

Kahoot!-assisted Quiz Team: Promoting Students' Interest in Learning English

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ABSTRACT

Students' interest in learning is believed to affect their learning readiness and achievement. Considering the importance of learning interests, the present study aimed to investigate the effect of combining Quiz Team and Kahoot! to promote students' learning interests, especially in learning English. This study implemented a quasi-experimental design, especially a nonrandomized control group pretest-posttest design. Forty-four junior high school students were involved as the participants of the study in experimental and control classes. A questionnaire on students' English learning interests was used to collect the data. The questionnaire consisted of twenty-five items with five answer choices in Likert scales. The data collected were analyzed by using Mann-Whitney U test. The result of the data analysis showed the Asymp. Sig. (2-tailed) value was .000 which indicated a significant difference on English learning interest between students in the experimental class, who were taught by using Kahoot!-assisted quiz team, and the control class, who were not. Further results also showed that the mean rank of English learning interest of students in the experimental class exceeded those in the control class (31.57 compared to 14.22).

Keywords: Kahoot!, quiz team, learning interest.

INTRODUCTION

Interest is defined as a persisting tendency to pay attention, remember, and enjoy some activities or content (Siagian, 2015; Olikeze, 2009). Interest has been viewed as individual and situational in educational studies. Specifically, Hidi and Renninger (2006) refer individual interest to an individual' psychological disposition associated with his/her preferences for activities/actions, and situational interest to the appealing effect of characteristics in an activity or object that triggers responses from an individual at the moment of person-activity interaction. In learning, interest is assumed to derive from learner-content interaction. It is believed to be one of internal factors that contributes to students' learning readiness (Ramli et al., 2018), engagement (Bai et al., 2020; Sardiman, 2011), and achievement (Siagian, 2015; Slameto, 2010; Sari, 2009).

Considering the importance of learning interest in affecting the learning readiness as well as the achievement, some studies start to focus on figuring out the way to increase the learning interest itself. Observations were conducted on different methods and strategies (Ariadi, 2021; Sutarto et al., 2020; Uno et al., 2019), learning model (Winanti, 2022), and factors contribute to and affect the students' learning interest (Rambe & Siregar, 2022; Tarmawan et al., 2021) in order to escalate students' interest in learning of various subjects.

In line with the objective of those previous studies, the present study aimed at investigating quiz team to promote students' learning interest especially in learning English. Quiz team is one of the active learning methods that can be used to help students acquire knowledge, skills, and active attitude (Silberman, 2009). The learning process uses quiz team leads to student centered, so allows students to be more involved and active in learning at class. As an active learning strategy, quiz team is believed to be able to foster learners' Activeness and curiosity (Sarah, 2018; Aslamiyah & Wiyanarti, 2017), improve learners' understanding and achievement (Adinda & Sirait, 2022; Stevani & Feadani, 2019; Lestari, 2018; Wahyudi, 2018; Wahyuni et al., 2018; Subagiharti, 2017), ability to communicate (Fulkanis 2020), responsible, determine, assess, and solve problems encountered in life in a fun, friendly and engaging way (Sapta, 2018; Silberman, 2009).

To increase its effectiveness, further, this present study combined the implementation of quiz team with Kahoot! It was made based on the consideration that Kahoot! is increasingly integrated into teaching and learning process and believed to enhance students' engagement and motivation (Göksün & Gürsoy, 2019; Hou, 2018; Licorish, et al., 2018; Plump & LaRosa, 2017; Barrio et al. 2016; Wang & Lieberoth, 2016) improves classroom dynamics (Plump & LaRosa 2017), and fosters a sense of community (Wang 2015).

LITERATURE REVIEW

INTEREST

Interest has been viewed as individual and situational in educational studies. Specifically, Hidi and Renninger (2006) refer individual interest to an individual' psychological disposition associated with his/her preferences for activities/actions, and situational interest to the appealing effect of characteristics in an activity or object that triggers responses from an individual at the moment of person-activity interaction. In learning, interest is assumed to derive from learner-content interaction.

Hidi (2000) and Renninger (2000) define interest as a psychological state marked by a high level of attention, intense effort, and sustained engagement with an activity, as well as by feelings of enjoyment and accomplishment. It is thought to result from learner-content interaction in the learning process. In line with Hidi (2000) and Renninger (2000), Siagian (2015) and Olikeze (2009) define interest as a persisting tendency to pay attention, remember, and enjoy some activities or content. Interest in learning has a big influence towards learning itself.

