

THE EFFECTIVENESS OF USING KAHOOT TO TEACH NARRATIVE TEXT: A REFLECTIVE ANALYSIS IN INDONESIA

Dina Rafidiyah¹, Hafizhatu Nadia², Ceria Hermina³, Azaria Nur Azizah⁴,
Muhammad Julian Adhitama⁵

^{1,2,3,4,5}Universitas Muhammadiyah Banjarmasin, Indonesia
rafidiyahdina@yahoo.com

Received: November 6, 2022 Revised: November 9, 2022 Accepted: November 27, 2022

ABSTRACT

Being taught reading is vital to fulfilling students' needs for academic success. To reach that requirement, teachers should teach reading comprehension in an entertaining way through technology. Kahoot! is one of the online applications used for teaching English with positive responses from students. This research project was done in one public high school in Banjarmasin, Indonesia. One hundred five students divided into six classes participated as study subjects. The research used a mixed-method approach, first analyzing quantitative data from a survey and qualitative data to give better insight into teacher and students' perceptions of their narratives. A framework for a lesson has been presented in this study, where it can be modified and implemented in lessons. The said framework used Kahoot! in teaching narrative text and was favored by the teacher. Both from the reflection of the teacher and students, Kahoot! gave students an enjoyable way to learn the narrative text, as well as giving more chances for them to decrease their anxiety and increase their motivation to learn English. Although the teacher found many obstacles to implementing Kahoot! in his teaching practice, at the end of the day, he considered his students active and excited to learn narrative text and plans to use Kahoot! for his future classes. The implication of this study was to encourage teachers to reflect on their students' feelings and level of engagement. Future studies can focus on the use of Kahoot! for another type of text or even for other skills.

Keywords: *Gamification, High School, Teacher's Reflection, Students' Reflection.*

INTRODUCTION

Teaching reading is very important to fulfill students' needs and prepare them for academic success. However, there are many factors that can cause low level of reading abilities, such as from students' factors or teachers' factors (Mohammed, 2018). Therefore, in order to help students to love and master reading, teachers must teach reading comprehension in fun ways using technology. Kahoot! is one of the applications that can be used to teach English and give students positive experiences (Kaur & Naderajan, 2019). Many kinds of research related to using Kahoot! to improve reading comprehension and learning vocabulary in high school (Mansur & Fadhilawati, 2019; Marsa, Kuspiyah, & Agustina, 2021; Zikri, 2022). It is also

proven that learning reading comprehension successfully achieved students' motivation and reduced stress using Kahoot! (Adhitama, Nadia, & Rafidiyah, 2021; Nadia, Rafidiyah, Hermina, & Adhitama, 2022).

However, less article discusses using Kahoot! to teach narrative text. Narrative texts are stories, not just lists of sentences or ideas (Dymock, 2007). Furthermore, she emphasizes that teachers must have narrative comprehension strategies to bring narratives to life. Setiawan (2020) conducted an experimental pretest-posttest research design to examine the students' reading comprehension in narrative text using Kahoot!. The result showed that the treatments successfully had a moderate effect on the experimental class. This experimental study only focused on the student's scores, while we also need to understand the reflective point of view of the teacher and the students about Kahoot! itself to gain more information about the effect of Kahoot! on both teacher and students.

Reflection is very important for teachers to do, either before, during, or after a lesson (Cirocki & Widodo, 2019). In addition, Mesa (2018) suggested that reflective teaching can raise awareness related to English language teaching and encourage teachers to be open-minded in updating their teaching methods and adjusting their lessons. Thus, Tosriadi, Asib, & Marmanto (2018) mentioned that reflective teaching is the core of teachers' professional development.

While from the point of view of students, reflection in learning is important to reflect on what they have learned for improvement and provide references and suggestions for future students (Chang, 2019). On top of that, Salido & Dasari (2019) stated that the reflective thinking ability is one of the higher-order thinking skills (HOTS) demanded of learners. Previous research has not described much about teacher and students' reflections regarding the effectiveness of using Kahoot! to teach narrative text. Therefore, in this study, the focus is to fill in the empirical gap using reflective analysis.

