THE EFFECTIVENESS OF ONLINE ASSESSMENT PLATFORMS IN EFL CLASSROOM: A STUDENTS' PERCEPTION ON USING KAHOOT APPLICATION

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Abstract

The purpose of this study is to evaluate Kahoot's efficacy as an online test and its effects on students' academic performance. 15 students from the management major were chosen as research participants by purposive sampling for this study at STIA Satya Negara. Utilizing a qualitative approach, this investigation. Interviews and questionnaires were the research tools used in this study. The purpose of the study's questionnaire was to learn how students felt about Kahoot as a digital evaluation tool used for in-class online quizzes. Additionally, interviews that were semi-structured were done to find out how lecturers and students felt about Kahoot as a digital evaluation tool. According to the study's findings, Kahoot is actually used in EFL lessons. According to the findings of the student impression survey, the majority of students more than 70% are happy with the Kahoot application. The academic success of students is enhanced with Kahoot. The progression of the daily and weekly quizzes demonstrates that student performance has greatly improved from the first week, midterm, to final semester exams.

Keywords: Students' perception, online assessment, EFL classroom

1. INTRODUCTION

The lack of interest in the learning outcomes of students who study grammar are subpar. According to the researchers' observations of certain pupils while they were receiving instruction, they paid less attention when the teacher explained and lacked concentration and focus. Students' decreased attention levels make learning less effective, forcing the teacher to repeat explanations. The learning model is one of the factors contributing to students' lack of interest in learning and their academic performance. (Agustinasari et al., 2022) Grammar learning that requires high concentration sometimes makes students feel tired and bored quickly, then, the method of learning that is typically used in classroom lectures still seems very conservative. In addition, less diverse learning materials cause students to rapidly become bored and lose focus. Students' inattentiveness hinders and renders learning ineffective. Because of this, student learning outcomes are subpar. Thus, a learning model that may promote interest in learning is required for changes in student learning outcomes.

The use of technology in the educational process is extensive and integrated with almost practically everything we do and every profession a pupil may encounter. Technology also influences the assessment process. The assessment process that uses technology is called digital assessment. In the learning process during the pandemic a few months ago, online learning and digital assessment with certain learning platforms gave a new colour to the learning process in Indonesia. Many teachers and lecturers have to adapt to these processes and circumstances. Digital assessment is the presenting of data used to evaluate student performance and is carried out using computer technology. Computer technology includes networks, software, and hardware. Kahoot is one resource that can be used in digital evaluation. Kahoot is a game-based learning tool used in classrooms and other learning environments (Adnyani et al., 2020). This platform's Kahoots are multiple-choice learning games that

may be accessed using a web browser or the Kahoot app. Kahoot can be used to assess pupil comprehension. (Kaur & Naderajan, 2019), as a formative assessment or to take a break from the typical lessons. Kahoot! incorporates trivia.

Another opinion (Putri, 2019) With the use of technology, you can use Kahoot to conduct polls, conversations, or surveys. The entire class participates in a live game-based class response system. On the screen are questions with many choices. Students respond to inquiries using smartphones, tablets, and computers. Teachers can ultimately save time and paper while working more productively with kids by using this software.

Kahoot designers will be able to employ several question kinds starting in 2020. A typical type of question is a quiz. There must be a question and at least two choices, one of which must be marked as the correct response. The option to pick "single select" or "multi-select" was added with Premium. The terms single-select and multi-select describe how the player can choose only one of the four possibilities offered, respectively. There is also a true or false choice, with the key distinction being that there are just two alternatives (true or false), which are fixed and cannot be altered. There is no need for account upgrades for any type. Players must enter in the right response to receive points for the following open-ended question type. Although he can specify numerous accepted answers, the creator must choose the accepted response. The last sort of question is a puzzle, which requires the respondent to line up four possibilities in a row that the maker has predetermined to be true. For instance, order nations by population density, starting with the least populated. The three top players are animated to appear on the winner's podium at the conclusion of the game. Kahoot is rated by users according to their satisfaction.

