

## USING KAHOOT AS FORMATIVE ASSESSMENT IN PANDEMIC ERA

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### ABSTRAK

*Wabah Covid-19 telah menyebabkan penurunan di dunia dan berdampak besar pada sistem pendidikan. Studi ini mencoba untuk menyelidiki persepsi penggunaan Kahoot sebagai alat proses pembelajaran di era pandemi. Penelitian ini menggunakan observasi, wawancara, dan artefak digital yang digunakan sebagai instrumen dan subjek penelitian ini adalah empat guru yang telah menggunakan Kahoot untuk proses pembelajaran mereka di kelas. Hasil penelitian menunjukkan bahwa penggunaan Kahoot di kelas dapat digunakan sebagai penilaian formatif untuk membantu guru memenuhi pembelajaran bahasa mereka. Selain itu, masih terdapat kelemahan penggunaan Kahoot di dalam kelas seperti koneksi internet yang tidak stabil dan tidak sesuai dengan semua mata pelajaran.*

**Kata kunci:** kahoot, penilaian formatif, era pandemi

### ABSTRACT

Covid-19 outbreak has caused downward spiral in the world and caused huge impact to educational system. The study attempted to investigate perceptions of using Kahoot as a tool of learning process in the pandemic era. This study used which observation, interview, and digital artefact used as an instrument and the subject of this study were four teacher who has been using Kahoot for their learning process in the classroom. The result revealed that using Kahoot in the classroom can be used as formative assessment to help the teacher fulfil their language learning. Moreover, there are still the weakness of using Kahoot in the classroom such as unstable of internet connection and not fits to all the subject of the lesson.

**Keywords:** Kahoot, formative assessment, pandemic era

### INTRODUCTION

Early in 2020, the world was shocked by the outbreak of the corona virus (Covid-19) which later infected almost all countries in the world. It is suspected that Covid-19 first appeared in Wuhan, Hubei Province at the end of 2019. This non-natural disaster is not the first time that countries in the world have faced. This also has an impact on the education system in Indonesia. In the education sector, for example, teachers and students will be accustomed to conducting distance learning interactions. In response to the COVID-19. Online instruction and teaching have been proposed, and everyone in the school community needed to make some adjustments in education. As the days passed by with no immediate solution to stop the outbreak of COVID-19, school and university close will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also endanger economic and

societal consequences Patil (2021). The advantage of using online is the learning process more independent and high interactivity can improve memory levels, provide learning experience, with text, audio, video and animation all used to convey information, and also makes it easy to convey, update content, and download. Furthermore, the impact for education is for the impact on the world of education this epidemic has forced governments in affected countries to close educational institutions and shift face-to-face teaching and learning to online learning Mira (2020).

Formative assessment or assessment for learning is the process of collecting data regarding the extent to which student progress in mastering competency interpreting the data, and deciding effective learning activities for students in order to master the material competence optimally. Formative assessment involves teacher and student activities that aim to monitor student

learning progress during the learning process. Formative assessment ensures to address the learner during education life and facilitates guidance (Rodrigues & Oliveira, 2014). Formative assessment is part of the learning step carried out during teaching and learning activities which are part of the daily practices of educators and students in the teaching and learning process in the classroom. Formative assessment conducted by educators is not only assessment for learning, but also assessment as learning.

Speaking of the explanation above, assessment process carried out by educators that allows students to see their learning achievements and progress to determine learning targets, for example in the form of self-assessment or peer-to-peer assessment. For example formative assessment model is the teacher needs to engage with a number of pupils in the course of the lesson while avoiding devoting too much time on a few. Moreover, these interactions should be meaningful and productive. A delicate balance can be found in which the teacher can genuinely help pupils to progress their learning and witness real progress without spending more time than is necessary Harris (2007). On the other hand, according to Reddy (2016) teachers and coaches then develop implementation plans based on their selected goals for use in the second and third meetings. The implementation plans identify which strategies will be targeted during each session and how the teacher will use the strategies while teaching.

