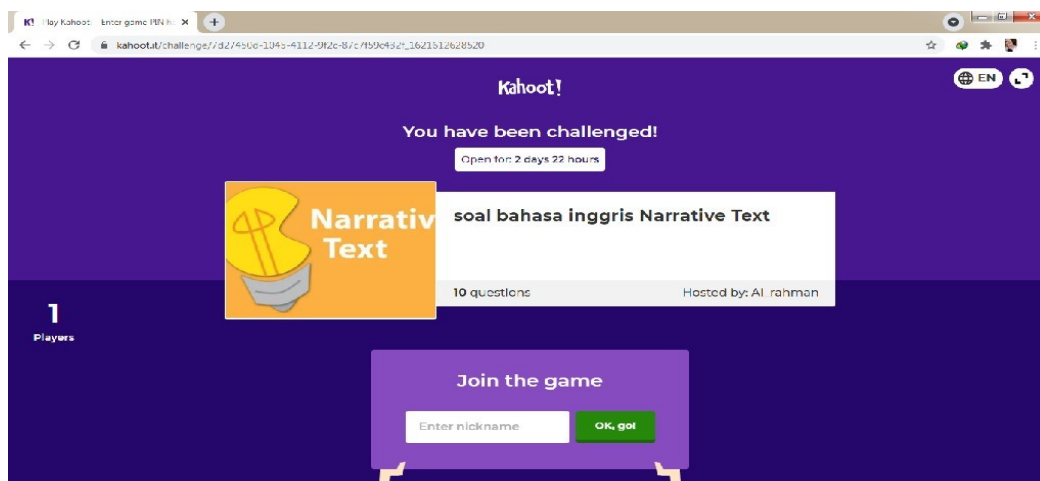**Figure 2.** The display of entering game PIN

Figure 3. The display of entering a nickname

The teacher also reminds the students about the limit for the quiz at which each question has a processing time limit ranging from 5 to 120 seconds. The score also depends on speed and accuracy in answering questions. If they are not answered, they will not get a score. This quiz is intended to evaluate the extent to which students understand the material that has been delivered, specifically in this study is the ability of students to understand aspects of writing narrative texts. The **Figure 4** shows the display of the quiz with the timer.

Figure 4. The display of the quiz with the timer

There are many modes for students to play the game, depending on the mode chosen by the host, whether or not the game can be accessed in live, and whether or not it is challenging game mode. At that time, the teacher chose to use the challenge mode because it make the quiz easy to be accessed anywhere. It did not have to be done directly and face to face which is different from the live mode. This mode can only be accessed when learning is carried out directly and face to face in the classroom. This mode is not suitable for use during online learning. The Figure 5 is an illustration to choose a quiz or game mode.
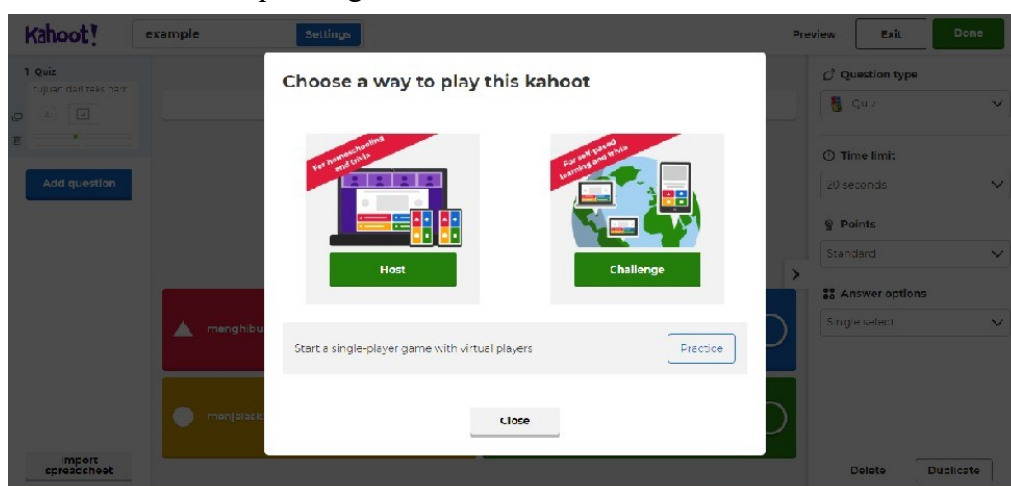

Figure 5. Type of game mode

After the quiz session is over, the teacher tries to show the results and rewards for students. This was aimed to motivate students to study and take the quiz seriously. The results of the quiz were also very diverse and quite satisfactory, the teacher gave 10 questions in the form of multiple-

choice and no student got a score below the minimum scoring criteria. After the quiz is over, the teacher can see the podium display to see the 3 highest rankings from the results of students' quizzes. The teacher can take a screenshot of the display and then show it to students so that they feel motivated and understand the material. The Figure 6 is a picture of the podium view.