(Kohnke & Moorhouse, 2021) argues Kahoot is a game-based technology solution for beginners in e-learning to promote engagement and active learning in the classroom. Only 9% of pupils, they discovered, complained about using Kahoot. The majority of the pupils responded favorably and expressed enjoyment of the learning experience. They said that Kahoot energizes the classroom, encourages idea exploration, and makes learning exciting, all of which seem to lead to greater comprehension and motivation. Kahoot as a digital evaluation has, however, received the least amount of research attention. Digital evaluations undoubtedly provide a number of advantages over manual ones. (Penney et al., 2012) Manual evaluation can take a lot of time, use a lot of paper, and occasionally the evaluation provided by one teacher or lecturer may not be impartial (Staffaroni et al., 2020). Consequently, a digital assessment tool like Kahoot is required.

Looking at some of the obstacles that exist at STIA Satya Negara in dealing with online learning innovations and assessments, lecturers should innovate in using digital applications to facilitate the learning process. In this study, the Kahoot application really helped STIA Satya Negara students in the learning process, especially in the field of English. The use of the Kahoot application was very widespread during the pandemic era, the COVID-19 transition period, and until now. It should be realized that not all lecturers at STIA Satya Negara use the Kahoot application in teaching and learning, but this research proves the effectiveness of the Kahoot application in the learning process. The application is very easy to use, and STIA Satya Negara students really find it helpful for online learning and carrying out online assessments. So it can be concluded that the Kahoot application has a very positive impact on the process of learning English at STIA Negara.

2. LITERATURE REVIEW
Definition of Perception

The experience of an object or an event is typically described by the term perception. In order for us to be aware of our surrounds, including ourselves, this perception is characterized as a process that mixes and organizes our sensory input (sensing). When a person receives a stimulus from the outside world, his auxiliary organs pick it up and send it to the brain, where perception occurs. In it, there is a thought process that ultimately manifests itself in an understanding.

According to (Baruchson-Arbib, 2004) sensing—also known as a sensory process—is the act of a human receiving a stimulus through their senses. It comes before perception. The process doesn't

merely end; the stimulus is kept going, and the perception process comes next. (Bhagat et al., 2016) believed that our perceptions are dependent on the information our senses take in from the world, as well as some information we process from our memories (reprocessed based on the experiences we have).

The two views of perception that (Lui et al., 2006) distinguishes are the specific and broad perspectives. Visual, or how one perceives and describes something, is the definition of specific perception. Most people are aware that the world as its is cannot be seen and is not always identical to reality, therefore it requires a specific approach that focuses on the definition of things rather than just how things are observed. Perception is the examination of how to apply our application to every area surrounding the person in the already-existing impressions or thoughts, after which the person becomes aware of these things.

It may be inferred from some of the definitions of perception given above that a perception is an act of judgment performed in the mind in response to a stimulus from anything experienced through the five senses. The stimulus then transforms into a thought, which ultimately leads to the formation of an opinion about a situation or event that is currently taking place.

Digital Assessment

The definition of assessment is broad. Tests and measures are not the same as assessments. When students respond to questions, offer comments, experiment with new language or sentence structures, and when teachers set tasks and grade students' performance, assessment is taking place (Marpaung, 2020). According to (Penney et al., 2012), assessment is the process of determining if the actions taken and the outcomes of an activity program are consistent with the goals or standards that have been established. (Staffaroni et al., 2020) further describes assessment as the act of acquiring and utilising the relevant data as a foundation for judgments concerning educational programs. As a result, assessment is a process that evaluates a program's success and is necessary as a foundation for further decision-making.

In current era of quick knowledge and information flow, digital learning is utilized across a range of disciplines and sectors. Various points of view or opinions have different definitions. The most relevant definition is that offered by the American Society of Training and Education (ASTD). In order to advance their education, students employ digital media, which is referred to as e-learning. Digital media includes things like the Internet, corporate networks, computers, satellite broadcasts, audio and video tapes, interactive TV, and compact disks. The course provides network-based learning, online collaboration, virtual classrooms, and computer-based learning. whether to use wired or wireless networks, (Eyal, 2012) viewed Using digital learning to acquire digital teaching resources for use in offline or online learning activities.

