Assessing Standard English in 4.0 Era: Teacher's Perceptions on the Effectiveness of *Kahoot!* and *Quizizz* in English Classroom

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Abstrak. Standard English is the variant of English that is commonly used as a world language, with some minor regional and national variances. *Kahoot!* and *Quizziz* are the application of game-based that is used in assessing students' learning. The purpose of this study is to identify teacher's perceptions on the effectiveness and obstacle in using *Kahoot!* and *Quizziz* in assessing Standard English in the classroom. This research involved an English teacher who had 15 years of teaching experience in English Foreign Language (EFL) teaching. The present study conducted an in-depth semi-structured interview for the data collection. The results indicate that there are advantages and an obstacle in using the apps. The first result is that *Kahoot!* and *Quizziz* can increase students' motivation as they become more active in the class after the teacher gave those game-based applications to assess reading skill in Standard English. The second result is both *Kahoot!* and *Quizziz* encourages students' participation in the class. Furthermore, *Kahoot!* and *Quizziz* ease the teachers' work in making the questions and correcting the students' answers. Additionally, the willingness of the students to learn English increases since teacher use digital games. Moreover, the teacher can manage the time when using *Kahoot!* and *Quizziz*, so it will be more flexible to use. The last result is the obstacle of using both *Kahoot!* and *Quizziz* that difficult to get a permit to use the mobile phone at the school.

Key words: Standard English, Kahoot and Quizizz, assessing English, teachers' perception.

INTRODUCTION

The ability to adhere to grammatical norms can be used to measure a person's proficiency in the English language. Language diversity is the social construction of individual and communal language structures and usage differences based on ethnic, social, or regional features. The varieties of language can be classified into Standard English and Non-Standard English. Standard English is not a strange language; rather, it is remarkably similar to the everyday English that we speak. The sole distinction between the two is that Standard English employs words that are not frequently used in our daily communications. As a result, it is quite formal and ideal for use in settings like those involving the government, the media, and international relations. Non-Standard English, on the other hand, is the polar opposite of Standard English. Non-Standard English avoids using complicated words and occasionally omits the correct punctuation. Standard English and non-Standard English differ significantly in that standard English is used universally and does not vary based on the region or community in which it is spoken. While non-Standard English has word preferences that vary by region and the native speakers who speak it (Chaudhary, 2022).

At the present, technologies are developing rapidly. It impacts any aspects of life on children who were born and grow in this modern era. These children are called as Millennial or the Y-Generation, who were raised in a world where everyone has a computer in their pockets (Koivisto & Hamari, 2014). In educational context, these children need to learn in different ways compared to previous generation (Prensky, 2014). In fact, they prefer to find some references of the subject through the internet rather than in the book. It has emerged as a new educational problem (Ann, 2016). Furthermore, these children prefer to choose in learning something fun and attractively.

Fortunately, there are many modern technologies that offering ease in learning as well as assessing English in the classroom such as *Kahoot!* and *Quizziz*. In short, *Kahoot!* and *Quizziz* are application of game-based that is used to assess students' learning. Those modern technologies or digital games which become an

alternative assessing for teachers in these days. Among many information and communication technologies, the digital games are at a spotlight because they not only provide an entertainment but also push a new learning approach, peer interaction and social engagement (Alves, Schmidt, Carthcat, & Hostins, 2015). Further, the use of digital games in classroom give students feeling of exciting learning experience (Icard, 2014).

Furthermore, a game-based learning context helps students in shaping a higher level of motivation of an individual (Ebrahimzadeh & Alavi, 2017). In this regard, using digital games for learning are allowed to employ and explore efficient gamified learning and teaching systems to improve student engagement, motivation, and performance (Subhash & Cudney, 2018). Those factors were very important since it improves students' motivation to come to the class. This concept is supported by Dörnyei and Ushioda (2011) who found that motivation is closely related to participation.