Figure 6. Podium display

After the quiz session, the teacher gave instructions to students which is to provide feedback regarding the evaluation process of using Kahoot. Subsequently, 10 students gave feedback about the evaluation process of using the Kahoot application. The students have the perception that taking quizzes using Kahoot is more fun, and some other students state that they are more active in learning and are serious to understand the material. There are no more fear of notbeing able to answer quizzes; this means Kahoot can increase students' learning motivation. Student responses during the evaluation process using the Kahoot application are also more enthusiastic; they enjoy the process well and feel happy. Thus, Kahoot is effectively used as a formative evaluation media in students' understanding of a narrative text.

Based on the observation, the researcher also found obstacles during the online evaluation process using the Kahoot application: 1) one of which was an unstable internet connection; 2) some students had difficulty connecting to the internet and could not access the Kahoot application; and 3) some students were even hampered by taking quizzes. To overcome this problems, the teacher gives a longer time limit so that students can take quizzes when they can actually connect to the internet. The implementation of the quiz at the end of the lesson using the Kahoot application as a formative evaluation media aims to determine the development of students during the process of learning activities and to determine the level of students' comprehension of the material.

The teacher's perceptions of Kahoot application were obtained through interviews and are presented to answer the second Research Question. It deals with the perceptions of the teacher of using Kahoot as a formative evaluation media in students' comprehension of the aspect of writing narrative text in an online class. . The researcher conducted an interview with an English teacher in class 11 MIPA at a high school in Tasikmalaya. The teacher has experience in teaching English and has used the Kahoot application to help the evaluation process in the classroom. This semi structure and face-to-face interview was conducted in Indonesia language consisting of 10 questions.

Based on the data collected through interviews, the researcher concluded that the teacher perceives the Kahoot application as an assistance for conducting theevaluation process in an online class because it is easily accessible by teachers and students. Furthermore, it helps teachers recognizing the level of student comprehension of material. According to the participant's experience, students' understanding of narrative text aspects is still lacking. That way, the

application of quizzes in Kahoot can increase student learning motivation, increase student interest in learning so that their understanding also increases, and create a learning atmosphere that becomes more competitive and fun. Besides the advantages of the Kahoot application, the problem experienced during the evaluation process using the Kahoot application is an unstable internet connection.

Discussion

The results of this research provide supporting evidence that the Kahoot application is a game-based learning media that can be used as an evaluation or assessment media in the classroom because this application is an online quiz game. According to Plump & LaRosa (2017) "Educators practice Kahoot! to make game-based quizzes, discussions, and surveys". The implementation of the Kahoot application as a formative evaluation media really helpsteachers to assess the students' understanding of a material and can help improve student achievement.

In implementing the Kahoot, each teacher and student must have a smartphone or computer and ensure that all participants are connected to the internet network. To be able to access the quiz, participants only need to enter their PIN and nickname. After the quiz isover, the teacher and students can see the results of the quiz immediately. From this score, the teacher also can determine whether the material presented has been well received by students or needs to be reviewed. Based on this observation, the responses of students during the evaluation process using the Kahoot application is very excited and enthusiastic. These results are in line with Mada & Anharudin (2019) who view that the use of Kahoot in learning gives benefits to students relating to making them participate actively in learning more excited, happy, and not feel bored.

Based on the interview, it can be concluded that teachers have a positive perspective on the Kahoot application. It is claimed that, the application can help them in the process of aformative evaluation of students' comprehension in an online class, the teacher can see the level of student comprehension. Also, the Kahoot Aplication help students to increase their learning motivation, and increase student interest in the lessons so that their understanding of aspects of narrative texts increases. It is in line with Putri (2019) who states that learning using Kahoot can improve students learning motivation; it is based on the fact that the results of learning can have asignificant increase. Besides the advantages of the Kahoot application, the teacher also argues that as long as he uses this application, it is sometimes disturbed by an unstable internet connection, then the user must always make sure that the internet connection is stable.

CONCLUSIONS

The research suggests that the Kahoot Aplication is recommended to be applied to the teaching-learning and evaluation process. The reason is that this application can present several questions in the form of quizzes which can be used during distance learning. This application is very easy to access and makes teachers more creative. In addition, it can increase student interest in learning, and student scores that appear instantly. The score that can be seen by each student make them more motivated when doing quizzes, that way, the class atmosphere also becomes more competitive and fun. The Kahoot Aplication is also helpful for the teacher because by this application the teacher can see the level of students' comprehension easily. In addition to the advantages obtained, unstable internet connections sometimes become an obstacle when the evaluation process is carried out.

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