Furthermore, Summative Assessment is an assessment that is carried out at the end of each unit of time. In summative assessment includes more than one subject which is intended to determine the extent to which students have been able to move from one learning unit to the next learning. As cited in Hidayet (2017) stated as the assessment of learning, is an assessment method used for the purpose of certifying learning, submitting reports to the students and their families about the development of the students, and giving signs to the students about their own positions comparing themselves with other students Earl (2004, p. 22). It can also be interpreted as the use of tests at the end of a certain teaching period, which includes some or all of the units taught in one semester, even after completing a discussion of a field of study. This assessment activities are carried out

when the learning experience unit or the entire subject matter has been completed. Summative assessments produce values or numbers which are then used as decisions on student performance. Summative assessment is concerned with concluding student achievement and is directed at reporting at the end of a lesson for example as cited in Dixson (2016).

Kahoot, is a well-known as e-learning that can be effortlessly utilized for giving metacognitive support, enthusiasm in class and understudy participation in advanced education which needs restricted teachers and understudy instruction. According to Kumar (1999) as cited in Plump (2017) students remarked that they enjoyed this assignment because they were creatively using technology within a learning environment. The Kahoot is a free assessment program that can be used at any time of the lesson to increase the participation of the students to the lesson by the teachers. In any case, such games can teach skill, judgment, practices, thinking, process, methods, language, frameworks, perception, and correspondence of different methodologies. The game show fantasy which was the main inspiration when developing Kahoot can fit well into the existing teacher and student roles in the classroom. Earning points and competing to be in the top five on the scoreboard makes the experience exciting and motivating (Wang, 2014).

The system of Kahoot online based application media can expand understudy learning inspiration proof that the after-effects of learning English can encounter a huge increment with the media, Kahoot can improve understudy learning accomplishment as proof that the after-effects of learning English experience a huge increment. Beza (2017) as cited in Melawati, et al (2020) Kahoot is one platform of 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. Learning English with Kahoot online based application system as a push to expand understudy inspiration and learning accomplishment, there are a few recommendations that should be passed on, to be specific to actualize Kahoot as a learning media that requires legitimate planning, so instructors execute educating

and learning exercises are capable the material to be conveyed to understood. According to Plump (2017) The music, colors, and excitement brought by Kahoo encourage student focus and can excite a classroom.

Based on this gap and the previos study above, the researcher will explore about the implementation of using Kahoot in the classroom. Regarding to this, the researcher will be able to find how the teacher implement the Kahoot strategy for formative assessment their classrom. Thus, this study also will examine about the advantages and disadvantages of it, namely *"Using Kahoot as Formative Assessment in the Pandemic Era"*.

Depending on the background, the researcher limits the scope of the study. It is essential to narrow down the area of this study to get focused. The researcher will do a classroom action research and it will be conducted at one of the senior high school in Bogor. The research will only discuss on promoting learning by using Kahoot . Based on the background of this research, the research questions to be addressed are; How is the implementation of Kahoot for Formative Assessment? And What are the advantages and disadvantages of using Kahoot for Formative Assessment?

Considering the research questions above, the aims that are expected to achieve from this research are mentioned below:

1. To figure out the implementation of Kahoot for Formative Assessment.
2. To discover the advantages and disadvantages of Kahoot for Formative Assessment.

### **Pandemic Era**

The conditions of the Covid-19 Pandemic resulted in unusual learning. Students learn from home online. There are many obstacles experienced by students, including, students must be more independent in learning, learning boredom when there are many assignments, interactions between teachers and students online are constrained by networks, and so on (Akhsani, 2020).

### **Formative Assessment**

Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that

adjustments can be made to lessons, instructional techniques, and academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. As cited in Harris (2007) according to (Perrenoud, 1991: 79) if formative assessment is going to succeed in breaking the established classroom habits and focus on developing new, more effective ways of working.