METHOD

A. Method

This research project was conducted in one public high school in Banjarmasin, Indonesia. Six classes of around 105 students joined this research to use Kahoot! in teaching narrative text reading. The teachers used Kahoot! for the first time to teach narrative text for proximally one month. The school gave full support to conduct this study, and the teacher gave full access to his students in the classes. This study was divided into two steps. The first was designing and implementing the Kahoot! games to teach narrative text. Moreover, the second step was to gain teacher and student's reflections on the implementation of Kahoot in their classes.

The first step, after designing two Kahoot! games specifically for teaching narrative text, then the teacher used it for his six classes. The first Kahoot! named "Narrative Text Short Explanation" (Figure 1). There are eleven questions related to narrative text were asked of the students. In between, the teacher had the time to explain each question, and the students could ask questions also if they needed to. The students answered the questions related to the topic in groups, so they could collaborate to learn with their friends. Each question had one minute time allocation.

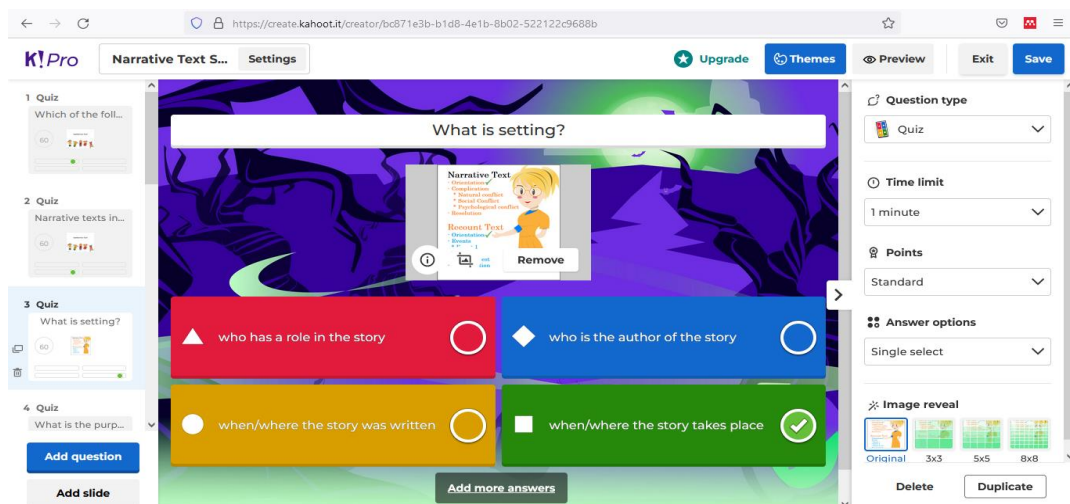


Figure 1 Kahoot! for "Narrative Text Short Explanation."

The second Kahoot! was “Rapunzel” (Figure 2). There were 24 slides to show the storyline and the questions related to the slide. The slides containing the storylines were not timed, so the students had enough time to read and discuss with their group friends what the slide was about. Next, they had to answer the questions for each slide. For question slides, the time is one minute. By the end of the game, the winner's podium appeared to show who was the winner of the game (Figure 3).