As a result, both domestic and international scholars have various ideas for why digital learning works. Analysing the perspectives of numerous scholars in-depth allowed for the division of digital learning into four categories (Timmis et al., 2016). (1) Online teaching subjects: It stresses that some of the substance of online lesson plans can be used to instruct students. eBooks, digital data, or information distributed through other digital technologies are all examples of so-called digital teaching material contents. (2) Digital tools: Emphasis is placed on Learning activities are completed by students utilizing digital resources like desktop, laptop, tablet, and smart phone computers. (3) Digital delivery: It emphasizes that educational materials can be distributed to pupils digitally through channels including intranets, the internet, and satellite television. (4) Autonomous learning: It focuses on students participating independently in online or offline learning activities through digital learning. It urges student engagement with autonomous learning coming before learning and places a significant emphasis on individual autonomy in learning.

Using Kahoot in the classroom

In a single Students might even take charge of the study session or the class discussion by alternating who is in charge of creating the quiz each week. Instead of just memorizing information,

allow Kahoot to provide scenario questions or prompts with numerous choices. Use the answers to start a discussion. Through Kahoot, the conversation can spread to classes all around the state or nation. Introduce students to the website so they can use it to gauge their Kahoot proficiency or to try to raise their scores after the class is over. Don't neglect professional development; utilize team mode to ask educational questions and promote in-depth discussions among teacher colleagues. (Handayani, 2021) said using Kahoot to establish rapport with classmates or other members of the learning community at the start of the academic year.

With Kahoot, a free student response tool available across all platforms, teachers can run multiple-choice quizzes that resemble games in real time. Both educators and students have the option of creating their own quizzes or using already-created ones that are online and remixing them. Students input answers utilizing When questions and response choices are projected onto a classroom screen, individuals are using personal (often mobile) devices. To further appeal to all learners, questions and polls may feature visuals and video. Only colour and symbol options are shown on students' devices; The classroom screen must display the actual solutions. Bright colours and tense music are used to create an energizing, video game-like mood. As new rankings The game or quiz becomes more engaging when personal point totals are provided to each device after each question and appear on the group scoreboard (Wang & Tahir, 2020). The Team Mode upends everything by allowing groups of pupils to interact to collaborate and compete against one another. The only requirements to play a Kahoot game are a name and the game PIN from the home screen. Student accounts can be created, though, and there are some severe privacy issues.

Teachers and students can create multiple choice tests, polls, and surveys that populate real-time data, despite the fact that this data is not saved over time. Students only see the top achievers besides their own scores, so underachievers won't feel exposed. (Basuki & Hidayati, 2019) says Polls and quizzes encourage immediate instructional decisions and class debate, but an open-ended response option and/or the capacity to combine a quiz and a poll into a single game would be helpful to promote learning. Students can play online games with other students around the world or connect with their friends after school to compete for higher scores. Teachers (or student makers) can download data and view it in Excel.

Learning Variation

Variations in learning activities are intended to represent a range of adjustments to the interactions between teaching and learning. According to (Ermawati, 2019), stimulation is characterized as teaching and learning interaction processes activities intended to combat student boredom so that students consistently demonstrate perseverance and active participation in teaching and learning circumstances. In contrast, "variations in learning activities," as defined by (Kroll et al., 2021), are modifications made to the methods used to carry out tasks in an effort to boost student motivation and lessen monotony.

