

Gamification: Using *Kahoot!* to Make Students Love the Class from the Very Beginning

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ABSTRACT

The underlying purpose of this research was to discuss how to use *Kahoot!* as a new alternative to deliver the first meeting of an English class at the higher education level. One hundred twenty-five freshmen of Mataram Tourism Institute were experiencing, observed, and asked about the use of *Kahoot!* as teaching media to deliver the introduction of their course at the beginning of the class. There are twenty questions involved in this activity. *Kahoot!* got a positive response from the students while it appears no problem in meeting all of the first-class introduction objectives. Despite some lack of points of this gamification, more significant interaction between students, more attention to the course issues, and more motivation were observed. It is a highly recommended activity to apply in the first class meeting as an alternative to explain the course for the first time.

I. Introduction

*"You never get a second chance to make a great first impression."
Will Rogers*

Most teachers believe that first-class might set a massive impact on the whole process of teaching and learning. At this time, students and teachers are, for the first time, knowing each other's expectations about the course. It sets the tone of the class and gives a chance for the teacher to create the right atmosphere in the first week of the course. Laura Zingg says that From the moment students first walk into the school building to their first interactions with teachers, principals, and fellow students - it all has an impact on how they perform in school throughout the year and shapes the mindsets they will carry through life. [1]

The first class meeting should serve at least two primary purposes, which are to clarify all reasonable questions students might have relative to the course objectives, as well as expectations for their performance in class. As students leave the first meeting, they should believe in the teacher's competence to teach the course, be able to predict the nature of the teacher's instruction, and know what their expectations are.

These two primary purposes expand into a set of eight concrete objectives for teacher e.g., orchestrate positive first impressions, introduce teacher effectively, clarify learning objectives and expectations, help students learn about each other, set the tone for the course, collect baseline data on students' knowledge and motivation, whet students' appetite for course content, and inform students of course requirements [2]

Conventionally, all of the elements are delivered in a lecturing, chalk-and-talk, or discussing style. The lecturer passes a handout or project presentation on the screen and explains the eight objectives with a question and answer session by the end presentation until done. This kind of semi-teacher centered activity is mostly found not interesting and consequentially leads the student to pay less attention to the explanation.

In order to find a more engaging activity to fulfill practical first class meeting objectives, a new alternative is highly needed. One of the answers to this problem is the use of technology. The

use of digital technology for educational purposes is rapidly expanding. Most students would expect to use digital devices to carry out the Internet to seek information, entertainment, and lifestyle, including games. The used of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems is called gamification. [3]

One of the games involving digital devices such as handphones and tablets is “*Kahoot!*”. *Kahoot!* was founded in 2012 by Morten Versvik, Johan Brand, and Jamie Brooker who, in a joint project with the Norwegian University of Technology and Science (NTNU), teamed up with Professor Alf Inge Wang, and were later joined by Norwegian entrepreneur Åsmund Furuseth and now can publicly be accessed at <https://getKahoot!.com> [4]. *Kahoot!* is a free student-response platform that allows anyone, in this case, is a teacher, to pose questions, then let whole class respond from a selection of answers electronically on their own devices in real-time.

Ever since the invention, *Kahoot!* is widely used and acknowledged as a great tool in teaching the multi-disciplines field of study both in social and science teaching. This platform is found sufficient to be an alternative form of a quiz for the student of medical science, mathematics, and science [5][6]. It is also can be used to facilitate engaging discussion among higher education students in management and business courses [7] [8].

Kahoot! also got a positive review and is proved more engaging and motivating students in learning English as Foreign Language [9]. The study stated that although technical and networking problems did hinder usage of *Kahoot!*, but this platform still had definite views and attitudes for both teachers and learners of English as Foreign Language (EFL)w. It provides efficiencies in making daily routines like checking and grading homework quicker and more accessible, which in turn helped teachers restructure their time to focus more on instructional planning and delivery while students are enjoying the experience of the fun learning process.

As mentioned above, mostly *Kahoot!* is used for administering quizzes, facilitating discussions of course materials, or collecting survey data. Nevertheless, none of them discuss the use of *Kahoot!* in the first meeting of the English class to introduce the course effectively. Accordingly, this study aims to discuss how to use *Kahoot!* as a new alternative to deliver the first meeting of an English class at the higher education level.

II. Method

The researchers utilized a descriptive qualitative research method concerning a phenomenological study to address the aim of this study. A phenomenological study is designed to describe and interpret experience by determining the meaning of it as perceived by the people who have participated [10].