### **Kahoot**

It explores the issues raised and students' reactions to the introduction of a game-based approach to blended learning in the lecture theatre through the online platform Kahoot! Holbrey (2020). While recognizing the little scope nature of the investigation, understudies' impression of their commitment, data maintenance and fixation are inspected in a would like to motivate associates to bridle the benefits of innovation, imaginatively and inventively, to upgrade the learning condition in conventional talk spaces.

## **LITERATURE REVIEW**

### **Definition of Pandemic COVID-19**

Many families around the world are experiencing a major short-term disruption: home schooling is a huge shock to parents' productivity, as well as to children's social lives and learning. On an untested and unparalleled scale, education is shifting online. Student tests are now going online, resulting in a lot of trial and error and confusion for those involved. According to Jeremy (2020) The emergence of COVID-19 was arguably a much anticipated Event and Monica (2020) aims One conspiracy theory inferred that COVID-19 was created in a lab in Wuhan, China, and deployed as a bioweapon. The crisis crystallises the dilemma policymakers are facing between closing schools (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy). Many tests have been canceled outright. Importantly, these disruptions would not only be a short-term problem, but they will also have long-term repercussions for the affected cohorts, increasing inequality.

### **The Impact of Pandemic COVID-19 in Education**

That is, mental health education may lend itself well to remote delivery where learning can take place outside the traditional classroom, especially for students and families who feel the topic is too personal or taboo for the classroom and desire a more private setting for such study. Mental health education serves as a foundation to effectively address school-related stress, initiate early interventions, promote healthy coping mechanisms, and provide ongoing care Marisa, et.al (2021). The impact on higher education has been dramatic and transformative and a common trend in education systems around the world has been to respond to the pandemic with “emergency eLearning” protocols, marking the rapid transition from face-to-face classes to online learning systems. The educational institutions are facing a challenge to adapt to this change and trying to choose the right technologies and approaches for educating and engaging their students Rashid (2020).

### **Definition of Formative Assessment**

As cited in (Boston, 2002) Black and Wiliam (1998) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework and tests. Assessments become formative when the information is used to adapt teaching and learning to meet student needs. Formative assessment is the name given to assessment which monitors student progress, without grading, and using this information to. Carl, (2008) argued Assessment for learning which is attempted to determine students' prior information, perceptions, and confusions and monitor students' learning progress and to inform training practice and educational programs to help students' future learning and comprehension.

### **Implementation of Formative Assessment**

As cited in (Carla et al, 2019) Heritage (2007) contended that teachers' understanding of the value of formative assessment and its inseparability from the teaching process is key to the

implementation and effectiveness of formative assessment in the classroom. Implementing a formative assessment system in a meeting should not be complicated, a teacher can use a variety of instrument and strategies to implement a formative assessment.

(Catherine, Micheal, 2011) claimed that some of the instructional strategies that can be used formatively include the following:

- Criteria and goal setting with students engage them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it.
- Observations go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.
- Questioning strategies should be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning.
- Self and peer assessment help to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning.
- Student record keeping helps students better understand their own learning as evidenced by their classroom work.

### **Step to implement of Formative Assessment**

As cited in (Elaine, 2009) Assessment is formative when, as part of normal teaching and learning, evidence is actually used to adapt the teaching to meet the needs' Black (1998).

The implementation of formative assessment strategies is challenging for teachers. We evaluated teachers' implementation fidelity

of a curriculum formative assessment programme for primary school science education, investigating both material-supported, direct application and subsequent transfer. This feedback informs further learning and sets targets for the future. It is best described as assessment for learning. By developing learners' awareness of their own learning and encouraging application to different contexts, it can also say to be assessment as learning.

### Definition of Summative Assessment

According to Steven (2005) Formal testing of students is traditionally conceptualized as summative assessment (SA). Summative assessment is an assessment that teachers use on the completion of instruction for the assignment of grades (i.e., the purpose is to report achievement). However, testing can and does serve many more purposes in educational settings. Many of the assessments being used were summative assessments pressed into service for formative purposes, rather than being designed from the outset to be formative (the too easy equation of formative assessment with classroom assessment may be partly responsible here). Because may be that it is just too hard for teachers to use information at the end of a sequence of learning to adapt instruction, due to the pressure from curriculum pacing guides or sequencing charts Dylan (2011).

