

## **Interactive Media in the Classroom: How It Shapes English Language Learning for Students**

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### **Abstract**

The COVID-19 pandemic influences many aspects of human life and education is also get the impact. The lecturer has no choice and shifts the class to the online classroom. Online classroom needs interactive media applications to make students interested while following the course. The aim is to find students' perceptions of applying interactive and innovative applications in Learning the English Language. The research approach is quantitative, and the research method is a survey. The sample is twenty students of English Department Study Program students, STKIP Al Maksum. The instrument is a questionnaire consisting of ten questions. The result is students believe Kahoot influences enjoyment, perception of learning, effectiveness, and motivation while learning the English Language. In conclusion, Kahoot and Quizzes influence students to be more active in language classrooms. Further research is needed to investigate Kahoot and Quizzes on students' critical thinking, engagement, and learning outcomes in learning the English language.

**Keywords:** Students' Perception, Interactive and Innovative Application, English Language Classroom

### **Introduction**

Besides of pandemic covid-19, the 21 century emphasizes of mastering technology in education and technological resources are prompting universities to update the teaching-learning process in order to fulfill students' needs for the adoption of new educational tactics and methodologies.(Maican & Cocoradă, 2021; Salas-Rueda et al., 2022). Nowadays, the students called "digital native" because They were born and connected into technology and swiftly adapt to its incorporation. Therefore, even if the epidemic prevents them from attending class, students may rapidly adapt to using technology at home.(Christopoulos & Sprangers, 2021; Situmorang et al., 2020). In the adaptation of technology, teacher has to develop professional development in mastering technology, especially digital media literacy. Educators must be competent in selecting and implementing media for individualized learning requirements of students (Zulhafizh, Atmazaki, 2013). Teachers may employ technology to strengthen their pupils' language abilities in the classroom.(Sari, Yuliana, Ramadhan & Rasyid, 2020)

Previous studies have been conducted on the importance of technology in teaching language (Azar & Tan, 2020; Syahputri et al., 2021). These studies reveal using ICT in language teaching contributes to developing students' motivation, participation, and engagement. In applying technology in the classroom, the lecturer can use some interactive applications such as Kahoot, Quizizz, Edmodo, and others to support teaching and learning in the classroom. For example, Kahoot! is a free online game that is simple for students to use and for teachers to master. It is a free online game-based program that incorporates quizzes, debates, and surveys to make learning challenging, entertaining, and engaging.(Asniza et al., 2021; Suardi et al., 2019; Yürük, 2019). Furthermore, Quizizz is a game-based educational application that makes classroom exercises fun and interactive by letting students work together. Students can do in-class work on their electronic devices with Quizizz (Adiatmana & Hassan,

2022; Prasongko, 2021). The trend of using an interactive application in language teaching has increased since the pandemic covid-19 hit Indonesia and the assertion of 21 century which the lecturer has to master the technology in teaching language, especially the English language.

Some studies have revealed the importance of using interactive applications in language learning. The usage of Quizizz in teaching language has been discussed in previous research (Muhtadin Amri & Shobri, 2020; Munuyandi et al., 2021; Wulandari, 2022). These studies revealed Quizizz is an easy-to-use program; its use makes lectures more fun, enhances content understanding, and boosts student engagement and activity in learning the English language. Besides Quizizz, Kahoot is one of the interactive applications discussed by previous research in teaching the English language (Asniza et al., 2021; Chaiyo & Nokham, 2017; Korkmaz & Öz, 2021; Marsa et al., 2021). These studies revealed Kahoot can be an excellent tool to inspire EFL students, consequently boosting their capacity to absorb various reading materials. Kahoot also significantly influenced engagement, perception, and motivation in reading courses. Kahoot also is used as an effective learning media to teach reading comprehension. However, recent studies have not yet discussed the usage of Kahoot and Quizizz as interactive applications in teaching the English language.

This study investigated Kahoot and quizzes as interactive applications in teaching the English language. This study focuses on revealing the students' perceptions of which application between Kahoot and Quizizz is better to support students in learning the English language. The aim is to find an application between Kahoot and Quizizz that effectively supports students in learning English. This study hoped that the result could be used as a reference for teachers and lecturers to determine which application can be used in teaching English.