In educational studies, interest is conceptualized as individual and situational. Individual interest refers to an individual' psychological disposition associated with his/her preferences for activities/actions. Additionally, situational interest refers to the appealing effect of characteristics in an activity or object that triggers responses from an individual at the moment of person-activity interaction (Hidi, 2000; Renninger, 2000). Interest is believed to be one of internal factors that contributes to students' learning readiness (Ramli et al., 2018), engagement (Bai et al., 2020; Sardiman, 2011), and achievement (Siagian, 2015; Slameto, 2010; Sari, 2009). Students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it, either for what it can lead to or for its own sake. If the students do not have attention and enjoyment then they will not learn well. Dornyei (2001) argues that interest is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know

more about himself or herself and his or her environment. Hurlock (2011) states that interests are sources of motivation which drive people to do what they want to do when they are free to choose.

QUIZ TEAM

Quiz team is one of the several active learning method suggested by Silberman (2009). Quiz team is one of the active learning methods that can be used to help students acquire knowledge, skills, and active attitude. According to Silberman (2009), Quiz team can increase students' sense of responsibility for what that they learn in a fun way and not scare. Silberman (2009) reveals that quiz team is a methods active learning where in this methods students are divided into several teams. The learning process uses quiz team leads to student centered, so allows students to be more involved and active in learning at class.

There were some studies related to the use of Quiz Team as an active learning method on the English learning. The results of those studies gave empirical evidences that the use of quiz team in learning process could stimulate students' activeness in class so that understanding concept could be achieved (Stevani & Feadani, 2019; Sarah, 2018). Further, it was also proven to give positive effect on students' achievement (Adinda & Sirait, 2022; Stevani & Feadani, 2019; Lestari, 2018; Wahyudi, 2018; Wahyuni et al., 2018; Subagiharti, 2017).

KAHOOT!

Kahoot! is a game-based learning platform used as educational technology. It is demonstrated to be used more frequently than other applications (Biçen & Kocakoyun, 2018; Licorish et al., 2018; Ismail & Mohammad, 2017; Medina & Hurtado, 2017; Solmaz & Çetin, 2017; Tsihouridis et al., 2017; Yapıcı & Karakoyun, 2017) with more than 30 million users (Plump & LaRosa, 2017).

Kahoot! allows teachers to draw on course content to construct quizzes in which students participate as players in a "game-show" (Wang 2015), thus integrating gamification principles (e.g. audio and a score board with a points system) into an informal assessment procedure. It is easy to use and required no prior training to implement (Plump & LaRosa, 2017). Kahoot! offers several play modes that help teachers creating various activities to nurture collaboration, teamwork, leadership skills, and good communication; they are: Classic Mode where each learners competes individually for a top spot on the podium; Team Mode Shared Devices where each team huddles around one device; and Team Mode Personal Devices where each player in the team uses their own device.

Some studies have proven that Kahoot! fosters learners' motivation and engagement (Göksün & Gürsoy, 2019; Hou, 2018; Licorish, et al., 2018; Plump & LaRosa, 2017; Barrio et al. 2016; Wang & Lieberoth, 2016) improves classroom dynamics (Plump & LaRosa 2017), and fosters a sense of community (Wang 2015) and improves classroom dynamics as the system provides students with real-time feedback of their performance, and to some extent adapt teaching activities based on students' responses to quizzes (Plump & LaRosa, 2017). Moreover, Kahoot! aggregates and collects individual responses to questions in a matter of minutes, minimizing time restrictions. As a result, teachers may concentrate on creating the quiz and fostering discussion on the answers.

METHOD

This present study aimed at investigating the effect of combining quiz team and Kahoot! to promote students' English learning interests. Considering the objective, an experimental design was implemented. Ary et al. (2010) define experimental as a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Since the sample in this study could not be randomly selected, the researchers used a quasi-experimental design in which researchers could only give different treatments randomly in two different classes (Latief, 2011). Specifically, the quasi experimental design implemented in this study was a nonrandomized control group pretest-posttest design.

The participants in this study were 44 students at a private junior high school in Jombang, East Java, Indonesia. Those 44 participants were in two different classes, which then randomly assigned as experimental (21 students) and control (23 students) classes. Different treatments were implemented to both classes in which the experimental class was taught English by using Kahoot!-assisted quiz team while the control class used conventional method with individual practice usually used by the teacher.

There were eight steps of quiz team implemented in this study. In the first step, three topics of English subject were chosen. In this study, the topics chosen were based on the basic competence 4.6 for the eight-graders of 2013 curriculum (there is vs there are, quantifiers, preposition of place). The second step, the students were divided into three teams -- team A, B, and C -- that consisted of 7 students. The third, a review on the topics was conducted followed by lottery of the topics and explanation of the rules of Kahoot!-assisted quiz team activity. In the fourth stage, each team prepared seven short answer questions based on the topic they have got for the quiz session. It means that each member of the team was responsible in making one question along with the discussion of the answer. In this step, the students typed the questions they have made in Kahoot!. The fifth, team A lead the Kahoot!-assisted quiz team activity by sharing their questions to team B and C and actively discuss the answers. In the sixth and seventh steps, team B and C in turns lead the next Kahoot!-assisted quiz team. On the last step, the scores of the three teams were compared to decide the winner.

