Chapter Two

Literature Review

In this chapter, the researcher presents past literature related to the topic of this research which is about the use of Kahoot! application in teaching and learning process. The researcher explains technology in language learning, Mobile Assisted Language Learning (MALL), game-based Learning, Kahoot! application, Kahoot! in language learning, students' attitude towards the use of Kahoot!, and the evaluation on Kahoot! environment. In addition, review of related studies and conceptual framework are also explained in this chapter.

Technology in Language Learning

Technology has become one of the aspects that cannot be separated from our life. One of which is internet-based technology in which we can access everything anytime and anywhere. In using internet-based technology, supporting tools are needed such as laptops, computers, and mobile phones. According to Araya, Arias, Bottan, and Cristia (2019). the technology can change several aspects, the first is a curriculum-based on information and communication technology, so the learning process using technology will increase; the second is digital-based student material. The third is using technology to support student learning processes provided on various websites or virtual simulators provided by the teacher. The more advanced the technology, the faster it changes all different aspects. Technology has risen faster since the use of computers, mobile phones, and the internet. Internet-based technology can be used on smartphones, tablets,

and laptops and the user can use it anywhere and anytime. Those is very effective to support education, especially in the teaching and learning process (McCoy, 2016). There has also been a change in the field of education because technology can change the way students learn and attitudes towards the learning process.

Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) is a medium that is used as a learning tool, especially in learning language. It is an assisted language learning approach using a mobile device. According to Azli, Shah, and Mohamad (2018), MALL is a portable device that enables new ways of leaning, easy access, and interaction across various contexts of use. MALL is more focused on student-centred learning than traditional learning. The tools that are usually used for learning are mobile phone or computers. According to Botero, Questier, Cincinnato, He,and Zhu (2018), students believe that using a smartphone or a tablet to learn foreign languages is a good idea, because it is fun.

MALL can be implemented in education because the idea of mobility is one of the characteristics of MALL. Using MALL in teaching and learning process will make students have different experiences in learning languages, because the learning can be done anywhere. According to Azar and Nasiri (2014), using a cell phone is one of the most exciting and innovative ways to learn a language, especially learning a new language. Moreover, Crompton and Burke (2018) stated that using mobile learning can increase enthusiasm for both teachers and students because it can provide learning materials in an interesting way. A positive attitude shown by students and teachers towards the use of MALL. This

is shown by their willingness and readiness to adapt to learning using mobile tools. Using MALL in learning promises to learn foreign languages because students can learn to speak, listen, and read from there (Saidouni & Bahloul, 2016). The applications that can be used to support learning English are Kahoot!, Quizziz, and Padlet.

Game-based Learning

Game-based learning is very suitable to be used in this 4.0 era, because all are moving in the field of technology through the internet including on the field of education. According to Ismail and Mohammad (2017), game-based learning is one option that can be used by educational institutions to help students learning. One of which is available on the internet that can support education is to use game-based learning methods. Game-based learning is a method used to assist the learning process using game applications for learning. According to Spires (2015), using game-based learnings does not only introduce games to students, but it also shows the act of introducing learning concepts through games and it is to help students achieve learning goals. The content in game-based learning is presented in an entertaining, interesting, and exciting way. It encourages students to play personally, emotionally, and cognitively so that it can increase students' motivation in learning (Protopsaltis, Pannese, Pappa & Hetzner, 2011). According to Cheng and Su (2012), using game-based learning can help students to improve students' learning achievement. The application of game-based learning used in the learning process is very useful because it has a positive impact on students. By using the features available in the application can increase students' motivation.

Whitton (2017) said that the balance of gender, age, and computer literacy can affect students' motivation in learning which will lead to positive motives from game-based learning.

Kahoot!