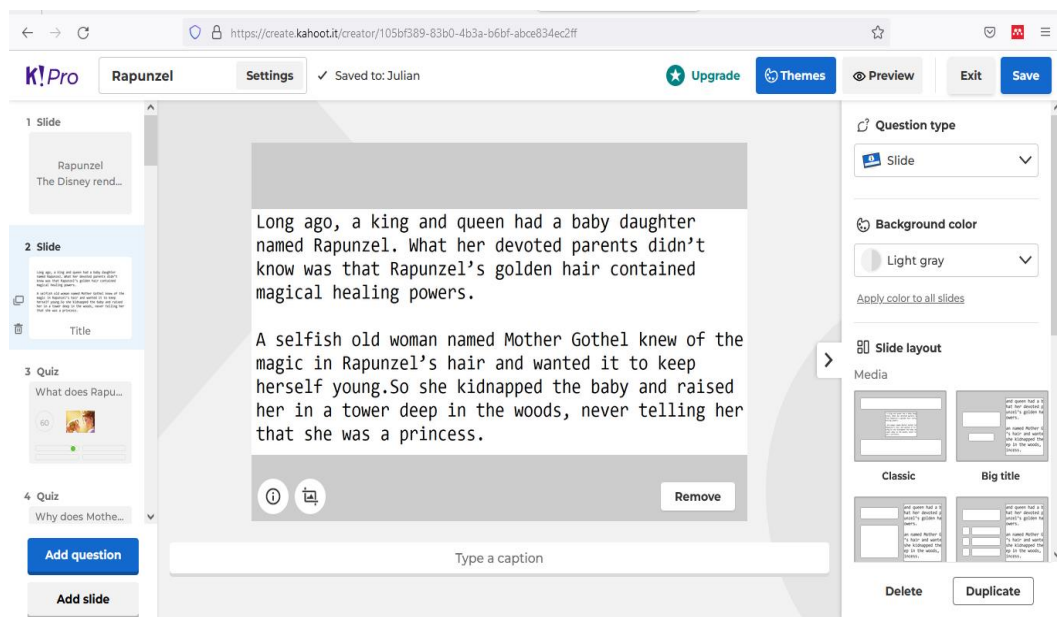


Figure 2 Kahoot! for “Rapunzel”

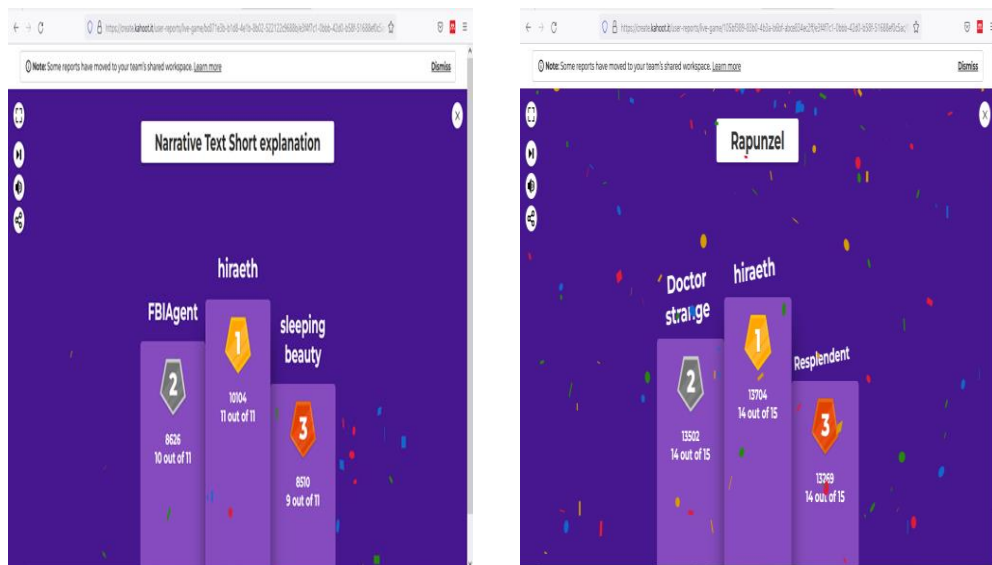


Figure 3 The Winner Podium after Kahoot! Games

The second step was to examine the reflection of both the teacher and the students about implementing Kahoot! application related to teaching narrative text. Therefore mixed-method research was chosen, with the model of quantitative data first through a survey and then followed by qualitative data to provide deeper insight into the phenomenon of the teacher and students' reflection through narratives. Dawadi, Shrestha, & Giri (2021) stated that a mixed-method research study has six benefits: (1) to allow the researchers to get sufficient depth and breadth data; (2) to add research value by combining the two methods; (3) to provide a road to true knowledge; (4) to obtain the respective strengths of both approaches for an accurate conclusion; (5) to ensure data triangulation by directly comparing the findings; and (6) to enrich the conclusion through sequential design for better results.

B. Data Collection Techniques and Data Analysis

Quantitative approach: google form survey to observe the students' reflections on using Kahoot! for learning narrative text. The survey form was given to the chief of each six classes through WhatsApp, and then they delivered it to their friends in the classes. Unfortunately, only 84 of the students filled in the form. After the data was collected, we used descriptive analysis to show the percentage of several options the students answered for each point (Loeb et al., 2017).