After the treatment, the data on students' English learning interest were collected. The instrument used to collect the data in this study was an English learning interest questionnaire adapted from Nurjannah (2011). The questionnaire was adopted since it match the purpose of this study and the theories of Siagian (2015), Olikeze (2009), Hidi (2000), Renninger (2000), that were used in this study. The questionnaire consisted of twenty-five statements in which each of the statements had five choices of answers. The choices used likert scale from 1 to 5, of which 1 corresponds strongly disagree and 5 corresponds strongly agree.

The summary of instruments' blueprint is presented in Table 1

TABEL 1. Summary of Blue Print of the Questionnaire

Variable	Sub-variables	Items' number
Students' English Learning Interest	1. Enjoyment	1, 2, 3, 4, 11, 12, 14, 18, 22, 25
	2. Attention	5, 6, 7, 8, 9, 13, 16, 21, 24.
	3. Curiosity	10, 15, 17, 19, 20, 22, 23

As presented in Table 1, the variable of this study was students' English learning interest. The variable was then divided into three sub variables referring to the theories of interest from Siagian (2015), Olikeze (2009), Hidi (2000), and Renninger (2000). The sub variables included enjoyment, attention, and curiosity. Each of the sub variables was developed into twenty-five indicators which were then developed into twenty-five items.

The data collection in this study was carried out in two stages. In the first stage, the data were collected before the treatment while in the second stage, the data were collected after the treatment. The data collection before the treatment (pretest) aimed to know the prior condition of students' English learning interest in both classes before the treatment was given. The result of the analysis of the data shows insignificant difference on English learning interest between the two classes. In other words, the prior condition of English learning interest of students in experimental and control classes were similar.

After the treatment was given, the second stage of the data collection was done. The data collection after the treatment (posttest) aimed of knowing the success of the treatment given. The data collected in posttest were then analyzed statistically with the help of SPSS program. Prior to the statistical analysis, assumption tests of normality and homogeneity were conducted. Since the assumption of normality was not fulfilled, the statistical analysis in this research was conducted by using non-parametric Mann-Whitney U test.

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FINDINGS AND DISCUSSION

The data were collected by using English learning interest questionnaire from experimental and control classes. The data were then analyzed statistically with the help of SPSS program for windows.

TABLE 2. Between-Subjects Factors

Method	Value Label	N
1	Experimental Class	21
2	Control Class	23

Based on Table 2 between-subjects factors, method 1 refers to Kahoot!-assisted Quiz Team used in experimental class, and method 2 refers to conventional used in control group. The subjects of this research were eight grade students from two different classes. The experimental class consisted of 21 students and the control class consisted of 23 students.

A statistical analysis was carried on to know significant difference between the mean scores of the two classes. Prior to the statistical analysis, assumption tests of normality and homogeneity were conducted. From the results of the normality test by using Shapiro-Wilk, it was found that the data in control class were not normally distributed ($.044 < .05$), while the result of homogeneity test by using Levene Statistic test showed a homogeneous variance between experimental and control classes.

Considering the results of the assumption tests, the statistical analysis in this research was carried out by using a Mann-Whitney U test with the help of SPSS program for Windows. The results of Mann Whitney U test are presented in Table 3 and 4.

TABLE 3. Ranks

	Class	N	Mean Rank	Sum of Ranks
English Learning	Experimental	21	31,57	663,00
Interest	Control	23	14,22	327,00
	Total	44		

Based on the result of the data analysis presented in Table 3, it can be seen that the students in experimental class, who were taught English by using Kahoot!-assisted quiz team, tend to have a higher interest in learning than those who were taught by using conventional method. The mean rank of the Experimental class exceeds the control class by 17.35 points (31.57 compares to 14.22). The difference on the mean ranks between the experimental and control classes is considered to be significant based on the test statistics result presented in Table 4.

TABLE 4. Test Statistics

	English Learning Interest
Mann-Whitney U	51.000
Wilcoxon W	327.000
Z	-4.491
Asymp. Sig. (2-tailed)	.000

Table 4 informs the Asymp. Sig. (2-tailed) value is .000 that indicates a significant difference between the two classes ($.000 < .05$). Thus, it can be said that there is a significant difference on students' English learning interest between those who are taught by using Kahoot!-assisted quiz team and those who are not in which the the students who are taught by using Kahoot!-assisted quiz team have a higher interest. So, in other words, the Kahoot!-assisted quiz team is effective in promoting students' interest in learning English.