### Implementation of Summative Assessment

As cited in Shepard (2019) The type of information provided by state tests would actually be more useful if reviewed every summer to identify programmatic strengths and weakness as part of planning for the next school year (Shepard 2008). For example, a grade level team of teachers could take action if their classroom scores on mathematical modeling were significantly behind where their students had performed on other dimensions of the state mathematics test. What state tests can do to make the most difference is to ensure better representation of challenging learning goals, especially by including open-ended assessment tasks that call for disciplinary practices such as argumentation and modeling as well as content knowledge Shepard (2019).

### Step to Implementation of Summative Assessment

As cited in Anton, et.al (2020) Summative assessment during learning has been criticized as it may (1) lead students to engage in activities that maximize their chances of passing the test rather than in activities focusing on achieving meaningful learning goals, (2) promote a teaching style directed at knowledge transmission rather than knowledge construction and creativity, (3) lower the self-esteem of poorly performing students and (4) result in tests becoming the rationale for classroom activities (e.g. Harlen & Deakin-Crick, 2002; 2 Psychology Learning & Teaching 0(0) McLachlan, 2006).

Kahoot is a game-based classroom response system played by the whole class in real time. Multiple choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer (Rosyidi, 2018). Kahoot is a tool that delivers and presents question to student, it is set up as a game student can play either individually or in groups. Instructors provide students with multiple-choice questions, which are projected on a classroom screen.

Multiple-choice tests: Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons (Bailey, 1998, p. 130) as cited in (Semire, 2003):

1. They are fast, easy, and economical to score. In fact, they are machine scorable.
2. They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests.
3. They "look like" tests and may thus seem to be acceptable by convention.
4. They reduce the chances of learners guessing the correct items in comparison to true-false items.

(Wang, Andreas. 2016) argued Kahoot! represents a new generation of student-response systems that has a focus on student motivation and engagement through gamification. The basis of this pilot study is to see if the testing effect applies to students in higher education and if its use results in improved multiple-choice exam scores when compared to a control group.



According to (Jace, et. Al 2017) Kahoot is an online application where quizzes can be developed and presented in a “game-show” type format. As cited in (Jace, 2017) Game-based learning has the potential to be an effective tool for learning because it stimulates the visual and verbal components of our processing. (Woo, 2014). The benefits of learning, boosting student’s and instant feedback, outweigh any possible challenges with the program. All the feedback about Kahoot! The feedback I’ve gotten from my students has been extremely positive. Students are excited to play Kahoot! in class. Ryan (2015) Kahoot! is a digital game that can be used in classrooms to engage students in content in a fun way. Kahoot! not only fosters a fun learning environment, but also challenges students in the learning process.

### **Kahoot in Education Learning**

Fennie (2019) proposed that there are some ways of learning in which Kahoot offers to construct enjoyable and meaningful atmosphere in the classroom. It is consist of:

1. Quiz  
The use of quiz is to present topics and compensate students to choose the right answers. It highlights the right or wrong answers and flipping focuses on or off. There will be a scoreboard between questions to demonstrate the present top-scoring players by the time the quiz is played.
2. Jumble  
Jumble offers questions where students place four answers in the correct order. The challenge is like quiz, yet here the students are ordered to put in answers in the right order in spite of choosing only one right answer.
3. Survey  
Survey sets multiple choice question(s) with no correct answer. In contrast to a quiz, survey does not have right or wrong doled out to answers, and there is no focuses framework or scoreboards. Survey can be utilized to discover what understudies definitely know (or simply learned) without rivalry, and the visual chart can be seen to control the conversation which is provided there.
4. Discussion  
Discussion is very useful when the teacher needs to rapidly ask spontaneous questions. It can record

answers for later analysis, especially in making a dialog. This is quite the same as survey, yet with a farthest point of just one question. However, discussion can only be accessed through paying not like the other three that can be accessed freely.