Qualitative approach: classroom observation sheet and in-depth interview with the teacher after implementing Kahoot! for teaching narrative text. Gaining more understanding of the reflection, we also interviewed seven students willing to comment on their reflection about using Kahoot! to teach the narrative text. To analyze the qualitative data, we used inductive content analysis. This process included open coding to label the chunks of data based on summarizing the meaning of the text, creating categories to group the labels based on their similarities and differences, and using abstraction to generalize themes based on the categories created (Elo & Kyngäs, 2008). We read the data and highlighted the segments of the data which were relevant to the research questions. We then put these highlighted data in Words, summarized the meanings of these data, and used a set

of color differences to label these data and to reduce the volume of data. We then grouped the data segments with similar colors and categorized them.

RESULTS

A. Quantitative data

Students' reflection after implementing Kahoot! for teaching narrative text; of 105 students, 84 answered the Google Form Survey. It is divided into six different classes. The first question to the students is, "Do you like English?" Only 9.6% answered "no", while the rest of the respondents answered yes or maybe (Figure 4). Through the open-ended question, we understand that they thought reading and listening were more interesting than speaking. They also believe that English is more complex than Bahasa Indonesia. Mostly, they like English because they have hobbies that utilize English, such as watching movies or listening to songs.

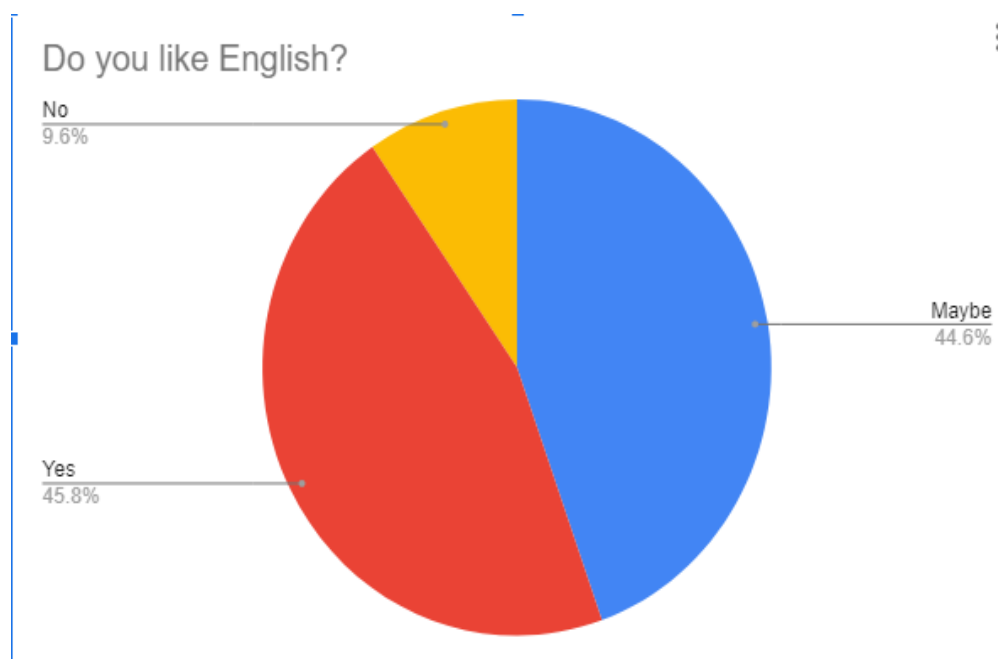


Figure 4 Students' Preference for English

The next question is, "Do you like today's text reading?" The students enjoyed the lesson, with 80.3% liking the lesson and 19.7% answering with "maybe". Some

students let us know their reasoning. Some students mentioned that the gap time between questions makes them more interactive. The time limit made them think more critically. Another student mentioned that she learned a lot from her team. Another student liked the authenticity of the text provided by the teacher.