The main goals of using variants are to increase student engagement, motivation, and learning. (Bates & MacWhinney, 1987)state that there are a number of reasons to vary learning activities, including: 1. Getting students to pay more attention to standardized teaching materials. 2. Give children the chance to hone their talents for learning a variety of new things. 3. Encourage students to adopt pro-learning behaviours when they arise. 4. Give students opportunities based on their aptitude and level of growth. The usage of learning variations must adhere to a number of guidelines in order for learning activities to be engaging and creative. According to (Benson & Gao, 2008), 1. To achieve learning goals, all sorts of variations should be used when utilizing variation skills; also, there must be variations in the usage of components for each type of variation of all that. 2. Use variations in a fluid, continuous manner to avoid disrupting the completion of teaching and learning process or the learning process of the student. 3. The teacher must truly organise and plan the utilization of the various components. because, in response to student criticism, it necessitates flexible, impromptu use. There are often two types of feedback: behavioural feedback, which involves student engagement and attention, and informational feedback, which covers knowledge and teachings. Learning activity variations can be

divided into three categories: variations in teaching styles, variations in the use of media and learning materials, and variations in interaction patterns. (Pawlak et al., 2014)

3. METHOD

Research Design

using Kahoot as a digital assessment method was highlighted in this research's qualitative analysis. The STIA Satya Negara students were the main subject of this study. The grammar class served as the main source of data for this study. This study's topic was chosen through purposive sampling.

Technique of Collecting Data

The following procedures are used to perform this research: In order to conduct a study in grammar class, the researcher sought permission from Satya Negara, head of the administration and business department at STIA. After receiving authorization, the researcher spoke with the lecturer in charge of the grammar class and requested the class schedule. During the initial interaction, the researcher observed the teaching and learning process. The following methods were used to conduct the observation: a) the researcher created an observation idea form; b) the researcher attended the classroom; and c) the researcher conducted the observation in the classroom after choosing subjects who used Kahoot! in their learning process. Kahoot was used in the classroom, and the researcher employed an observational tool to investigate its use. To gauge how useful the Kahoot program was, tests were run during the first and last weeks of the conference. The researcher gave the students the questionnaire at the previous meeting. The purpose of the questionnaire was to learn how the students felt about the Kahoot application. The questionnaire, which was derived from (Chiang, 2020), it has ten items. In order to learn more about how students and the professor felt about using Kahoot as a digital evaluation tool and how Kahoot affected their academic performance, the researcher also performed a semi-structured interview with them.

Technique of Analysing Data

Qualitative data in the form of a collection of words rather than a series of numbers and cannot be organized into categories or classification systems, qualitative method is performed. According to (Walby, 2015) Data reduction, data presentation, and conclusion-drawing are the three simultaneous streams of analysis processes or verifying results. "Occurring simultaneously" means that data reduction, data visualization, and conclusion-making or verifying results are all intertwined in a cyclical process and "Analysis" is the process of interaction before, during, and after data collection that produces broad insights (Fraenkle et al., 2012). In qualitative research, interview transcripts, data reduction, analysis, interpretation, and triangulation are all employed as data analysis tools(Silva, 2008).

4. RESULT AND DISCUSSION

How students view the Kahoot program as a digital assessment tool in the classroom to encourage student participation in an English language environment.

The study discovered that the students were interested in and wanted to learn more about Kahoot program after utilizing it for eight meetings. Because Kahoot's features are simple to use and its games are entertaining, students are more engaged in their learning. The students shared their opinions on Kahoot as a digital assessment tool and how it helped them engage with the English language. To obtain a more thorough result, the researcher collected the data using a questionnaire and interviews.
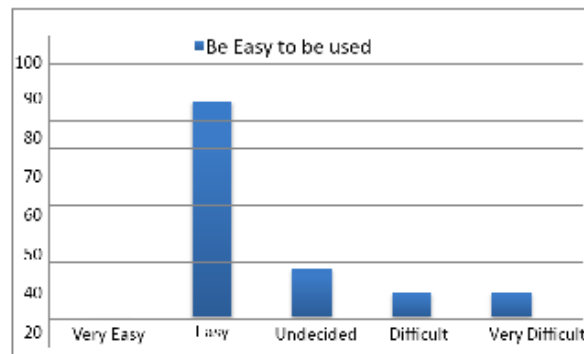
a. **Kahoot easy to be used**

Figure 1. Kahoot easy to be used

According to the aforementioned graphic, 88% of students are delighted with the Kahoot application since it is simple to use. However, 40% of students reported feeling undecided not easy, 30% students felt very difficult and very difficult. It demonstrates how some kids might not adapt to using an app like Kahoot and find it challenging to study using it.