### **Strengths and Weakness of Kahoot (Ari, 2019)**

According to Ari (2019) there are a few of strengths and weakness of using Kahoot for learning process. It consists of:

1. There are several strengths when using Kahoot, as follows:
  - a) The learning process becomes fun.
  - b) Students are trained to use technology as the media in the learning process.
  - c) Students’ motoric skill are trained when they operate Kahoot.
2. There are also several weaknesses when using Kahoot, as follows:
  - a) There are many supporting facilities for students to operate Kahoot as the media in learning process.
  - b) Limited time of learning process.
  - c) Teacher has to design the Kahoot, and it has to take enough time to spend

The implications of using Kahoot can be divided into three; For teacher that is the main object of the research, by the end of the research the researcher hope that the application can be used by students. It can help students to be more aware of using the application (Andi, et. Al 2020) The way the teacher implemented Kahoot in the English formative assessment by listing students’ phones by asking them the brand of their phone to make sure that it can meet the requirement of Kahoot application.

“Kahoot! Quizzes: A Formative Assessment Tool to Promote Students’ Self-Regulated Learning Skills”, is another research article that the aims and focus on the feedback features of Kahoot! as a FA tool to help students set goals and monitor their learning and at the same time, help teachers monitor the students’ development of SR skills. Participants in this study (n= 70) were fourth- year students (all females) who major in translation in the undergraduate level in the English department, in King Abdul Aziz University (Rabigh branch). Data Collection Tools: The

Questionnaire and the Focus Group Discussion for methodology and the questionnaire results also agreed with previous studies that reported Kahoot! benefits in creating a positive learning environment (Mean= 4.6, SD = 0.63-0.68). In the group discussion, students said that KQs helped them master the content as well as got them engaged in the quizzes. Sharing the learning outcomes also helped them to get a sense of achievement while answering the quizzes and Kahoot! also offered them the opportunity to repeat the quiz as often as they wished without the help of the teacher.

The title of the article is *"Using Kahoot! as a Gamified Formative Assessment Tool: A Case Study"* this article aims Formative assessment aims at detecting and fixing the learning deficiencies and needs of students throughout the learning process. Formative assessment uses traditional paper and pencil quizzes, revision tests, exercises, question-answer sessions etc. Formative assessment collects data during instruction to monitor how well learner progress, however summative assessment collects data after instruction to make judgments about "grading, certification, evaluation of progress, or research on effectiveness". The study took place in four classes of participant pedagogical formation program held at Inonu University, Malatya, Turkey. Offering 25-credit theoretical and practical courses in two semesters to award the participants with a teaching pedagogy certificate, this program accepts students from different faculties including Turkish Language and Literature, History, Philosophy, Sociology, Business, Sports, Nursing, Music, Art etc. In this case study of methodology, the Kahoot! software has been used as a gamified formative assessment tool during the measurement and evaluation courses carried out within the scope of pedagogical formation education for five weeks. This rather limited case study intended to report researchers' experiences and evaluations about using Kahoot! as a gamified formative assessment tool in a bounded context of prospective teacher education program. These results are highly consistent with the results of previous research about electronic response systems in general and Kahoot! in particular.

## **METHOD**

This research design refers to a set of investigations procedures employed in a study. In order to answer the research question of this study, the researcher used qualitative study. According to Hesse (2006) as cited in Sri (2013) stated that qualitative study is a procedure both explanatory and descriptive explanation. Furthermore, Tewksbury (2009) explained that qualitative study is a method which is focusing on the worth of how human understood something. Moreover, this research work plan in this study is case study. Case study is a method that involves up-close, in-depth, and detailed examination of particular case or cases. Gary (2011) stated that case study research is one of the principal means by which inquiry is conducted in the social sciences. Further, case studies are analyses of persons, events, decisions, periods, projects, or other systems that are studied holistically by one or more methods.