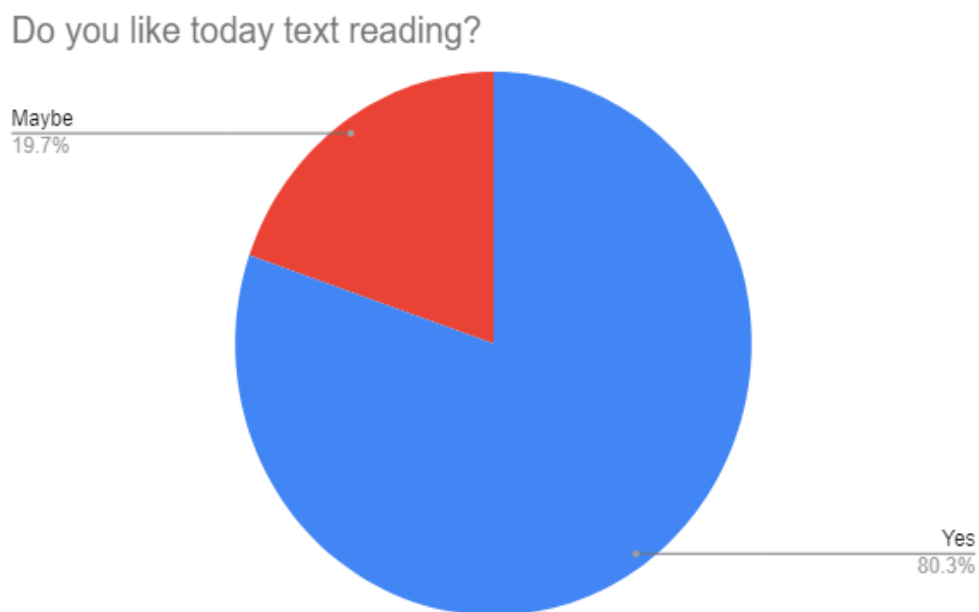


Figure 5 Students' Response to Reading Comprehension Lesson

The next question is, "Do you like a lesson using Kahoot!?". The results showed that 64.5% of students liked using Kahoot! in English lessons. They think that the nature of Kahoot! make them enjoy the competition excitement and how various tasks/questions are given through Kahoot!, such as true or false, multiple choice, or jumbled sentences. At the same time, 31.6% answered with "maybe" because they liked the game, but the screen from LCD was too small for them and the limited time lesson. Furthermore, 3.9% with "no" because some students complained about how short the time limit was, making them panic when answering. They also suggested that the teacher spend more time explaining and giving examples than solely doing the quiz (Figure 6).