The researcher infers that the students found it simple to use the Kahoot program based on the results of the questionnaire. The majority of pupils had no issues using the application. Additionally, the Kahoot application features a straightforward feature that makes it accessible to all students. As long as the connection is stable, logging into the program can be completed swiftly. The kids could also use their own smartphones to access the application, allowing them to continue using Kahoot wherever they are. We advise the instructor to use Kahoot in the teaching and learning process as a result.
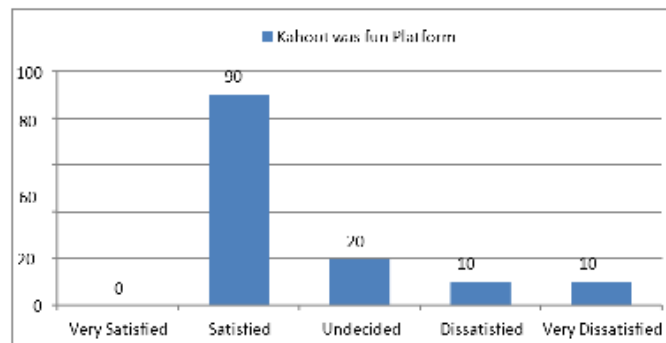
b. Kahoot was Fun

Figure 2 Kahoot was Fun

The graph up top illustrates how students feel about using the Kahoot app. The research shows that the majority of students—90%—are satisfied with their education, while 20% are unsure. Regarding Kahoot itself, they were neither satisfied nor unsatisfied. Additionally, 10% of students are unsatisfied, with 10% of those being extremely unsatisfied.

The researcher seems to imply that the Kahoot program was enjoyable for the kids. The statistics clearly demonstrates that most students are happy with Kahoot. Because the Kahoot program has various entertaining activities, students can play games through it and the results are shown right away when the games are finished. Since the games were presented as quizzes, class time for the students wasn't too dull. Additionally, the Kahoot program provides several resources that can aid children in learning English, particularly English grammar.

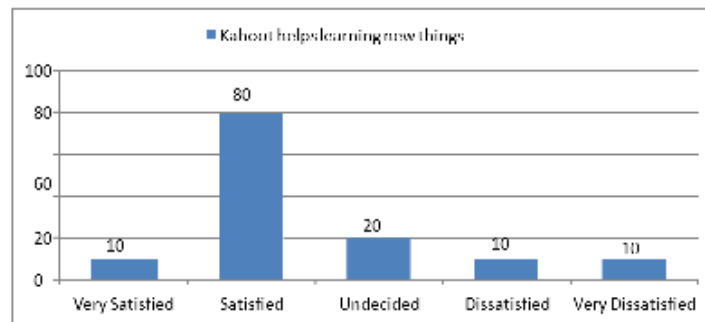**c. Utilizing Kahoot! aided students' in acquiring new knowledge**

Figure 3 Utilizing Kahoot! aided students' in acquiring new knowledge

The percentages that utilizing Kahoot assisted them in learning new things are shown in the graph above. Student satisfaction ranges from 80% to 10%, with 80% being the greatest and 10% being the lowest. 10% of students do, however, express extreme dissatisfaction. Additionally, 20% of students are unsure about it.

The researcher infers from the following chart that the majority of students thought they learned new topics as a result of utilizing the Kahoot application. Through Kahoot, the students may learn how to create a class and their own tests. Additionally, they can check on their own lessons from a smartphone. The students can explore the Kahoot application to assist them learn more from it in the future thanks to those new things, which are crucial. Some of them, nevertheless, didn't think they had learned anything new from utilizing Kahoot. In this instance, the researcher posits that the pupils may be familiar with or have prior experience with the application. Thus, even though some students did not learn anything new, they still find the experience enjoyable.

