

PLAYING E-QUIZZES WITH KAHOOT!: STUDENTS' BEHAVIORAL ENGAGEMENT ON READING COMPREHENSION THROUGH KAHOOT!

Melawati Kurnia

melawati.kurnia98@gmail.com

Universitas Singaperbangsa Karawang

Maya Rahmawati

maya.rahmawati@kip.unsika.ac.id

Universitas Singaperbangsa Karawang

Wahyudin Fitriyana

wahyudin.fitriyana@staff.unsika.ac.id

Universitas Singaperbangsa Karawang

ABSTRACT

Reading comprehension is important in learning English. Students in Indonesia learn English from elementary school until senior high school. However, they often find difficulties to understand a text. The use of traditional media in this modern era is one of the reasons. In this study, the researcher used Kahoot as media to comprehend a narrative text. The purpose of this study is to find out students' behavioral engagement in reading comprehension through Kahoot and to find out the advantages of it. The methodology of this research is a qualitative research with a descriptive case study as the research design. Participants in this study are seven students from one of the Vocational High School in Karawang. The teaching process was held two times and playing quizzes in Kahoot two times too. Semi-structured interviews and reflective journals are used by researchers as data collection techniques. Researchers use Thematic Analysis by Braun and Clark (2006) to analyze the data that has been collected. Based on the results of semi-structured interviews, it can be seen that there are several forms of behavioral engagement while students used the Kahoot application, namely students' attendance, students' participation, students' interaction, students' obedience, students' obstacles, and difficulties. The advantages of Kahoot are that students understand the lesson better, can manage time well, and feel happy when filling out quizzes on the Kahoot application.

Keywords: *Reading comprehension; behavioral engagement; Kahoot*

INTRODUCTION

Reading is one of the important skills in learning language especially English. However, students often face some challenges while comprehending a text. New vocabularies, working memory, absence of extensive reading, difficulty to

distinguish the type of text are some challenges faced by students (Shehu, 2015). Since reading is an active activity, the teacher needs a media that can involve students playing and being active in the classroom. One of the media that can be used by the teacher in the classroom is utilizing technology. With technology, teachers and students will get benefit from both the time and the material delivered in the classroom.

Increasing student enthusiasm, interest, fond of learning can be obtained by applying gamification in the classroom. Besides, following the game's function in general, it also makes students compete with other students so that the learning process is more interesting (Zainuddin, et al, 2019). Kahoot is one platform of e-quiz in form of a game that can be accessed by teachers and students to support students' participation and to compete with other students in the class (Beza, 2011; Licorish, et.al, 2017).

Student's involvement in the classroom is very important if the teacher wants to make students active in the learning process (Moffat & Robbinson, 2015). Student engagement has three variables there is cognitive, emotional, and behavioral engagement. Parsi (2015) on gettingsmart.com explains cognitive engagement is related to the student's comprehension of the material. Emotional engagement is related to student interest in learning and the level of boredom. The engagement of behavior is positively and negatively related when they talk about learning. In addition to what Parsi has explained, behavioral engagement also includes student effort, perseverance, participation, and agreement with the school structure.

The previous study showed that using a game like Kahoot can induce extrinsic and intrinsic motivation among the learning process (Lin, et.al, 2018). Thus, there are still students who have never been given an online quiz by the teacher. Students are not motivated to learn because they feel bored if the teacher only teaches English with general activities, so students do not understand well about the material delivered by the teacher (Alsawaier, 2011). Especially on students' reading comprehension, the teacher only uses traditional methods or teaching media and just uses a traditional test (paper-based test) in the classroom.

This study is conducted to answer the problems formulated in the following questions, RQ1: How does Kahoot build student's behavioral engagement in reading comprehension?; RQ2: What are the advantages of using Kahoot as a media in English lesson?. Therefore, based on the research questions, this study is aims to investigate students' behavioral engagement in the classroom while learning narrative texts with gamification and to find out the advantages of using Kahoot as a media in English lesson. The researchers believe that gamification can build student's participation in learning and understanding narrative texts, it is appropriate

with the objectives of this research, which is to find out student's behavioral engagement on reading comprehension through Kahoot.