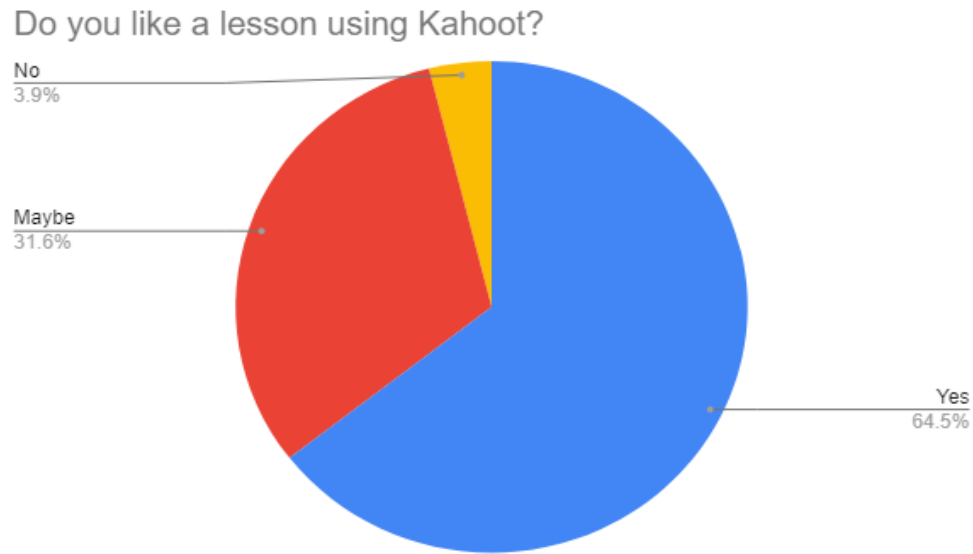


Figure 6 Students' Response to Kahoot! Usage in Teaching Narrative Text

B. Qualitative data

There are three kinds of qualitative data

- a. First is class observation: based on the observation checklist. When the teacher tried the Kahoot! for the first time, many points must be considered as a reflection for the next class. Therefore, the teacher made adjustments regarding time-limit, introducing Kahoot! revolving around the concept of narrative text, how clear the teacher has to be when giving an explanation, and time management.
- b. Second is the teacher's interview of his reflection related to teaching narrative text using Kahoot! The teacher mentioned his perception before using Kahoot! to teach narrative text.

“I learned about Kahoot! from a seminar around 2018. At that time, I had **an interest** in using Kahoot! However, when I used it several times, I noticed how much preparation needed to be done to set it up and how much time it took to create. That situation made me **stop using it.**”
(Teacher, interview before the implementation of Kahoot!)

After using Kahoot! for teaching, he realized that it actually helped him to organize his classes. He could also reflect that the students become more interactive during his class than with the traditional teaching method, even

though he mentioned many technical problems that must be considered to manage his class.

I think using Kahoot! was very good. I could see the **students enjoyed** the class. From more than five years as an English teacher, I can feel that my students became **very active** while participating in answering the quiz. I am going to use Kahoot! in my future classes. I think it became **more effective** if I could explain between the questions, so the students did not lose any moment if they did not understand. *It needed more time to prepare*, but when it was done, I could use it again and again in my classes for many years with only a little adjustment. I thought Kahoot! was only for evaluating, but then I knew I could also use it to explain many concepts, vocabulary, and grammar in a fun way. While implementing Kahoot!, I had to take care of some obstacles, such as *limited time* for answering in the first class. The standard time to answer is 20 seconds, but my students need more time to answer, so I set it for one minute or 60 seconds. In addition, playing the game without any explanation made my students confused. Therefore, in the next class, I added *some time to explain the game and how to win it*. I also tried *to vary my activity* in the class to make the lesson more effective. In this case, time management was crucial since the *students could be carried out while playing the game* because some students complained that I tended to speak fast to catch all the material. (Teacher, interview after the implementation of Kahoot!)

- c. Last but not least is the students' interview of their reflections using Kahoot! in learning narrative text. They gave more elaboration in their answers. Five students (P1, P2, P3, P4, and P6) mentioned how exciting and interesting Kahoot! can be.

“It is exciting since it is from a smartphone; we can choose the appropriate colors according to the screen on the front. Before that, well, using books as usual, so it was boring... like, it was too bland.” (P1, Interview)

“Like, **having fun, exciting**, something like that. What is more, there is **competition alongside other students**. We can tell what is wrong and correct, making **it very exciting**. Seems easy because it is similar to playing a game. Like, there is so much variation, so when we are learning (by using) colors, it is unusual and not bland. So like, the colors changed, making it colorful. But, after using Kahoot! It is become better; more fun.” (P2, Interview)

“It is more exciting using Kahoot! since it is not boring. If it is a notebook (and) explanation, it is boring. If we use Kahoot!, **we would**

not need to write; we just need to choose the colorful buttons. What makes it better is **that the explanation is after each question**, so we just need to understand them one by one instead of lots of them in one go. The main point is **I prefer to have lessons using Kahoot!**" (P3, Interview)

"...I like both methods, to be honest, but using **Kahoot! is more exciting**. The reason I think so is that Kahoot! **motivated me to learn English**. I want to master English, so I can talk with tourists, although I am not yet confident" (P4, Interview)

"I think using Kahoot! **is more interesting** than just giving a lecture. **I did not feel anxious** while playing the game because it was a fun competition. I can be a winner or a loser." (P6, Interview)

Two persons (P5 and P7) gave a favorable impression of using Kahoot! in their lesson. One student (P3) commented on how using Kahoot! did not require them to write, and she preferred Kahoot! over the conventional lesson. This belief was repeated by another student (P6). Said student (P6) believed that Kahoot! lessened their anxiety since Kahoot! felt more like a game than a lesson. Another student (P7) supported the previous student's statement and added that being competitive in Kahoot! was very effective when learning English.