Interview used to get the data of this research. The researcher used interview in this study because interview in qualitative data will provide useful information when the researcher cannot directly observe participants, and interview permits participants to describe detailed personal information. The research is used semi-structured interviews. Easwara and Fataned (2006) explained that semi-structured interviews are free interviews but more flexible than structured interviews.

### **1. Documentation**

In this study, the researcher used documentation as an instrument for this research. According to Mills (2011) as cited in Creswell (2012) there are several type of documentation resources, such as: (1) archival documentation; (2) journal; (3) maps; (4) audio and videotapes; (5) artifacts; (6) fieldnotes. In this research, the researcher is going to use audio tapes, artifacts, and fieldnotes to collect the data.

### **2. Digital Artefact**

Phil (2011) stated that digital artefact would be better support ensoulment, which can be summarized and designed to support meaning and to afford physical engagement. Furthermore, Graeme (2019) has argued that digital artefacts most likely involved and built an academic or knowledge development capacity to provide interpretations of digital artefacts which can be deployed within a practical investigation. In this research, the

researcher used these digital artefacts to gather the data.

## **RESEARCH FINDINGS AND DISCUSSION**

This chapter report the research findings and discussion of the study. It was intended to answer the research question. On finding, the discussion will be related to the theory.

### **The Implementation of Kahoot for Formative Assessment**

The study show that there are several perceptions of English teachers about the use of Kahoot for formative assessment. The perceptions is formed based on the experience by the teacher used kahoot as a learning tool in the classroom which the data followed:

“Great. It could make students more enthusastic” (Exerp 1)

“Very useful. The fitur from kahoot make the lesson more variative, make students more motivated, and it has made the teacher easier to get students’ evaluation” (Exerp 2)

From the data above, it is clear that using Kahoot in the classroom enhance the students motivation and enthusastic about learning is increased. The used of Kahoot application has an appeal for sudents because the features contained in the application are interesting. Based on those from the explanation, it also could be drawn another aspect for the level of success using kahoot as data shown:

“The level success of using Kahoot is the ability of each students can be measured” (Exper 3)

From that respondens information, using Kahoot it also could measure the ability for students based on the score that they have got. Measurement ability of the students it related to the relevance of the learning process, the researcher found from the respondens that using kahoot seems relevance in the classroom as were said:

“it is so relevant to using Kahoot in the learning process. Beside make the teacher more easier to teach the lesson, the students also have fun when they are doing so” (Exerp 4).

It is also pointed out about the enhance of motivation, and as responden said:

“Giving a value for the student ehanced the motivation and

increase a healthy competition of each students”(Exerp 5)

Considering from the data above, it could be conclude that the implementation of using Kahoot in the classroom seems effectively as what respondens said on the provide data.

### **The Advantages and Disadvantages of Using Kahoot for Formative Assessment**

The purpose of using a learning media, one of which is to get the benefits from the use media that has been selected, besides that the benefits of using leaning media are also an indicator of achieving success in the learning process. This following data showed about the advantages of using Kahoot in the classroom as respondens said:

“Kahoot make the encouragement of being participate in the classroom more increase, because on of its fitur could be work as a work team” (Exerp 6)

As respondens said that one of the advantages of using Kahoot in the classroom is about the encouragement for students for being participate as a work team or an individual. It is also supported by another respondent about the advantages of using Kahoot in the classroom, such as:

“the regular use of kahoot could be some “happy pill” for students, but in fact if the teacher use it more often, does not rule out the possibility that students will be bored” (Exerp 7)

Furthemore, the advantages are not only for the students. It is also applied for the teacher itself. As another respondent said:

“it clears for both teacher and students. As long as the teacher knows how to use it, and the students understand to answer it” (Exerp 8)

In the line with this, another responden said that the anonim fitur from the Kahoot is not suggested because it will influenced the student assessment. Such as follow:

“The anonimitas of using Kahoot forbids for some teacher because it make the teacher difficult to measure the ability of students by their name” (Exerp 9)

Moreover, even thogh there are several advantages about using Kahoot in the classroom, it also has a disadvantages. As pointed out from the following responden:



“Using kahoot too much it will affect the time of the lesson” (Exerp 10)

Drawn from the data above, the using of Kahoot has a huge advantages in the learning proccess. Not only for the students, but for the teacher as well.