The quiz team implemented in this study was adapted from the theory of Silberman (2009). Overall, there were eight steps of quiz team implemented: 1) Choose topics; 2) Divide students into three teams; 3) Review the topics and explain the rules; 4) Instruct the teams to prepare short answer quiz by using Kahoot! along with the discussion of the answers; in turns 5) Team A led the quiz team; 6) Team B led the quiz team; 7) Team C led the quiz team; 8) Compared the scores of the three teams to decide the winner.

Some modifications were made on the implementation of quiz team in this study. The main modification in this study was on the use of Kahoot! to assist the quiz team. It was made based on the consideration that Kahoot! is increasingly integrated into teaching and learning process and believed to enhance students' engagement and motivation (Göksün & Gürsoy, 2019; Hou, 2018; Licorish, et al., 2018; Plump & LaRosa, 2017; Barrio et al. 2016; Wang & Lieberoth, 2016) improves classroom dynamics (Plump & LaRosa 2017), and fosters a sense of community (Wang 2015). The second was on the quiz session where the leader team share the questions to team 1 and team 2 at the same time, while in Silberman (2009) the second team was only allowed to answer the questions when the first team could not answer them correctly.

The application of Kahoot!-assisted quiz team explained above was intended to promote students' interest in learning English as the dependent variable of the study. Referring to the theories of interest (Siagian, 2015; Olikeze, 2009; Hidi, 2000; Renninger, 2000), three indicators of interest were observed; they are: enjoyment, attention, and curiosity. A

questionnaire of English learning interest was adapted from Nurjannah (2011) to collect the data since it matches the purpose of this research and the theoretical base of the present study.

The result of the data analysis showed a significant difference on students' English learning interest between those who were taught by using Kahoot!-assisted quiz team and those who were not (Asymp. Sig. (2-tailed) $.000 < .05$). Further, it also showed that the mean rank of students who were taught English by using Kahoot!-assisted quiz team surpassed those who were not by 17.35 point (31.57 compared to 14.22). The results indicated the effectiveness of Kahoot!-assisted quiz team in promoting students' English learning interest. The finding confirmed the effectiveness of the implementation of quiz team in the teaching and learning process (Adinda & Sirait, 2022; Stevani & Feadani, 2019; Lestari, 2018; Wahyudi, 2018; Wahyuni et al., 2018; Subagiharti, 2017).

The finding also gave further evidence that quiz team is not only effective in improving students' understanding and achievement (Adinda & Sirait, 2022; Stevani & Feadani, 2019; Lestari, 2018; Wahyudi, 2018; Wahyuni et al., 2018; Subagiharti, 2017), fostering students' activeness and curiosity (Sarah, 2018; Aslamiyah & Wiyanarti, 2017), ability to communicate (Fulkanis 2020), responsible, determine, assess, and solve problems encountered in life (Sapta, 2018; Silberman, 2009), but also in promoting students' learning interest especially in learning English. To be more specific, the implementation of quiz team promoted students' enjoyment on the activity, attention on the topic, and curiosity on the learning experience.

Since the implementation of quiz team in this study was assisted by Kahoot!, the finding, at the same time, also confirmed the effectiveness of Kahoot! (Göksün & Gürsoy, 2019; Hou, 2018; Licorish, et al., 2018; Plump & LaRosa, 2017; Barrio et al. 2016; Wang & Lieberoth, 2016; Wang 2015). The assistance of Kahoot! indeed increased the enjoyment of quiz team as well as students' attention and curiosity. In addition, the team mode used in Kahoot! increased the effectiveness of the implementation of quiz team especially in increasing students' opportunities to communicate (Fulkanis 2020), responsible, determine, assess, and solve problems (Sapta, 2018; Silberman, 2009).

CONCLUSION

The results of the present study shows that quiz team is effective in promoting students' interest in learning English in all aspects, enjoyment, attention, and curiosity. Its effectiveness could be maximized by combining it with Kahoot!. Kahoot!'s fun and interactive menus and modes match the purpose of quiz team. Thus, it supports and facilitates the strategy well. Since quiz team is proven to have significant effect on students' English learning interest, it is suggested to the teachers to use quiz team in their English classroom in order to increase students' learning interest. Further, it is also suggested to combine the strategy with technology, such as Kahoot!, in order to increase its effectiveness.

The next suggestion is addressed to the future researchers with the same research interest based on the limitation of the study. Since the main focus of this present study was on the effect of Kahoot!-assisted quiz team on students' English learning interest, the researchers did not do any assessment on students' achievement on particular language skills. Thus, it is suggested for future researchers to conduct further investigation on the effect of quiz team on students' achievement in language skills.

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