The data were taken in a small group of students involving involved 125 first-year students of Undergraduate Tourism Department, Mataram Tourism Institute, Mataram, West Nusa Tenggara, Indonesia at the beginning of the odd semester in the 2019/2020 Academic Year. The students consisted of 87 males and 38 females taking lectures implemented *Kahoot!* in their first meeting of English for Tourism 1 course. The level of English proficiency of the student was basic to the pre-intermediate level. The gamification of *Kahoot!* was conducted in the generated set supported classroom equipped with LCD Projector, speaker, and Wi-Fi access to eliminated any issue concerning the internet connections while the process performed.

The researchers provide an idea to employ *Kahoot!* as tools to introduce the course in the first meeting. Afterward, the data of the students' attitudes and perceptions of the *Kahoot!* will be gained through observation involving notes and video recording and *Kahoot!* feedback survey by the end of the activity.

III. Result and Discussion

The teacher needs to arrange the lecture carefully; thus, *Kahoot!*'s duration is appropriately allocated. Educators are encouraged to balance these challenges in introducing games on an ongoing basis, especially given the potential benefits that can be gained through the use of games during learning sessions.

A. How to Use *Kahoot!* as Introduction Activity?

In this study, the basic idea of using *Kahoot!* in the first meeting is by telling nothing about the course and keep it secret until students find it while they are playing along. This platform is used in the main activity after the teacher does setting up the supporting equipment and a pre-activity such as greet the class and knowing students' names. The complete process can be seen in Fig. 1.

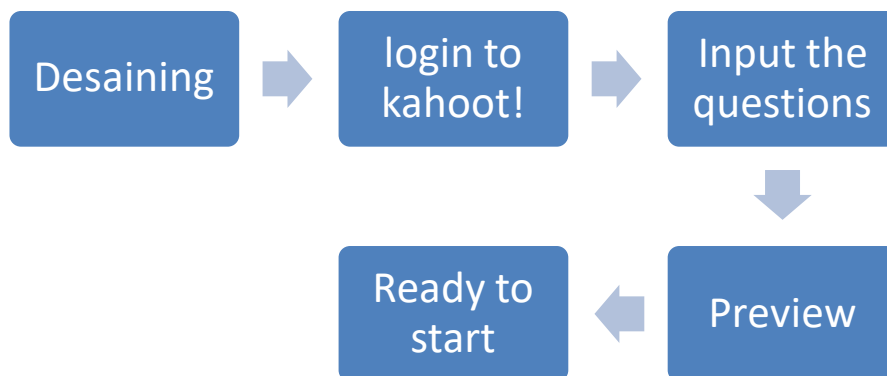


Fig. 1 Preparation steps

Before creating *Kahoot!* online, teachers need to take a bit of time to make notes about the learning game, how it will be played, and about the learners themselves. In this study, the process is called the designing step. In this step, teachers are doing some research to think about the specific questions and answers considering the learning objectives of the first class meeting. The questions in this study are divided into three big categories, which are Teacher Personal Information, Student Background Check, and Course Objectives of the Semester. The questions are twenty in total. To avoid over timing, each question is estimated to be answered between five to ten seconds. The key to an engaging *Kahoot!* is ensuring that the questions are challenging enough to give learners a deep sense of achievement when they answer correctly. That means thinking up the right or wrong answers and making sure there is enough time on the clock for learners to work out the answer. The questions involved in this study can be seen in Table 1.

Table 1 Recommendation of Questions for the First Meeting

No.	Questions	Answer	Category
1.	What is your teacher's name?	Miss. Yuli Miss. Salnya Miss. Butterfly Miss. Ade	Teacher personal info
2.	Your teacher teaches_____?	Math English for Tourism Science General Englis	Teacher personal info
3.	Where does your teacher come from?	Mars Hawaii Mataram Malang	Teacher personal info
4.	Which pet does your teacher have?	Cat Bunny No Pet Dog	Teacher personal info
5.	Your teacher's eye color is black	True False	Teacher personal info

