KAHOOT! AND QUIZIZZ: A COMPARATIVE STUDY ON THE IMPLEMENTATION OF E-LEARNING APPLICATION TOWARD STUDENTS' MOTIVATION

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ABSTRACT: E-learning is a based computer learning that is connected to internet where the users have an opportunity to learn anywhere and anytime. Quizizz and Kahoot! are kind of E-learning applications that may be used in boosting students' motivation during the TLP. This research aims to know which and why that/this E-learning application is better to boost up the students' motivation. The implemented research design was qualitative research design concerning to phenomenological studies of the use of Quizizz and Kahoot! in TLP toward the students' motivation. The subject was the fourth semester students of English language education study program of STKIP PGRI Tulungagung. It used observation field note and close-ended questionnaire type to collect the data. The data analysis of the observation field note was done qualitatively and the questionnaire was analyzed quantitatively by implementing likert scale. The research findings proved that the use of Kahoot! and Quizizz in TLP had given good result in boosting up students' motivation. The observation field note proved that nearly 90% students indicated more motivated performances during the implementation of Quizizz than Kahoot!. The finding of the questionnaire toward the students' perceptions of the Quizizz and Kahoot! implementation resulted total score 1448 (Quizizz) and 1214 (Kahoot!). Mostly students stated that Quizizz was more attractive, challenging and motivating than Kahoot!. Thus, this research has a conclusion that the implementation of Quizziz is better than Kahoot! to boost up students' motivation in TLP.

Keywords: E-learning, Kahoot!, Motivation, Quizizz.

ABSTRAK: E-learning adalah sebuah komputer berdasarkan pembelajaran yang dihubungkan oleh jaringan atau internet dimana pengguna mempunyai kesempatan untuk belajar dimana dan kapan saja. Quizizz dan Kahoot! adalah jenis aplikasi pembelajaran yang digunakan dalam menguji pengetahuan siswa selama proses belajar mengajar. Penelitian ini untuk mengetahui yang mana dan mengapa aplikasi pembelajaran tersebut lebih baik dalam meningkatkan motivasi siswa. Penelitian ini menggunakan metode penelitian kualitatif dengan mengaplikasikan phenomenologikal study dari penggunaan Quizizz dan Kahoot! dalam menguji kemampuan siswa selama proses belajar mengajar yang berhubungan dengan motivasi. Subjek dalam penelitian ini adalah mahasiswa semeter 4 di STKIP PGRI Tulungagung. Instrumen yang digunakan adalah observasi filed note dan angket yang menggunakan skala Likert. Hasil penelitian ini di buktikan bahwa penerapan Kahoot! dan Quizizz dalam meningkatkan motivasi siswa memberikan hasil yang baik dalam proses pembelajaran. Selama observasi dari penerapan Quizizz dan Kahoot! di dalam kelas, kebanyakan siswa menunjukkan adanya motivasi selama penerapan Quizizz daripada Kahoot!. hasil dari angket berdasarkan persepsi siswa tentang penerapan Kahoot! dan Quizizz menghasilkan jumlah skor 1448 untuk Quizizz dan 1214 untuk Kahoot!. Itu menunjukkan bahwa skor dari Quizizz lebih tinggi dari Kahoot!. Oleh karena itu, peneliti menyimpulkan bahwa penerapan Quizizz lebih memotivasi dari Kahoot! dalam kegiatan pembelajaran.

Kata Kunci : *E-learning*, Kahoot!, Motivasi, Quizizz

INTRODUCTION

Epignosis LLC (2014, p.5) defines E-learning as, "A computer based educational tool that enables to learn anywhere and at any time". Today, E-learning is mostly delivered through the internet, although in the past it was delivered using a blend of computer-based. Thus, E-learning is a process of learning based computer that connected to a network or internet where the users have an opportunity to learn anywhere and anytime.

Meanwhile, E-learning is categorized into various types that lectures may implement it in their teaching learning process such as Computer Based Training (CBT), Internet-based training (IBT), Web-based instruction (WBI), distance learning, online learning (OL), mobile learning (or m-learning) and learning management systems (LMS), etc. Today, computer and electronic offer various ways to enrich educational assessment both in the classroom and in large-scale testing situations (Scalise and Gifford, 2006, p.4). Electronic technology provides some ways that may use in teaching learning process such as application on assessment.

Kahoot! is a media or platform that can use to play game, quiz, discussion and survey which is became one alternative to create competition through interactive games quiz. Meanwhile, Quizizz is a great, free, incredible website, and teaching tool that can take assessment of students (Common Sense Education, https// 2016 accessed on February 26th, 2018). Henceforth, by using those applications, the lecturer or teacher may create game, quiz, discussion, survey and assessment for their students.