LITERATURE REVIEW

Online Learning Quizzes

Today's education world has utilized technology to support the needs of students in schools. Various types of technology can be utilized as learning media. Gamification is a pedagogical system where games as teaching media are interactive e-quizzes for students (Lin, et.al, 2018). Mindy Jackson (2016) said gamification is a tool that contains game applications that can be played with various features such as points, timers, badges, and leaderboards. Various types of challenges can be found by students in gamification such as practice opportunities, assessments, and feedback. Deborah (2019) stated gamification is "*The use of game elements in non-game contexts.*" The advantage of gamification is to enrich the learning experience for students.

Applying online learning quizzes where students study by utilizing technology can make learning activity more live, rather than applying quizzes on a paper. Various online quizzes are accessible by teachers and students, like Kahoot. Kahoot is an e-learning platform also can make teachers creative in making some questions. Kahoot was discovered by Morten Versvik, Johan Brand, and Jamie Brooker who are members of the Norwegian University of Technology and Science project which was launched in March 2013 at SXSWedu and launched to the public in September 2013.

Previous studies showed that students can compete with others by gamification and also it is an effective way to evaluate student's learning performance (Zainuddin, et.al, 2019). Although the effectiveness of game-based learning or gamification depends on whether students perceive the game (Licorish, et.al, 2017), yet gamification such as Kahoot! resulted in a high level of extrinsic motivation to students (Lin, et.al, 2018).

Choosing Kahoot in this research as seen as a fascinating thing for the researcher, because the researcher found a student's interest at the thee-quizzes application on English lesson especially reading skills. Besides, this application gives a good impact on the students that are motivating students either extrinsic or intrinsic during the learning process (Lin, et.al, 2018). Hence, in this research to the researcher was utilized Kahoot on reading skill especially student's reading comprehension.

Learning Reading with E-Quizzes

Utilizing online quizzes make the teaching process actively with interactive quizzes such as Kahoot. Kahoot is one of the online quizzes applications that allow students free to access. Teachers can apply Kahoot in every subject with input some questions in multiple choices, then showed the quizzes in a monitor. One subject and skill that important is reading comprehension.

As said by Chittravelu et.al (1995), reading is a multiple skill that can use differently with some tests and fulfilling different purposes. Reading is one skill that must be mastered by students early on in school than other skills. In the reading process, the student will try to understand a text with their background knowledge.

English subjects such as text can be found by the students since junior high school, high senior school, also university. However, some students often face some difficulties to understand the contents of a text. Some of these difficulties are difficult to understanding vocabulary especially if there is new vocabulary, lack of reading English texts outside of the subject (such as news, novels, storybooks, etc.), and also the difficulty of distinguishing types of texts (Shehu, 2015). Therefore, the researcher decided to choose reading comprehension in this study as a skill that was important enough to be mastered by students so that students could master reading skills in a fun way using Kahoot as a media.

Students' Behavioral Engagement on Reading Comprehension

Three student engagements can be one of the factors of student success in class. Cognitive engagement means students are cognitively involved, where students are not only present in class but also focused, diligent in learning, doing assignments. Emotional engagement is where students have strong feelings for the school and have a positive response to teachers and students. Behavioral engagement means that students participate in class when the learning process takes place, whether it is asked to the teacher, giving advice, and answering questions from friends or teachers (Fikrie, Lita Ariani, 2019). There are three dimensions of a student's behavioral engineering, namely:

1. Positive behaviors mean the school's intention pursued by the students
2. Student's participation, means the students participate in school-related activities such as student's support, interaction, and attendance
3. Student's interact with their academic task means when the students affected material, they will engage in the classroom activities

Some indicators of behavioral engagement were used in the previous study (Christenson et al., 2012) such as attendance, participation, and behavioral incidents (i.e., office referrals, suspensions, detentions). Whereas in the present study, the

researcher was focused on students' active participation such as present in the classroom while using Kahoot to comprehend a text (Skinner et al., 2008).