6.	Which fun fact is true about your teacher?	She has tried skydiving. She plays piano She has five siblings She loves sleeping	Teacher personal info
7.	Did you like English lessons at your school?	Yes No They were interesting They are boring	Student background check
8.	What is the most challenging part of English class	Grammar Vocabulary Speaking Reading stories, novels, articles, etc	Student background check
9.	What is the best part of English class?	Grammar Vocabulary Speaking Reading stories, novels, articles, etc	Student background check
10.	Fill in the blank with the best choice: "I can't believe ___not going to the party"	Your You're Ur yore	Student background check
11.	Choose the correct preposition:	Where where you last night? Were where you last night? Where we're you last night? Where were you last night?	Student background check
12.	What is this service in the hotel?	Fitness Spa Room service party	Student background check
13.	Who is responsible for making drink?	Gardener Waiter Bartender chef	Student background check
14.	What is "DND" abbreviation stand for?	Do Not Dance Do Not Drink Do Not Dishonest Do Not Disturb	Student background check
15.	To earn a good grade in English, the best thing I can do is___	Complete my work and try my best Copy off of the "smart" kid Google all the answer Try to speak English all the time in the class	Course objectives
16.	When I work in class, I'd prefer to work___	All by myself With a partner In a small group of 3 or 4 In a variety of group setting	Course objectives
17.	I have to learn English because___	My parents told me I like it It is an international language I want to go abroad	Course objectives
18.	Homework counts as ___% of your grade	10% 15% 5% 25%	Course objectives
19.	Fill in the blank with the best choice: "Poor attendance will ___your grade."	Affect Inflate Surge effect	Course objectives

20.	Are you excited to start the new step of your education?	Yes Absolutely! Not really! I wish I still had holiday!	Course objectives
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The twenty questions consist of six questions relates to teacher personal information, eight questions about student background check questions, and six of them relating to course objective related questions. All of the questions are equipped with suitable pictures to make it more interesting. The answer might be in the form of multiple-choice or True-False type. The correct ones are marked bold.

After the designing stage is done, the next step is to make the *Kahoot!*. This platform is made online by login to *Kahoot!.com*. The homepage of this website can be seen in Fig. 2. In order to log in the website, teachers need to make an account by submitting their name and email address or by using their Google or Facebook link. All of the processes are free of charge with limited but enough features to explore.

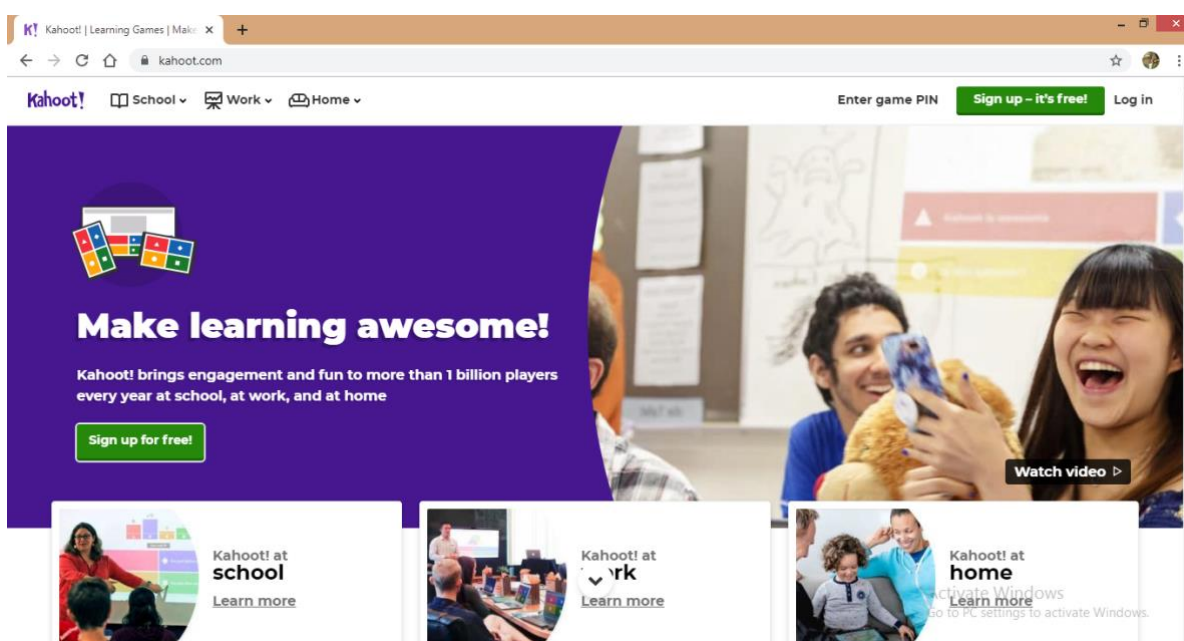


Fig. 2 Kahoot! Homepage

After the teacher successfully logs in to *Kahoot!*, the next step is to input the questions. It is considered unproblematic to create questions in *Kahoot!* platform. First, click *Quiz*, *Jumble*, *Discussion*, or *Survey*, add a description, tags, and cover image, create the learning game by adding questions, answers, and imagery. To closing stages, click done at the upper right corner of the window which can be seen the example of it on Fig. 3. [11]

Each question and the alternative answer has a 95 character limit, being only four alternatives allowed for multiple-choice and two options of the true-false type of questions. In each question, it is possible to embed images and YouTube videos. The time limit for answering each question can be chosen from 5 to 120 seconds.