"**I like Kahoot!** even though I lost because my team lacked teamwork. So in the future, if we use Kahoot! again, I hope I will be in a group with strong synergy." (P5, Interview)

"Actually, I really **like using Kahoot!** But, I think the time limit should be increased so I can see the translation using Google Translate. Supposedly, students should learn the material, memorize the vocabulary, and finally play Kahoot! to win the game, and you need to be prepared first. **This competitiveness is very effective in teaching English.**" (P7, Interview)

DISCUSSION

A. Investigate Teacher's Reflection to Implement Kahoot! in Teaching Narrative Text

After implementing Kahoot! in the reading comprehension lessons, the teacher gave a favorable impression. The proofs are based on classroom observation

and the teacher's reflection. Reflection is very important to ensure teachers' professional development to become better teachers in the future (Pokhrel, 2021; Riyanti, 2021). The teacher in this study mentioned how his students were receptive to Kahoot! lessons even though he must adjust the lesson based on his reflections during the classes, and this situation is in line with the statement of Kurnia, Rahmawati, & Fitriyana (2020). However, this research has proved that the media was better-used face-to-face than online sessions. Based on the interview with the teacher, he mentioned some obstacles related to implementing Kahoot! in teaching narrative text, such as it needed more time to prepare, limited setting time to answer the questions, need extra time to explain the game in the beginning, and students tend to carry out while playing Kahoot!. These are somehow in line with the literature study by Wang & Tahir (2020) for some studies that mentioned the limitation of Kahoot!. However, in this study, the teacher said that it was manageable for him as long as he could ensure that his students enjoyed the class.

B. Investigate Students' Reflection to Implement Kahoot! in Learning Narrative Text

Students also reflected positively on the implementation of Kahoot! for their narrative text lesson. 80.3% of students favored the narrative text lessons using Kahoot!, and 19.7% of students thought the lessons were good enough. However, with Kahoot! specifically, 3.9% of students dislike having lessons using Kahoot!, with 31.6% of students felt no difference with the previous method used by the teacher. The reason they gave was that the time limit was set too quickly, which made them panic. However, after the time limit increased, students became more welcoming to Kahoot! lessons, with 64.5% of students enjoying them. Students thought the competitive nature of Kahoot! engaged them more with the lessons since they had to discuss with their classmates which points were supported by what P2, P6, and P7 answered in the interview. It has opened up a situation where students scaffold their teammates during the session. This study has presented more input compared to a study by Heni, Sudarsono, & Regina (2019), where they observed the students without asking the students' reflections for their in-depth answers. Reflective thinking makes the student acts reasonably through active,

continuous, and mindful thinking (Salido & Dasari, 2019). Taking everything into consideration, the data showed that the use of Kahoot! could increase the student's motivation and decrease their anxiety about learning English.

CONCLUSION

After implementing Kahoot! in the reading comprehension lessons, the teacher gave a favorable reflection. The proofs are based on classroom observation and the teacher's reflection. This situation shows that the teacher responded positive of the effectiveness to use Kahoot! for teaching narrative text. That information was gained by analyzing his reflective teaching during the implementation of Kahoot! in teaching narrative text. Students reflected on how using Kahoot! was advantageous to them because the session could be quite competitive. This advantage made them more engaged and focused on the material given. Not only that, but they also prefer Kahoot! instead of conventional lessons provided by the teacher. This result shows that the students positively responded to Kahoot! for learning narrative text. The implication of the study can be useful for teachers who want to implement Kahoot! in their teaching-learning process. There are still many obstacles in implementing Kahoot!, but as far as the teacher is concerned, those problems can be managed well. Future studies can be focused on teaching other types of texts or other types of skills.