RESEARCH METHODOLOGY

The purpose of this study is to investigate student's behavioral engagement on reading comprehension through Kahoot and to find out the advantages of using Kahoot as a media in English lesson. The researcher uses the qualitative approach as research methodology which is interpreted as an individual work of people's own written or spoken words and observable behavior towards a phenomenon that occurs in the field. Taylor, Bogdan & DeVault (2016) in their book "Introduction to Qualitative Research" stated that "Qualitative approaches can be used in a broad range of disciplines and fields" (p.7). Qualitative researchers are a phenomenon or perspective focused on how someone views something that happens in their lives when they experience it. Qualitative research receives pure and direct data from the field by accepting people in their lives. The researcher uses this research design to see firsthand behavioral engagement while using Kahoot in the classroom as a media on a student's reading comprehension.

The researcher also uses the case study as a research design to investigate something in specific situations with scientific discipline. A case study is one of the research design that focused on an appropriate situation which means that this study can be used to checking whether the theories work in real life or not (Shuttleworth, 2008). The researcher uses a case study to investigate whether Kahoot was built behavioral engagement on students' reading comprehension as the previous research founded.

Thematic data analysis by Braun and Clark (2006) is used to analyzed the data that have been collected. There are five steps of data analysis; familiarising yourself with your data, generating initial codes, searching for theme, reviewing theme, and producing the report.

This study was conducted at one of the Vocational High Schools in Karawang in class X students. Seven students in class X TKJ 3 agreed to be participants in this study. The study took place for 2 meetings on English subjects and the teaching-learning process was conducted online via Whatsapp Group. The researcher collected the data through semi-structured interviews and reflective journals. The researcher as the interviewer will conversationally ask the students as participants through Whatsapp Group. The questions are about student's experiences in learning reading with a teaching strategy and teaching method used by the teacher. The reflective journal also has to collect the data to know what the student's feelings while learning the process through online via Whatsapp group. At

the end of every lesson, the students have to write their experiences on a paper then collect it to the researcher.

FINDINGS AND DISCUSSION

The purpose of this study is to find out students' behavioral engagement in reading comprehension through Kahoot and to find out the advantages of using Kahoot as a media in English lesson.

FINDINGS

Student's Attendance

Online learning was only held 2 times because since the participants have limited time since they learned from home during this pandemic. The first meeting was conducted on May 8, 2020, for almost 90 minutes. The topic was about Narrative Text which consists of definition, generic structure, language features, purpose, and example of narrative text. The second meeting was conducted on May 20, 2020, for almost 90 minutes too.

According to the students' reflective journal, it can be recognized that some students said they want to learn English more deeply with the researcher. They were also interested to make the most of their time studying at home and also increased their learning experiences.

“Karna aku dipilih untuk mengikuti pembelajaran online whatsapp grup,dan ingin mengulang kembali pembelajaran yang sudah saya ikuti selama disekolah,menambah pengetahuan lebih jauh tentang pembelajaran ini”

No wonder, it was the first time for students to attend online learning through Whatsapp group, and also for a researcher in conducting online research. Besides, the situation while this research conducted there was an epidemic of COVID-19 so that the process of data collection through online was more appropriate.

Student's Participation in Online Quizzes with Kahoot!

The first online quizzes in Kahoot took place on May 11, 2020, there are 15 questions about the topic students have learned in the first meeting with the researcher as the teacher. The questions were about the definition, generic structure, language features, purpose, and example of narrative text. Whereas the second quizzes took place on May 21, 2020, and there were 20 questions about students' understanding and students' reading comprehension of narrative text entitled "True Friend". The text of the story has been given to students at the end of learning at the first meeting to be understood by students independently.

The researcher found that 5 out of 7 students reported the same thing when they used Kahoot to play an online quiz because it was interesting for them as said by one of students:

“Karena saat belajar Bahasa Inggris jarang sekali menggunakan aplikasi tertentu dalam belajar, jadi saat teh mela mengadakan kuis online aku tertarik untuk ikut serta. Menurutku saat mengikuti kuis tersebut aku tidak hanya sekedar bermain kuis tapi juga belajar tentang Bahasa Inggris terutama tentang Teks Narrative yang sudah diberikan dan dipahami sebelumnya”.