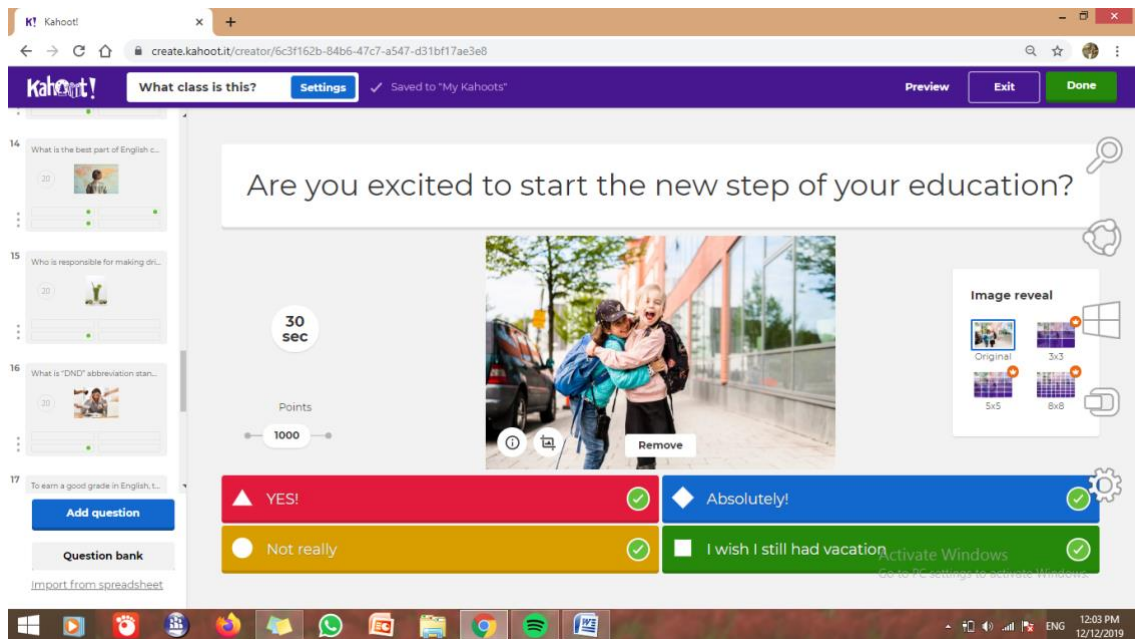


Fig. 3 The window of Making Questions in Kahoot!

The questions are prepared, and before teachers launch it to their students, a preview check is mandatory to avoid awkwardness while gamification is going. A preview check can be done by clicking “this Kahoot!” button in figure 3. Following the steps until the teacher makes sure there is no error in answers or order of the questions found during the gamification.