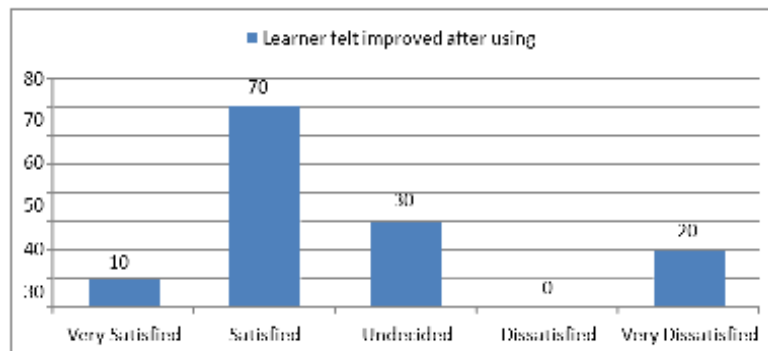**d. Following use of Kahoot, the students felt more positive**

Figure 4 Following use of Kahoot, the students felt more positive

The results of students' perceptions of how Kahoot improved their skills are depicted in the graph above. According to the research, 70% of students were happy with Kahoot. In addition, 8% of students said they were extremely satisfied. However, 20% of students and 0% of students are extremely disappointed with Kahoot. 30% of students are unsure about using Kahoot, on the other hand. They are unsure of whether Kahoot will help them become more skilled.

According to the researcher, the majority of the pupils believed they had improved as a result of using the Kahoot application. Some of them, though, didn't feel that way. The researcher assumes that some students' perspectives will change as a result of utilizing the Kahoot application. While some of the students obtained new knowledge as a result of using Kahoot, others did not believe that they had done so. The researcher suggests that there are forces at play here that prevent the kids from making progress.

Kahoot application's effects on students' academic performance
  a. Academic achievement of students

The purpose of the test was to evaluate how well the kids were learning. To gauge how the students' academic performance changed throughout the course of the meeting, tests were given during the first and last weeks. As a result, the professor had 30 questions for the structural test prepared. The following were the outcomes of the weekly exam to gauge Kahoot's efficacy following completion of the test on Kahoot.

Table 1. Test: First Week

Rank	Players	Total Score(points)	Correct Answers	Incorrect Answers
1	TIA	14330	18	12
2	TAW	11169	14	16
3	LL	9626	13	17
4	DG	9269	12	18
5	WK	7998	10	20
6	DVV	7598	10	20
7	TD	6741	9	21
8	ER	18888	20	15
9	TH	14330	18	12
10	BB	6641	8	22
11	HB	11169	14	16
12	SB	6741	9	21
13	FG	7598	10	20
14	SD	9626	13	17
15	JK	6741	9	21

After the students finished the test, the data from the first week test was automatically collected. According to the table, the percentage of accurate and incorrect test scores allows for the monitoring of pupils' progress. The lecturer had prepared 35 question of structure test. The ranking displays the highest and the lower scoreof the students. The test results may be used by the lecturer to assess the students' strengths and weaknesses. After finishing the test, the result was instantly presented, allowing the students to see their own strengths and faults.

The researcher infers from the pre-test data that the students were still unfamiliar with the Kahoot application. It's because they had to deal with issues like time constraints and internet connectivity. Because there was a time limit on each number, the students had to think rapidly to respond to the test. As a result, after reviewing the test results, the professor instructed the students on how to use the Kahoot application.

Table 2. Final Test

Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	KS	26967	24	11
2	PP	39076	31	4
3	TS	21178	20	15
4	STM	38076	30	5
5	VV	27967	26	9
6	RE	26967	24	11
7	DF	19466	20	15
8	GH	40076	32	3
9	JK	39076	31	4
10	BVC	38076	30	5

11	SD	38076	30	5
12	FG	39076	31	4
13	GG	26967	24	11
14	AS	27967	26	9
15	SW	38076	30	5

The test results from last week demonstrate that the students have improved. The table shows that the results are significant when compared to the pre-test. The students' score shows a better performance than the pre-test. Some students improved their grades after receiving instruction from the tutor, and the rank of the pupils also altered. The outcome of the final test demonstrates that the Kahoot application was efficient when used as a testing instrument and for online evaluation. Additionally, Kahoot had aided the kids in improving their English because it offers a wealth of resources and exercises, and they may practice by responding to the quizzes on Kahoot. More significantly, kids may track their development using Kahoot, which helps them identify and be more conscious of their deficiencies.