Meanwhile, English language education study program of STKIP PGRI Tulungagung in making students' motivated, the lecturers have been implementing E-learning in TLP by using Kahoot! and Quizizz since the first semester. Unfortunately, the implementation of those applications has not been known which one is better in making students' motivated in learning. Although, Kahoot! and Quizizz have some different features, the lecturers use them as a variation media of E-learning in TLP.

However, the problems of the research are which one of the E-learning application tests: Kahoot! or Quizizz is better in boosting up students' motivation and why is such that/this E-learning application test better than another?

In line with the problems of the research mentioned above, the objectives of the research are to know which one and why of the E-learning application tests: Kahoot! or Quizizz that is better in boosting up students' motivation.

Reviewing the literatures related to E-learning, it is the use of Internet technologies to enhance knowledge and performance (International Journal of Academic

Research in Business and Social Sciences, 2012,p.204). Further, E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources (Deepali Pande et al, 2016,p.275). Furthermore, OECD (2005) in Deepali Pande *et al* (2016,p.275) defines E-learning as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. Thus, E- learning is a communication technologies that provide some facilities to enhance knowledge, learning and to access online learning/teaching resources.

Getting to know motivation according to some experts, Bakar, R. (2014, p.723) defines "Motivation is a part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist at the task". Further, motivation is the overall driving force in students that lead to learning activities (Sardiman, 2012 in Bakar, R ,2014). Thus, motivation is a process of human psychology and behavior that driving force and influence how individual choose to invest their time, energy, how to think and feel in the task.

Further, Schmidt et al. (1996, p.27) in Basuki, Y. (2016, p.20) mentions some motivational factors as "anxiety, determiner, instrumental motivation, sociability, attitude to culture, foreign residence, intrinsic motivation, believe about failure, and enjoyment". Similarly, Hornby and Shearin (1994) in Journal of Emerging Trends in Educational Research and Policy Studies (2013) their analysis of twelve motivational models states that factors of motivation can be classified under socio psychology, cognitive development and socio cultural psychology. Accordingly, motivation has some factors that affect to the learner where it all depends on personal attitude, environmental support, intrinsic & extrinsic motivation, physical condition of learners. The importance method of teaching and the teachers become the high factor that affect of students' motivation. The success of appropriate level of challenge designed by the teachers will affect of students' work and activity in learning situation.

Meanwhile, "Kahoot!" is a platform that can make children able to collaborate as well as compete through interactive games (Rofiyarti,F. & Sari, A.Y., *Jurnal Anak Usia Dini dan Pendidikan Anak Usia Dini*,2017,p.164). Then, Darma,S. (2016,p.5) defines "Kahoot! is as one of media used as an ice breaking session to carry quizzes. Accordingly, Kahoot! is a media or platform that can use to play game, quiz, discussion

and survey which is became one alternative to create competition through interactive games quiz. Kahoot! have some features that useful for student to help them in learning process. There are review, revise and reinforce knowledge, recap learning, pre-assess and practice before exams, re-energize room and reward good behavior , get classroom insights, gather opinions, motivate teamwork, challenge past results, join global classrooms, introduce new topics, shared content libraries, presentation building, remote computer monitoring, progress reporting and introduce new topics.

Quizizz is a fun multiplayer classroom activity, that allows all your students to practice together (http://Quizizz.com/ accessed on February, 26th 2018). Furthermore, Quizizz is one of many awesome tools for class quiz games (http://learninginhand.com/blog/Quizizz accessed on February, 8th 2018). Thus, Quizizz is a game platform or application classroom activity for quiz games which students become controller their pace on game. Similar to Kahoot!, Quizizz also have some features are very salient more than Kahoot!. Quizizz is very useful for student and teacher. Why? Because student pace appear on each students' screen, so they can answer question at their own pace and review their answer at the end. Teacher also got detailed class level and students level insights for every quiz and download the report as an Excel spreadsheet. There are some another features of Quizizz like a BYOD (Bring Your Own Device) can be played by students using any kind of device with a browser, including PCs, laptops, tablets, and Smartphone. Thousands of public Quizizz is amazing teachers around the world create thousands of great questions on quizzes everyday! This community effort generates great content that everyone can use Quizizz editor makes it super easy to create great quizzes in no time.

Furthermore, in this research, the researchers summarize the relevant previous research to the present research. First, Damara G (2016) investigates the students' perception on the use of Kahoot and how to use of Kahoot as an ice breaker in Movie Interpretation Class. The findings of this research show that the students' perception on the use of Kahoot as an ice breaker in Movie Interpretation Class was positive as the students feel that the use of Kahoot as an ice breaker really helps students to learn with fun and students become more motivated to learn the material deeper in Movie Interpretation class. Second, Chen, W. et al. (2017) examine the efficacy of game-based student response systems in particular can motivate engagement, and ultimately, improve students' learning experience and explored students' views about Kahoot!'s influence on classroom dynamics, motivation and the learning process. The findings of this related research show that the deployment of Kahoot! enriches the quality of student

learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved learning experience. The researcher in this also learned that the use of games in the classroom can largely minimize distracting classroom behaviors and activities, and improve the quality of teaching and learning beyond what is provided in conventional classrooms.