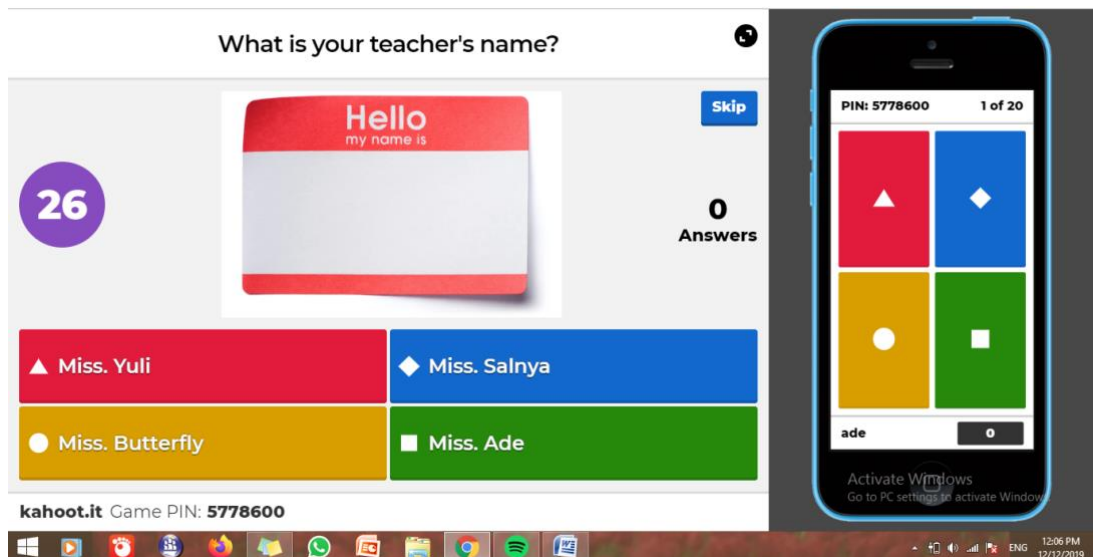


Fig. 4 Preview Window

After the preparation is ready, *Kahoot!* is ready to start in the classroom. In the classroom, teachers are set the devices and begin the procedure after pre-activity is conducted. The procedure of using *Kahoot!* in the classrooms starts with a Brief explanation related to the rules of the game and leading students to enter A unique Game PIN that will be displayed at the top of the screen. This PIN is access to join the game in the *Kahoot!* application for iOS and Android. Alternatively, if they cannot install the app on their device, they can join by going to *Kahoot!* in their browser. There will be a maximum of 50 names can play at one time.

The next step is asking the student to type their name so the name may appear on the screen, and this indicates the students are ready to play. Here are some following activities along with the use of *Kahoot!* in introducing teacher and course-related information:

1. Start the game and pause in every question to give a space for a discussion. The teacher uses this chance in various ways. It could be a time for the teacher to review students' English skills by encouraging them to use English as much as possible.
2. Show the big five in the competition
3. Ask the student to fill the feedback.

A plus point will be rewarded for five students who got the highest score. This plus point is marked on teachers' journals as a part of students' evaluation and consideration of final grade in the course.

B. Result and Students' Attitude

During the process of this study, several advantages are observed. The first advantage is related to the feasibility. In Indonesian cities, the use of the internet both in the form of personal data and wifi has been widespread across universities. Every university has commonly used the projector, internet, laptop, and speaker as teaching media. This situation supports the use of *Kahoot!* in the classroom. This study is no exception. The researcher found no technical problem since the campus facilities are well provided.

The second advantage is seen through students' attitudes. In each time this gamification of *Kahoot!* is held, this game made the students' eye open widely during the class. No sleepy heads and bored expression were found. It is shown that *Kahoot!* could break the monotonous in the class since at a glance, they seem just playing.

Lastly, the games bring much interaction to the classroom. Teachers are in control of advancing the questions that allowing them the opportunity to build discussion time between questions. The majority of students enjoy the competitive atmosphere and mood that is set by the game. Students' comments and survey results show that *Kahoot!* helps them retain the basic concept of the course and enjoy the activity. The game was admitted as an enjoyable, free, flexible, easy, and fun way to get in touch with the first class of English in higher education. All of the students insist that the teacher needs to do this gamification in the future.

There is nothing perfect. One of the difficulties in using *Kahoot!* system consists of the fact that some students could not access the Internet either because they left their devices back home or the battery run out, so they just kept up with the question, but did not actually play the game. If it happened, one of the students faces a problem, and the teacher might change the setting of games to be played in a group. In this way, students discussed the answers with their partners and interacted intensively, which generated some interesting heated discussions and interaction between them.

Another minus point of this gamification is the limitation in question types for the free version. The options are only multiple-choice and true-false type. This limit space for the teacher to gain students' answers to an open-ended question with more detail involved. Teachers may find more exciting interactions by upgrading the *Kahoot!* version to be a premium one by purchasing to the website monthly.

IV. Conclusion and Future Work

The use of *Kahoot!* in in-classroom activities introduced a new way to hold the first meeting of a course in higher education. All of the first meeting objectives are met successfully. Positive first impressions are gained. *Kahoot!* Introduces teacher effectively through a fresh way which student never experienced before. Through discussion between each session, learning objectives and expectations are clarified. Either when this game is played against individuals or groups, it helps

students learn about each other. The tone for the course is set as an enjoyable yet essential course to take. Through the student's answer, teachers can Collect baseline data on students' knowledge and motivation. Whet students' appetite for course content and Inform students of course requirements are also acquire during the activity.

Despite some lack of point of this gamification, more significant interaction between students, more attention to the course issues, and more motivation were observed. The possibility of accessing quizzes at home or any other place shows excellent potential. Also, *Kahoot!* allows teachers to have a preference for class conditions and therefore allow them to design activities and adjusting materials that meet the specific needs of each group. Improvisations and adjustments are always welcome in any part of the activity in this study.

This study is limited by its relatively small sample and focuses only on the first meeting class, especially the introduction of course material. The future studies may use a more significant sample group and other EFL, even ESP materials such as Tourism terminologies material. Besides, the opinions of the students are not analyzed deeply. For that reason, future studies may involve a more refined analysis by using a qualitative method. Additively, this study considers the achievements of the students and rewarded additional points but does not consider the retention of the act.

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