Application of games for educational purposes has been observed for many years with an aim to increase students' motivation, which is an important, pervasive determinant of learning behaviour (Schunk, Meece, & Pintrich, 2013). A study conducted by De Grove, Bourgonjon, and Van Looy (2012) indicates that there is no effect of factors on the school level whereas on a teacher level, a model is tested, explaining 68% of the variance in behavioral intention, in which curriculum-relatedness and previous experience function as crucial determinants of the adoption intention. Differently, another study conducted by Tsay, Kofinas and Luo (2018) has found that the effectiveness of the gamified course is positive in terms of a high level of student behavioral engagement. They argued that digital games or modern technology are beneficial if there are lifestyles and motivations from the students. Another study conducted by (Sanchez, Langer, & Kaur, 2020) also examined the impact of gamified or digital games. They found that gamification may be a viable option for short-term assignments, and the second result is the instructor may not use the same gamification method permanently, and the last is gamification might not be adequate to target low achieving students. Similarly, Plump and LaRosa (2017) found that their experience with an e-learning platform like *Kahoot!* can provide an engaging environment that supports learning and adds active participation in the classroom.

Additionally, Shahriarpour and Kafi (2014) believed that digital games do increase the motivation on learners toward learning, consequently, changing the direction from rote learning to meaningful learning. Their study also revealed that digital games become the one of factors that make students motivated and interested. More study about the effectiveness of digital games is revealed by Tsai and Tsai (2018). The result showed that the use of digital games can effectively motivate and enhance students' L2 vocabulary learning. In the same vein, online games also have been observed by (Ashraf, Motlagh, & Salami, 2014) which is proved by the result that this online game can be used more effectively in learning English vocabulary toward students. Moreover, Tenório et al. (2017) used a tool named *Creando* to create the pervasive games, and the result of a test case developed with the platform and its validation through statistical tools and gameplay metrics are exposed, thus demonstrating an improvement in students' motivation through the use of PG. Unfortunately, the users of digital games might also decrease. As revealed by Koivisto and Hamari (2014) that perceived enjoyment and usefulness of gamification decline among the users. It suggested that users might experience novelty effects from the service.

Although most of the previous studies have demonstrated on the effectiveness of using digital games in the teaching and learning process, none of the studies were conducted in Indonesian context. Further, the previous studies did not focus on the use of both *Kahoot!* and *Quizziz* applications in English classroom. In addition, the previous studies were only focused on teaching and learning process rather than assessing procedures. Therefore, this research aims to investigate the effectiveness of using both *Kahoot!* and *Quizziz* in assessing Standard English in the Indonesian context in terms of the advantages and disadvantages of both applications based on teachers' perspectives.

METHODS

This research is a case study that involves an English teacher in a junior high school in Indonesia. Case study research is a challenging endeavor that hinges upon the researcher's skills and expertise (Yin, 2018). Lily (pseudonym) is a competent English Foreign Language (EFL) teacher who matches the criteria of this research. She has been teaching for about 15 years since

2005 and she applied *Kahoot!* and *Quizziz* for assessing students' English in the classroom. She also wrote an article about the excitement of using *Kahoot!* on the Ministry of Religion's website www.diy.kemenag.go.id. Moreover, she also wrote the effectiveness of *Kahoot!* and *Quizziz* to join the selection of national teacher symposiums. Lily was included in the 150 best teachers from 536 throughout Indonesian teachers based on her paper. The data were collected through semi-structured interview with teacher who experienced instruction activities gamified of *Kahoot!* and *Quizziz*. The interviews were conducted by WhatsApp. The researchers used semi-structured interviews. The interview

was recorded through the application of voice memos and was transcribed verbatim. The researchers used thematic analysis to identify the participants' views about the effectiveness of *Kahoot!* and *Quizziz*.

RESULTS AND DISCUSSION

In this section, the researchers describe the findings from the two research questions on the effectiveness of *Kahoot!* and *Quizziz* and the obstacles of *Kahoot!* and *Quizziz*. Besides, the findings are being discussed with relevant literature. The researchers quote verbatim from the teacher's statements in the interview to support the description of the findings.