REFERENCES

- Adhitama, M. J., Nadia, H., & Rafidiyah, D. (2020). Implementation of Kahoot ! to full lesson for X grade high school students. *Eduinfo Media*, 2(1), 1–5.
- Chang, B. (2019). Reflection in learning. *Online Learning Journal*, 23(1), 95–110. <https://doi.org/10.24059/olj.v23i1.1447>
- Cirocki, A., & Widodo, H. P. (2019). Reflective practice in English language teaching in Indonesia: Shared practices from two teacher educators. *Iranian Journal of Language Teaching Research*, 7(3), 15–35.
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25–36. <https://doi.org/10.46809/jpse.v2i2.20>
- Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure awareness. *The Reading Teacher*, 61(2), 161–167. <https://doi.org/10.1598/rt.61.2.6>

- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Heni, V., Sudarsono, S., & Regina, R. (2019). Using Kahoot to increase students' engagement and active learning : A game based technology to senior high school student. *Proceedings International Conference on Teaching and Education (ICoTE)*, 2, 129–134.
- Kaur, P., & Naderajan, R. (2019). Kahoot! in the English language classroom. *South East Asia Journal of Contemporary Business, Economics and Law*, 20(6), 49–54. Retrieved from https://www.researchgate.net/publication/338035766_KAHOOT_IN_THE_ENGLISH_LANGUAGE_CLASSROOM
- Kurnia, M., Rahmawati, M., & Fitriyana, W. (2020). *Playing E-quizzes with KAHOOT!: students' behavioral engagement on reading comprehension through KAHOOT!* 1(October), 28–39.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive analysis in education: A guide for researchers. *U.S. Department of Education, Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance*, (March), 1–40. Retrieved from <https://eric.ed.gov/?id=ED573325>
- Mansur, M., & Fadhilawati, D. (2019). Applying Kahoot to improve the senior high school students' vocabulary achievement. *Voices of English Language Education Society*, 3(2), 164–173. <https://doi.org/10.29408/veles.v3i2.1591.g933>
- Marsa, S. S., Kuspiyah, H. R., & Agustina, E. (2021). The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement. *Journal of English teaching*, 7(2), 133–149. Retrieved from <https://doi.org/10.33541/jet.v7i2.2738>
- Mesa, M. L. O. (2018). Reflective teaching: An approach to enrich the English teaching professional practice. *HOW*, 25(2), 149–170. <https://doi.org/10.19183/how.25.2.386>
- Nadia, H., Rafidiyah, D., Hermina, C., & Adhitama, M. J. (2022). Kahoot ! and anxiety in high school : An interview study. *International Social Sciences and Humanities; UM Jember Proceeding Series (2023); LATTE: Blended Edition 2022*, 2(1), 50–56.
- Salido, A., & Dasari, D. (2019). The analysis of students' reflective thinking ability viewed by students' mathematical ability at senior high school. *Journal of Physics: Conference Series*, 1157(2). <https://doi.org/10.1088/1742-6596/1157/2/022121>
- Setiawan, M. F. (2020). The effectiveness of using Kahoot! as a media in teaching reading in narrative text. *RETAIN*, 8(3), 115–121. <https://doi.org/10.30736/e-link.v5i1.44>
- Shu, X. (2017). Learning how to teach English in elementary school: The role of reflective teaching in training elementary school teachers. *Open Access Library Journal*, 04, 1–9. <https://doi.org/10.4236/oalib.1103496>
- Tosriadi, T., Asib, A., & Marmanto, S. (2018). Reflecting to learn: The aspects of reflection as reflected by English teachers in their reflective practice. *Exposure : Jurnal*

Pendidikan Bahasa Inggris, 7(2), 205–213.
<https://doi.org/10.26618/exposure.v7i2.1423>

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, 149, 103818.
<https://doi.org/10.1016/j.compedu.2020.103818>

Zikri, M. A. (2022). *The influence of using Kahoot application on students' vocabulary mastery at the eight grade students of SMP Muhammadiyah 1 Pekanbaru.*

How to Cite (APA style):

Rafidyah, Dina., Nadia, Hafizhatu., Hermina, Ceria., Nur Azizah, Azaria & Julian Adhitama, Muhammad (2022, November). Nominal and Verbal Sentence of Simple Present Tense Errors in Students' Descriptive Writing Ability. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(2), 251-264.
<https://journal.unismuh.ac.id/index.php/exposure/article/view/9243>