Figure 1. Kahoot! interface

Kahoot! is one of the application choices available on the internet which can be used to support teaching and learning process. According to Plump and LaRosa (2017), Kahoot! is an online global application that can be accessed via https://getkahoot.com/. This application resembles the popular Quizzo trivia which is free and easy to use. Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys (Kahoot!, 2014). This application can be accessed through electronic media such as laptops or smart phones. Students do not need a Kahoot! account to access the quiz and they can access the quiz through any device with a web browser, such as an iPad, Android device, or Chromebook (Byrne, 2013). In addition, Kahoot! provides several features that can be used to help teaching and learning such as surveys, discussions, quizzes, and games. Using Kahoot! can

engage students through games such as quizzes, discussions and surveys that are pre-made or impromptu (Dellos, 2015 & John, 2015).

Kahoot! has two different websites; the first is www.Kahoot.com which can be accessed by teachers, and www.Kahoot.it which can be accessed by students. According to Plump and LaRosa (2017), https://kahoot.it to access the platform. All they must do after accessing the web address is to enter the game pin shown on instructor screen. Students do not need to register for accounts or download applications, which can waste time and further complicate technology use. According to Yürük (2019), to start using this application, teachers should register for a free account on http://create.kahoot.it. After registration, teachers can access millions of free public games and adapt them as they want or create their own. Games can be created and be shared by other users. Teachers launch their approved Kahoot games on their computer that is connected to projection for classroom use and click on "play" to open the game.

Kahoot! in Language Learning

Kahoot! is a new technological solution which can be used as a tool to complement game-based pedagogical practices. Kahoot! is a digital game that can help teachers and students to interact in the classroom. Through Kahoot!, students and teachers can interact through the features available to increase knowledge (Tan et al., 2018). This application is easily used by students. It has some features that can be easily played through a mobile phone, because some students already have a mobile phone to open this application so they can easily access it anywhere

and anytime (Ajip, 2020). Applying Kahoot! in English language learning classes is a good idea because students will get involved in the learning process using Kahoot!. Most students agree that Kahoot! is very easy to use, interesting and fun (Rahman et al,. 2019).

Based on Plump and LaRosa (2017), e-learning tools add positive energy, support concept exploration, and add fun to the classroom, which seems to translate into increased comprehension and motivation. Moreover, Yürük (2019) said that Kahoot! can be used as a review activity in class in which learners can evaluate and determine their level of achievement and the teacher can provide feedback to students to clear the mistakes made by students and improve the teaching and learning process according to the needs of students

Additionally, one of the usages of Kahoot! application in language learning is as digital assessment tool. Using digital instrument aims to provide students with a fast and fair assessment. According to Eyal (2012), teachers are able to use various applications and technologies with the system that encourage students to develope and adapt to variouse assessment methods. Digital assessment tools make lives of the teachers and students easier. By using modern technology, students can get answers to their question without bothering each other. All their activities can be checked by teachers anywhere and everywhere. According to Miranda, Isaias and Pifano (2019), using digital tools is beneficial because it increases reliability, saves time in which teachers can spend on developing other activities and allows feedback to reach students more quickly. The digital service and programs most used by teacher is a digital student

platform, digital communication tool, and electronic meeting tool; these tools are used for teaching, communication and meetings, daily administration, or evaluation tools.

Students' Attitude towards the Use Kahoot!

In this part, the researcher presents past literature related to students' attitude towards the use of Kahoot! in learning English. There are three things explained by the researcher which are students enjoy using Kahoot!, students are interested when using Kahoot!, students feel motivated when using Kahoot! and students feel help in learning using Kahoot!. The explanation is presented below:

Students enjoy using Kahoot! By using Kahoot! as a learning medium, students learn to use a fun game playing platform with music and sound. So, students feel that learning using Kahoot! is fun. Gamification using Kahoot! application also makes the classroom atmosphere more pleasant and not boring (Bicen & Kocakoyun, 2018). In addition, Budiati (2017) stated that using Kahoot! application is an effective way to improve student learning, because it can make lessons more fun, interesting, and relaxed, then students are excited to come to the class. Students will enjoy the class with a pleasant classroom atmosphere. Finally, students will get a positive vibe from an excited environment when participating in learning using Kahoot!. According to Licorish et al. (2018), the use of Kahoot! affects the positive attention and focus of students when learning in class. Kahoot! can also support learning processes and make students happy and not easily bored in learning. By playing the quiz on Kahoot!, students will compete to get the highest score and become the first winner in the Kahoot! game. Malamed (2012)

said that motivation is something that needs to be considered in the learning process because students can show friendly competition and learn to be cooperative.