Table 1. Themes and Subthemes

Themes	Subthemes
The effectiveness of Kahoot! and Quizziz	Improving students' motivation
	Encourage students' participation
	Providing data accumulation
	Increasing students' interest and participation
	Time flexibility
The obstacles in using Kahoot! and Quizziz	Licensing in using mobile phone

The Effectiveness of Kahoot and Quizizz

Improving students' motivation. In terms of students' performance, the data indicates that students who learn English using the game-based learning are significantly better than students who learn using traditional methods. Lily agreed that the use *Kahoot!* and *Quizziz* can motivate students in assessment. Her student responds happily and this is the first time for her students to use mobile phone as a learning media.

"It does indeed utilize technology so that if the children have an extraordinary response, they are accustomed to not using mobile phones, so using mobile phones for learning is like euphoria, they are happy."

"...and the students get the motivation from using it, the students can practice to answer with their mobile phone"

Encouraging students' participation. When the students get high motivation of using digital games, it will encourage students' participant in the learning process. The students seem really excited when Lily introduced *Kahoot!* for the first time. She commented that her students were really enthusiasm and they do not want to end the class. In this case, Lily gave them additional class hours.

"It is 2 hours instead lacking, up to 4 hours they still want it again, I repeat the 25 questions, especially the short ones."

"The students' euphoria of using Kahoot carried to the outside of the class, when they met me in the office or in other place, they often request to use Kahoot again."

Providing data accumulation. Aside of its effectiveness, the apps also ease the teacher with the data accumulation of students' score. Both applications really helped teacher in assessing students' performance. It provides an accumulation of students' score. *Kahoot!* and *Quizziz* give the students score automatically in the form of Word and Excel.

"There is accumulation of data values of children in the Google document, so it is greatly helped, by using it, it is automatically knowing how much the students who answer correctly and it is automatically detected from the applications, so Kahoot really paperless so I don't need scribbles or manually write the score, there are documents that can be seen at any time."

The ease of using *Kahoot!* and *Quizziz* has been proved by Lily that she does not need to write the score manually in the paper. She doesn't need to check the students' work one by

one and it really efficient in time.

Increasing students' interest and participation. Additionally, the use of digital games may improve students' interest in Standard English. The effectiveness of using *Kahoot!* and *Quizziz* as evidenced by positive responses from students. Lily said that *Kahoot!* and *Quizziz* make her students becoming more interest with English than before.

"It can make the students like the English from being lazy to being diligent in learning."

Time flexibility. In this term, Lily said that both apps were effectively used in assessing students' performances. When using both apps, the testing time can be adjusted according to the class hours.

"For the time spent using Kahoot and Quizizz are very flexible because in the games there are already time settings that we can set ourselves. even if you use Kahoot and Quizizz, the time is short so it's very effective"

The obstacles in using *Kahoot!* and *Quizziz*

The licensing in using mobile phone. Based on the interview, Lily found a problem in using *Kahoot!* and *Quizziz*. Her school does not allow students to bring mobile phone, and there are some students who lived in Islamic Boarding School. It makes Lily to ask permission first to make her students can use their gadget.

"The problem is that in my school, not all students have mobile phones, around 60-70% because most of them live in boarding school. Islamic boarding school cannot bring a mobile phone, there is any procedure in boarding school."

She added:

"I gave a statement that mobile phone is used for learning English and I will responsible with that, so I made a letter of my statement. It was rather troublesome because in the Islamic Boarding School, the gadget is automatically forbidden so that they could focus on religious activities."

To use both applications, it takes a longer time because Lily needs to come to the Head of Curriculum to ask permission to let students bring a mobile phone. She has a high responsibility to her school, to the boarding school, and to her students. She has to make sure that all is running well. Even though Lily still found some obstacles in using *Kahoot!* and *Quizziz* in her classroom, she suggested to other

teachers to start using the digital games since there were many advantages of using these apps in the English classroom. She said that all teachers should know and implement technology in the classrooms.