Besides Kahoot was a good application, it also has a unique way to play, so that they were not just played quizzes but they also re-learned Narrative Text differently. Besides, 2 of them said that they wanted to try learning with the application. Because that was the first time for them to use the application, they were interested in participating in using Kahoot. This is in line with the results of researchers' interviews with students, students have never felt learning in the classroom with any technology-based media because besides they are not allowed to carry mobile phones, they are also not provided any supporting facilities. They are also not provided any supporting facilities to utilize technology in classroom learning.

Student's Interaction while Playing Kahoot!

Researchers founded that almost all students played a quizz repeatedly on the first quiz because they were not satisfied with the score they had obtained previously.

“Saya bertanya pada teman, dan mengerjakan kuis secara berulang kali karena, belum puas dengan nilai/skor yang diperoleh”

However, some students only play once because they were confident with the score he gets even though not all the answers 100% correct. They also discussed with their friends or relatives at home when they found question(s) that they think were difficult. Re-opened the notebook about Narrative Text while played the quiz was allowed by researchers, as long as students did not out and entered the application.

Student's Obedience

The researcher found that all students followed some rules or conditions that had been made and agreed with students as participants in this study. At the first and second meeting, all students agreed to follow the provisions in the Kahoot application. Among them, students were required to download and install the Kahoot application on their smartphone or open the Kahoot page on kahoot.net if

the student could not install the application on their smartphone, then they have to input the game PIN when playing online quizzes. Without following these rules, surely students will not be able to feel playing online quizzes with Kahoot. Then, all students have to play a quiz with challenge mode that has determined by the researcher for 30 days thus they will not procrastinate to a played quiz.

“Aku ikutin peraturannya, jadi sebelum main kuis itu aku harus download dulu, karna aku gak bisa download App nya jadi aku buka website nya di chrome terus aku tinggal masukin game pin nya aja buat main kuis ke 2. Kuis nya itu tentang pemahaman aku sama teks cerita yang kemarin yang udah dibahas di grup .. Nah, selama main kuis itu, aku harus fokus buka app itu aja, ga bisa buka app lain..Karna kuis nya itu pake waktu.. Selama main juga, aku ss soal kuis nya buat dokumentasi, harusnya ada foto lagi main kuis nya.. karna aku ga ada hp lagi jadi aku ss in aja buat dokumentasinya”

Almost all students obey these rules because installing an internet network application will be easier. However, some students cannot install the application because of the problematic storage on their smartphones so they have to open the kahoot.net website on google chrome to play quizzes. The documentation is in the form of a photo of a student holding their smartphone with the Kahoot application displaying on their screen. However, some students send documentation in the form of screenshots on the application while they are filling quizzes.

Advantages of Kahoot!

Of the two quizzes that have been played by 7 students with different topics and times, some of them think that Kahoot makes them better understand the subject matter. Although they learn the same topic, with new media like Kahoot they can better understand the topic. Also, they can take advantage of time well because there is time for 20-30 seconds/question. This is a requirement that must be met when creating questions on Kahoot.

With Kahoot, they can also feel the fun online quizzes because there are funny pictures that researchers' put in each question. Researchers create questions by embedding images in each of them because there is a feature to insert images in the Kahoot application. To make it interesting the researchers also pinned funny pictures so that, if students who were dizzy when they saw a hard question, they will laugh when they saw the picture below.

Student's Obstacles and Difficulties

The first and second quizzes have almost the same obstacles for the 7 students, namely a little time on each question, which is between 20-30 seconds. This caused students who were understanding the questions to be in a hurry to

choose their answers, even some students claimed they answered randomly because they had run out of time. It is also one of the reasons students play quiz twice on the first quiz because they only focus on time so they do not understand the question well.

“Saat menggunakan kahoot setiap pertanyaan diberi waktu, membuat saya lebih fokus pada waktu yang diberikan pada setiap pertanyaan, dan membuat saya terburu-buru menjawab. Hingga ada beberapa pertanyaan yang salah karena terburu-buru menjawab.”