Students are interested when using Kahoot!. When playing quizzes on Kahoot! application, students will be asked to answer each question item that is displayed. In the display, there is one question with multiple choice questions of at least 2nswer options and true or false questions. Then, students will answer quickly and correctly. Students must ensure that the answer chosen is the correct answer. It is supported by Chotimah and Rafi (2018), who said that Kahoot! supports students to focus more on the questions on the screen and focus on operating their cell phones to answer questions. Students will try to do the problem well. So, students will concentrate and pay close attention to each question on the screen to answer with the right answer in accordance with the question. In addition, students are eager to attend the class which means that their enthusiasms are high. It also means that students are excited to learn more material delivered by the teacher by using Kahoot! application. The great students' enthusiasm will bring a positive atmosphere created by students during the class (Marbun & Harpain, 2016). It is supported by Wang and Lieberoth (2016) who stated that Kahoot! can create an exciting classroom atmosphere that makes students become enthusiastic and grow a competitive spirit. Through the quiz on Kahoot!, students will learn new things delivered by the teacher.

Kahoot! can help students to learn the core of the lessons delivered by the teacher during the learning process such as the following aspects - theoretical

framework, analytical models, media concepts, media language features or tools, and media writing techniques (Tan et al., 2018). The same thing was said by Licorish et al. (2018), Kahoot! affects the positive attention and focus of students when learning in class. Using Kahoot! can maintain their attention to the lessons that are provided by the teacher and gives a little different atmosphere in the learning process. Using Kahoot! can help students to remember the material previously explained by the teacher and it can help them to understand new perspectives.

Students feel motivated when using Kahoot! it can motivate students to review material that will be quizzed on Kahoot!. Moreover, students show positive effects, their motivation increase, and their desire to learn is high. According to Tan et al (2018), besides Kahoot! is an interesting application, students are also motivated to answer every question that is displayed. Implementing Kahoot! in the classroom is a good solution for students in learning English.

High motivation is seen when students positively grow while playing Kahoot! and after students play Kahoot! as a learning medium. It shows students want to give their best and seek the help of teachers to improve their abilities and knowledge in language learning. That shows that students have high willingness to learn a language using the Kahoot! application. Through Kahoot! website, it can bring a positive attitude to students, and they will think of a good perception among other students in learning English. Playing Kahoot! is also able to arouse the motivation of students to have high score results, to win the quiz game, and to

become the first champion in the quiz game (Tivaraju et al., 2017). If students are motivated, students will do their best when playing Kahoot!. This relates to students' motivation towards lectures, the content or material given by lecturer, and peers. Moreover, playing Kahoot! can trigger the motivation of students to cooperate in class with other students, where students must give a high score so that their names appear on the 3 number of winners on the screen board (Licorish et al, 2017). It supported by Kaur and Naderajan (2019), who said that students are motivated to be winners when they answer correctly and get high scores. Students feel motivated to compete with other students to be at the top of the Kahoot! score board; the name of the student who is at the top of the scoreboard is the winner in the game.

Students can easily understand the material using Kahoot! Kahoot is an effective medium to correct misconception on the subject. According to Yürük (2019), Kahoot! can be used as a review activity in class where learners can evaluate and determine their level of achievement and the teacher can provide feedback to students to clear the mistakes made by students. Kahoot! enhances understanding of the students on the subject. Based on Koile and Singer (2006), students also get to enjoy the opportunity to engage themselves in their learning and monitor their own progress and understanding. According Ismail et al. (2019), students can use Kahoot! as a media of feedback on a material given by teacher.