To sum up, although the research findings of those researchs show the different result toward the students' motivation in any research design and data collection method, the chance of conducting any similar research on the implementation of Kahoot! or Quizizz in boosting up students motivation is widely open.

RESEARCH METHOD

This research uses qualitative research method concerning phenomenological study. Ary et al (2010, p22) states that "qualitative research method is research method that focuses on understanding social phenomena from perspective of the human in natural place. A phenomenological study is designed to describe and interpret an experience by determining the meaning of it as perceived by the people who have participated (Ary et al 2010, p.471). The researcher focuses on descriptive comparative of the implementation application tests (Kahoot! and Quizizz) in boosting up students' motivation.

The subject in this research is the fourth semester students of English language education study program at STKIP PGRI Tulungagung exactly on pronunciation practice subject. The students of fourth semester are 19 students. This semester consist of 15 female and 4 male.

Meanwhile, the research procedure is important to determine way of the research. The following processes of this research are:

1. Selecting problem is the first step to select the problem to investigate.
2. Reviewing the literature on the problem is the process to gain more understanding and insight into the problem and to determine what research may already have been done,
3. Designing the research is the researcher's plan for the study, which includes the method to be used, what data will be gathered, where, how, and from whom,
4. Collecting the data is the process collect the data through field note to describe atmosphere and questionnaire to collect the data about students' opinion or perception

5. Analyzing the data is the step to analyze the data from the instruments that are used in the research to make easy in understanding the data.

6. Interpreting the findings is the step of the researcher next tries to interpret the findings in terms of the research problem.

7. Stating conclusions and reporting result

Furthermore, the form of data are quantitative and qualitative data. Quantitative data is the data that presented in the form of number, while qualitative data is the data that presented in the form of words descriptions or non-numeric. This research gets qualitative data from observation using field note to describe the students' test activity in the classroom during the implementation of Kahoot! and Quizizz. In other hand, the researcher gains quantitative data from questionnaire shows the data students' opinion. Here, quantitative data is gotten by using questionnaire shows the data about the students' opinion or perception towards the implementation of Kahoot! and Quizizz in boosting up their motivation.

In analyzing the collected data, the researcher will use the technique of analysis the data as follows: the data observation described on the finding of class uses observations field note is analyzed descriptively and data from questionnaire.

A set of questionnaire in the form of Likert scale requiring the respondents' perception and or opinions are constructed. The responses will be in the form of statements related to supportive ideas and or opinions (Riduwan, 2008:12) on the implementation Kahoot! and Quizizz in their learning process. The responses are in the form of statements related to supportive ideas or opinion (Riduwan, 2008, p.86) as reflected in five categories of responses, they are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

For analyzing data of Likert Scale, the researcher takes the following procedures:

1. Each item in the scale, which is related to the teachers' perception is scored:

   Strongly agree   = 5

   Agree   = 4

   Neutral   = 3

   Disagree   = 2

   Strongly disagree   = 1

2. Criteria are set to interpret the result of computation.

The next, the criteria is set to interpret the result of computation. Because questionnaire consist of 40 statement. The researcher devided into 2 same statements and compare kinds of application test (Kahoot! and Quizizz). So, each application test had 20 questionnaire were devided into 3 part statements. There are pre, whilst and post activity (statements about the implementation of Kahoot! and Quizizz), so the calculating of score range is elaborated as follows.

Calculating the score range:

$$\text{Maximum score} = 20 \times 5 = 100 \times 19 = 1900$$

$$\text{Minimum score} = 20 \times 1 = 20 \times 19 = 380$$

$$\text{Score range} \quad (R) = 1900 - 380 = 1520$$

3. Setting categories of data interpretation into five number of classification (K), namely: strongly agree, agree, neutral, disagree, and strongly disagree.

4. Determining the criteria of score interpretation, of the questionnaire:

Table 1. **the respondents'' total score interpretation of the Questionnaire**

Score	Interpretation
1711 – 1900	Strongly agree
1331 – 1710	Agree
951 – 1330	Neutral
571 – 950	Disagree
380 – 570	Strongly disagree

6. Drawing a continuum diagram for the score interpretation as follows:

Figure 1. **The Continuum Diagram Adapted From Sugiyono (2010; 137)**

Strongly Disagree	Disagree	Disagree	Agree	Strongly agree
380	760	1140	1520	1900
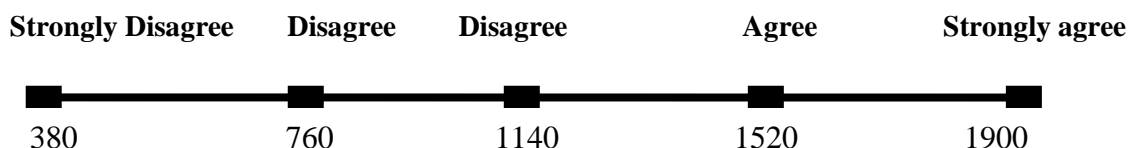
FINDINGS AND DISCUSSIONS