Discussion
How students view the Kahoot program as a digital assessment tool in the classroom to encourage student participation in an English language environment

Students learn new information thanks to the use of Kahoot in EFL classes. Kahoot, which conducts digital assessments, might encourage students to participate in the learning process. As (Kohnke & Moorhouse, 2021) found Kahoot to be interesting, educational, practical, great, and fine. It suggests that Kahoot is more than just a digital evaluation tool and actually motivates pupils to enjoy studying.

The students feel comfortable utilizing Kahoot because of how easy it is to use. They can effortlessly complete the enrolment process and have access to Kahoot via their smartphones, which is why. Additionally, the contents are accessible through the application, allowing the students to put their knowledge, particularly in English, into practice. Furthermore, (Chen, 2022) explains When students exercise, they may keep track of their performance, which is beneficial since it enables them to identify their strengths and weaknesses and raise their level to a higher one. The Kahoot application also encourages kids to pick up new skills. With the aid of Kahoot, they can create their own quizzes, and they can even collaborate with one another.

Kahoot application's effects on students' academic performance.

Kahoot has had some good effects on the academic performance of the kids. After participating in the meeting for a month, the academic performance of the study's participants was evaluated using the test's assessment score. The evaluation result demonstrates the significant progress made during the test, which was carried out using the Kahoot application. The fact that the students' scores actually rose as a result of taking the Kahoot-powered test is ample evidence of this. The comparison of the students' scores from the two weekly tests reveals a significant difference. Additionally, the teacher effectively motivates the students by using Kahoot, which they found engaging to use in the classroom, particularly in EFL classrooms.

This is consistent with studies that have been undertaken by (Tao & Zou, 2021) who It has studied how Kahoot, a game-based technology solution for eLearning beginners, might be used in the classroom to foster engagement and active learning. They discovered that only 9% of pupils voiced criticism about Kahoot. The majority of pupils respond well and take pleasure in their education. They added that Kahoot enhances classroom atmosphere, encourages topic exploration, and makes learning interesting, all of which appear to contribute to improved motivation and comprehension. According to the research, Kahoot can infuse students with a good vibe and motivate them to participate in class.

Because Kahoot is a game-based tool, it draws in more kids and helps them identify their strengths and limitations. This study demonstrates that the students worked on their abilities by taking

quizzes using the Kahoot program (Dellos, 2015). What's more, as long as there is an internet connection, the students can use the application from wherever. When adopting Kahoot in the classroom, the researcher discovered that having a working internet connection was one of the challenges (Wang & Tahir, 2020). The success of deploying Kahoot may depend on the internet connection. According to the pupils, a poor connection makes it difficult for them to concentrate and may even make them less motivated.

5. CONCLUSION

Application of Kahoot as a digital assessment is successful. Based on the needs of the students and daily evaluation of their progress, the lecturer may alter the activities. The application is also user-friendly, making it possible for students to use it. The fact that the application is simple to use and can be accessed via cell phones further increases student engagement. The kids' smartphones allow them to access Kahoot! and practice their skills on their own.

Although this research is at an initial stage with a limited sample, it indicates the need for further research. Utilization in formative assessments, the formation skills of a collaborative team, The degree of usefulness of using Kahoot, and even the use of Kahoot for distant learning, can be research goals that can be carried out in the future.

The use of smartphones as learning media should be a new alternative in the learning process. Teachers can save more time than students spend on quizzes, so students have time to study and understand the material more deeply. Teachers also have the opportunity to guide students who have difficulty understanding the material or quizzes given. In addition, the use of this media is more fun for students because it provides images and sounds that make them more interested in participating in learning activities. In addition, increased motivation, student engagement, and academic achievement are strong reasons for integrating technology into the classroom. Despite (concerns) the emergence of distraction or diversion, the results of this study also show a positive perception of the use of technology among students. The promotion of digital citizenship is one of the sustainable agendas that can be started in school.

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