This research has examined the effectiveness and obstacle of *Kahoot!* and *Quizziz* from teachers' perceptions. Perceptions of the effectiveness and the obstacle of using both apps in assessing Standard English in Indonesia were measured. Firstly, the current study revealed that both *Kahoot!* and *Quizziz* were effective to be used in English classroom since it might increase students' motivation in learning. This finding is relevant with many previous studies that revealed that digital game-based was successfully improve the student's motivation in teaching and learning process (Ebrahimzadeh & Alavi, 2017; Subhash & Cudney, 2018; Dörnyei & Ushioda, 2011; Schunk, Meece, & Pintrich, 2013; Shahriarpour & kafi, 2014; Yien, Hung, Hwang, & Lin, 2011). Furthermore, even though many studies revealed that the digital games are effective in teaching learning process, but the result from this research proved that it also effective in assessing the skills of Standard English. Besides, digital game based has features that make students enjoy in using it. For students, both *Kahoot!* and *Quizziz* is something new and fun in teaching learning process.

Additionally, the second result of this study was also in line with the results of other studies (De Grove et al., 2012; Tsay et al., 2018; Plump & LaRosa, 2017) which demonstrated that digital games can encourage students' interest and participation in using online learning in the classroom. Another research also stated that digital games are effective to be used in learning process as it encourages users by focusing on social, cognitive, and emotional results (Domínguez et al., 2013). The use of *Kahoot!* and *Quizziz* create a competitive environment that is good for positive feelings like excitement, desire for class participation, and willingness to come to the class (Bicen & Kocakoyun, 2018). Moreover, it was established that the students want to use both *Kahoot!* and *Quizziz* in the class because they need strong stimuli or the willingness to receive immediate feedback on how they performed while on the test (Orhan Göksün & Gürsoy, 2019).

Furthermore, another finding of the study indicates that the effectiveness of using *Kahoot!* and *Quizziz* is in terms of its ability to accumulate students' scores automatically. The

teacher only needs to recap the scores because it accurately based on the students' answer. The data of scores is very beneficial to ease the teacher's work. The participant also said that the use of *Kahoot!* is decreasing the use of paper which is good to save the environment. Then, the next finding from this research is also relevant to the previous studies (Licorish, Owen, Daniel, & George, 2018) who investigated that digital games contribute to teacher-student interaction. They also stated that students' willingness to perform well in *Kahoot!* increased students' interest in the lesson. The use of digital games helps the students to decrease the negative attitudes in a competitive environment and it improves them in productive behavior (Glover, 2013). Furthermore, in the context of time flexibility, the participant felt that time allocation in using digital games is very flexible. In *Kahoot!* and *Quizziz*, there is a time setting that is used to manage how long will the question takes time. This makes student to compete each other in order to get the best ranking.

The last finding of this study is the obstacle in using *Kahoot!* and *Quizziz*. It showed that the teacher felt difficult to get a permit in using mobile phone for students. The school does not allow students to bring mobile phones in school. Moreover, there are some students who live in boarding school and they are not bring mobile phone. The teacher should make a letter for head curriculum, headmaster, and also addressed to boarding school administrator first to get the permission. A little bit different with this finding, another study reported that the obstacle in using digital games is caused by students' lack of the technological skills (Yapıcı & Karakoyun, 2017).

CONCLUSION

This study has given clear information toward the implementation of *Kahoot!* and *Quizziz* as well as their advantages and disadvantages in English classroom. It can be seen from the findings that there are many advantages in using the digital games. In this case, *Kahoot!* and *Quizziz* are not only effective to assess the Standard English, but also to increase students' motivation. Students seem to be more active and happier in using *Kahoot!* and *Quizziz*. Furthermore, the teacher is also helped by these apps in assessing Standard English because they are very practical to use. Finally, based on the findings of the study, it is highly

recommended for other teachers, especially English teachers and other related parties to implement both *Kahoot!* and *Quizziz* their classroom.

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