Findings

The finding of this research about the result of the research based on some of the data collection method as follows : observation and questionnaire. From observation field notes of implementation Quizizz and Kahoot! covered some steps. The first was pre activity. The second was whilst activity. The last was post activity. The researcher

analyzed the result of observation field note about all of students' activity and participation during the implementation of applications test (Kahoot! and Quizizz) in their classroom. From the implementation on four time observation field notes, the researcher can conclude that the first, implementation of Quizizz made students more motivated to join on the test. It can be seen from their participation on the test by Quizizz better than Kahoot!. The second, the features of Quizizz made students more interesting to do test because some features on Quizizz were not on Kahoot!. The third, Quizizz made students more independently to do the test because each question and answer of students was shuffle. So, they known about their real ability on the test and they did not cheat each other. The fourth, by using Quizizz the atmosphere of the class more fun and the engagement of each student was increase.

From the data of questionnaire, the implementation of those applications test (Kahoot! and Quizizz) on learning process or on the test, students resulted total score about application test (Kahoot!) were 1214 score. It means, the score is on the range between point 1140 (Neutral) and almost reach point 1331 (Agree) in the continuum diagram for the score interpretation. Meanwhile, the students resulted total score about application test (Quizizz) were 1448. It means, the score is on the range between point 1331 (Agree) and almost reach higher point 1520 (Agree) in the continuum diagram for the score interpretation.

Discussions

Considering, the finding on observation in this research, it can be seen that the implementation of Quizizz affected the participation and motivation of students in learning process or tests. It was proven by their participation on the test when the test used Quizizz. The researcher looked that students who were more interested to join the test by using Quizizz than Kahoot!. Meanwhile, considering the finding of questionnaire in this research, the students' perceptions about Kahoot! and Quizizz could be found through analyzing of questionnaire. It was seen that the result of this research was Agree with the implementation of Quizizz in boosting up their motivation better than Kahoot!. Those findings are relevant to research findings of Basuki and Hidayati (2019) which concluded that the incorporating Kahoot! and Quizizz as the inclusion of ICTs or web-apps in the students daily online quizzes brings an overwhelming efficacy and Quizizz is better than Kahoot!. Quizizz is more fair result, more focused, more entertaining and more engaging, for it does not split the students' concentration during the quiz. It allows the students to see the questions and all possible answers on their own devices and it is likely students self - directed quiz.

CONCLUSION AND SUGGESTION

The implementation of Quizizz and Kahoot! today that can be drawn as follows: The first, the implementation of Quizizz in the fourth semester of students at STKIP PGRI Tulungagung is better than Kahoot!. The second, the responses of students about the implementation of Quizizz are positive than Kahoot!. The third, based on the students' perceptions, the implementation of Quizizz was interesting and affecting their motivation to do the test on their learning process. They enjoyed during the implementation of Quizizz in learning process.

Meanwhile, the implementation of Kahoot! in the fourth semester of students at STKIP PGRI Tulungagung is better too but students are more interesting and agree with Quizizz on the implementation in their learning process. Kahoot! does not have features that affect students' motivation on the tests. Actually, Kahoot! also divides their concentration to do the test. Because, question and answer of the tests are in the different screen.

Regarding, it can be concluded that the result of this present study is able to answer the focus of this research which says "Which one of the application tests: Kahoot! and Quizizz is better in boosting up students' motivation? And why is such that/this applications test better than another?". Beside, the result of this research also answers the objective of this research which says "to know what and why of application tests: Kahoot! and Quizizz that is better in boosting up students' motivation".

Based on the conclusions, the researcher gives some suggestion for people especially in the educational setting especially for the students, the teachers or lecturers, and the further researcher. The suggestions are presented in the following: To the students, the implementation of Kahoot! and Quizizz make students get more motivated to do the test. The implementation of E-learning in learning process is very useful to learn English. Students can improve their knowledge without worry, although it is in difficult way. We should be creative to use what technology positively. To the teachers or lecturer, the implementation of Kahoot! and Quizizz help the teachers or lecturer to conduct the test in the classroom easily. Teacher can make students more motivated in learning process by using those applications. Teacher should be more creative to choose media or tool to make students' motivation up in learning process. To the further researcher, the writer hopes that this research of students' perceptions about the implementation of Kahoot! and Quizizz can be developed by other researcher in different

point of view. So, the use of technology especially E-learning can improve the knowledge positively.

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