Another obstacle that becomes the benchmark of student success in filling quizzes is the often poor internet connection. While the difficulty is that some students have difficulty answering questions because of limited time, but for other students, there is no difficulty at all.

DISCUSSION

This section includes a discussion of research findings. Researchers have made 2 research questions in chapter 1, where each research question is answered in two ways, namely semi-structured interviews, and reflective journals. The first research question is how does Kahoot build student's behavioral engagement on reading comprehension, then the second research question is what are the advantages of using Kahoot as a media in English lessons. Both of these research questions can be answered through reflective journals of students who have been analyzed by researchers.

The researcher used a reflective journal that supported by a semi-structured interview to answer the first research question. The results of the research findings can be seen that the use of Kahoot as a learning media in English lessons makes students also present in online learning. During online learning as many as 2x meetings, researchers found that almost all students were present in online learning where there were only a few students who could not participate in learning for some reason. The presence of students in learning is one of the tangible forms of behavioral engagement (Jimerson, Campos, & Greif, 2003). From this, it can be seen that the presence of students in learning is the beginning of the formation of behavioral engagement on reading comprehension, where students must be present in learning before students understand a text.

Previous research also said Kahoot produces intrinsic and extrinsic motivation with high levels of extrinsic motivation (Tan, et al., 2018). This is in line with the findings of researchers in which students are motivated to play quizzes on Kahoot because the application is attractive to students. Students use Kahoot to play 2x quizzes online at different times. From the two quizzes, almost all students participated using it to understand narrative texts in the form of online quizzes. They

argued that Kahoot was interested in them because they had never used the application. Although 1-2 students cannot take the quiz because of technical problems from students (S6 did not have a quota during quiz 1, and S5 mobile phone was damaged during the second quiz). Student participation in using Kahoot is a tangible form of behavioral engagement in students' reading comprehension.

Answering research question two, the researcher found that Kahoot has several advantages including students being able to better understand English lessons. It shows that the use of technology in the form of online quizzes can promote learning processes in a general field of language (Ghanizadeh, et.al., 2015). Students gain a benefit from using Kahoot on students' reading comprehension.

CONCLUSION

The use of Kahoot application as a learning media makes almost all students attend online learning through Whatsapp group (5 out of 7 students attend the first meeting, and all students attend the second meeting). They say that they want to learn English more deeply with researchers. They were also interested in making the most of their time studying at home and also increasing their learning experiences. The presence of students in the learning process is one of the tangible forms of behavioral engagement that is the aim of this study. This shows that one aspect of behavioral engagement that is the presence of students in the learning process has been fulfilled.

An online quiz about Narrative Text and Reading Comprehension on the Kahoot application makes students interested in participating. Almost all students (6 out of 7 students) have participated in the online quiz. They are interested in participating because the Kahoot application is new to them. By participating in online quizzes on Kahoot, it proves that the form of behavioral engagement that is students' participation in lessons/activities in class has been fulfilled.

Online quiz which was done as much as 2x can show the interaction of students during online learning and when filling out quizzes at Kahoot. With online learning and quizzes, students' interactions with their peers become less extensive, that the researcher found it difficult to identify students' interaction. Even so, out of the 7 students and 2 of them can interact with their friends by having a discussion both during online learning and when filling out quizzes (first and second). Therefore, student interaction as a form of behavioral engagement in this study cannot be seen directly by researchers.

All students also comply with the provisions of the researcher to take part in learning and playing quizzes at Kahoot. They belong to the Whatsapp group and also download the Kahoot application on their smartphones. Although two students

could not use the Kahoot due to technical reasons (full cellphone memory and damaged cellphone), students' compliance with the rules was considered quite good by researchers.

The advantage of Kahoot is students can understand the subject matter better. Kahoot also allows students to make good use of time by having a time limit on each question when filling out online quizzes. Students also feel fun when playing quizzes with pictures that are inserted in each of their questions by researchers.

The obstacles and difficulties felt by students during this study is the short amount of time to fill the quiz on Kahoot. When playing quizzes at home, they found it difficult to focus on the quiz because they were often called by parents to do something. Barriers and difficulties faced by students become things that should be understood by researchers because this is the first time students use Kahoot as a learning media

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