### **The Weaknesses of Using Kahoot for Formative Assessment**

In addition to the benefits, there are also the weaknesses for learning process. It is common because every learning media has its weakness. The following data showed:

“The problem of using kahoot mostly came from students who did not have enough Kuota and the unstable internet connection” (Exerp 11)

The responden said that the problem comes from the connection or internet which commonly known that Kahoot depend on the internet connection. The main problem here is, not every students availabe for the internet connection, furthermore for this pandemic era, it is about being online.

Related to that problem above, beside the internet connection, teacher has a difficult problem that the implemtation of Kahoot in the end of lesson could be more challenging because the lack concentration of the student. As supported by the responden:

“Using kahoot in the end of the lesson could help teacher evaluate the lesson which has been discused. Also the ability of students should be considered because some of them did not understand well” (Exerp 12)

Hence, based on the data above, Kahoot seems not right to fits all of the lesson planning in the classroom. As respondes said:

“Kahoot is not appropriate for all the purpose of the lesson, just a few of them” (Exerp 13)

### **Discussion**

As the writer proposed at the first chapter, this research aimed to answer the research questions and based on finding above that using Kahoot for Formative Assessment seems effective to help students in the learning process. Fennie (2019) stated that using kahoot as a tool for formative assessment that is feasible and practical to make learning fun and enjoyable because it

has many benefits such as doing students' improvement monitoring, creating an interactive teaching and learning environment and promoting students to learn new things provided by teachers using many types of quiz from Kahoot. Furthermore, Cetin (2018) aimed that kahoot is not only a digital assessment, but it really engages the student to enjoy the learning process. As found on research findings above, beside kahoot make students fun and enjoyable in the learning process, Kahoot also could enhance student's motivation. In line with this, Hapsari (2013) defined that motivation is an essential role in for the success of language learners in all language aspects and skills. On the other hand, Ahmed (2020) also stated that motivation is the key to success of second and foreign language learning.

Kahoot has given some positive impact to the students' academic performance. As exerp 3 said “The level success of using Kahoot is the ability of each students can be measured”. The assessment score shows from Kahoot is one of the way teacher can measured based on the score through the test has been conducted. Plump (2017) found in her research with title “*Game-Based Technology Solution For E-Learning Novices*” that Kahoot create engagement and active learning that give positive response to the learning process. In addition, Kahoot adds support concept exploration, positive energy, which seems to translate into increased comprehension and motivation.

Since then, Kahoot attracts students more and make the students aware of their strength and weaknesses. As Andi (2020) stated that students practice their skill through completing quiz from Kahoot application and more importantly, the students could access the application anywhere if the internet connection is available. The internet connection could be the factor for the success of implementing Kahoot.

### **CONCLUSION**

Drawn from the research findings and discussion, it can be concluded that the response of the use of Kahoot application as a learning medium during pandemic according to the participants is interesting to use and it can be used as a variation of learning media. In addition, the advantages

of using Kahoot can help the teachers deliver the material so easily and increase the student's enthusiasm and motivation for learning. These findings were supported by the data which gather from interview. Therefore, even though there are lots of advantages of using Kahoot, the data showed that the unstable internet connection becomes the most weakness that occurred when using Kahoot in the classroom or learning process.

Apart from that, using Kahoot for learning process provides helpful material which students could learn and practice by themselves. Also, the assessment through Kahoot can be monitored after completing a test or quiz, so the students can be more aware of their strength and weakness. Overall, Kahoot has brought some positives impact to the students.

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