## Methods

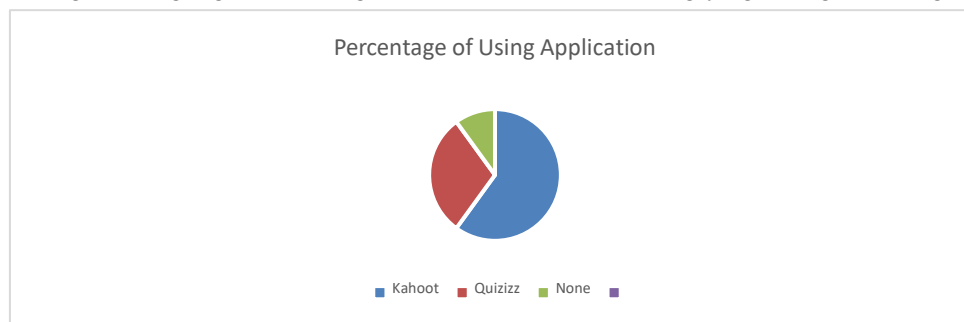
This research employed a survey design to find the students' perception on the use of Kahoot and Quizizz for learning English during online learning period. Survey research is commonly undertaken to determine a population's viewpoints, preferences, attitudes, and opinions regarding a topic of interest to the researcher. (Mulyatiningsih, 2011; Sugiyono, 2019). The sample is thirty students in English Department Study Program students, STKIP Al Maksum. The author used purposive sampling to determine the sample. The instrument for collecting data is a questionnaire consisting of ten questions; the questionnaire is in digital format using google Forms.

The collecting data procedure consists of the following:

1. First, the author prepared a questionnaire consisting of Focus, Enthusiasm, Enjoyment, Practical, Perceived Learning, Effectiveness, Motivation, and Satisfaction.
2. Second, the questionnaire will be examined by correlation product moment to determine the validity of the instrument; the reliability of the instrument is examined by spearman-brown testing.
3. Third, the author will collect the data using a valid and reliable questionnaire for the twenty students.
4. Fourth, the author will analyze and display the data descriptively

## Result and Discussion

This section presents the responses from the student's perception of using interactive applications in learning the English language. The categories are divided into strongly agree, agree, disagree, strongly disagree



**Figure 1**  
Percentage of using application

Based on the above table, while learning the English language, the students would like to use Kahoot than Quizzes. A few students do not use both applications while learning the English language.

### 1. Result of Validity Testing

The questionnaire was examined by correlation product moment with a level of significant 0.5 %; the value of the r-table was 0.359 with the number of samples being twenty in the significant 0.5%. The item was valid if the correlation value was more extensive than each item's r-table (r-counted > r-counted).

**Table I**  
**Result of Validity**

Instrument Item	Coefficient correlation	r-table value	Status
1	0.443	0.359	Valid
2	0.412	0.359	Valid
3	0.427	0.359	Valid
4	0.408	0.359	Valid
5	0.427	0.359	Valid
6	0.492	0.359	Valid
7	0.432	0.359	Valid
8	0.420	0.359	Valid

Based on the above table, the value of each item is bigger than r-table and therefore, the item in the instrument or questionnaire was valid.

### 2. Reability of Instrument

The questionnaire was examined by Spearman-Brown testing to determine the reliability of instrument.

Cronbach's Alpha	Part 1	Value	.016
		N of Items	6 <sup>a</sup>
	Part 2	Value	.506
		N of Items	5 <sup>b</sup>
Total N of Items			11
Correlation Between Forms			.521
Spearman-Brown Coefficient	Equal Length		.685
	Unequal Length		.687
Guttman Split-Half Coefficient			.583

**Figure 2**  
**Result of Reliability Testing**

Based on the above table, the value of reliability was 0.583 and compared with the value of r-table was 0.359; the value was bigger than r-table. Therefore, the instrument was reliable. In conclusion, the questionnaire was valid and reliable to be used to collect the data.

### 3. Student's Perception on Using Interactive Application

This section displayed the result of student's perception on using interactive application. The indicators consist of: Focus, Enthusiasm, Enjoyment, Practical, Perceived Learning, Effectiveness, Motivation, Satisfaction

### 1. Focus

Table 2 displays descriptive statistics for Focus. A statistically displayed how well Kahoot and Quizizz used by the lecturer got students' attention throughout the class showed by percentage 50%. The students believe both Kahoot and Quizizz have strongly attracted them students in learning the English Language. Interestingly, both Kahoot and Quizizz have the same impact in the classroom.

**Table 2**  
**Focus**

### 2. Enthuatism

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
I was able to pay attention to the lecture because of the quiz	Kahoot	50%	50%		
	Quizizz	50%	50%		

Table 3 displays descriptive statistics for Enthusiasm. A statistically displayed how well Kahoot and Quizizz interested to be used by the students in learning the English Language showed by percentage 50%. Students interested use both Kahoot and Quizizz while they study English language.

**Table 3**  
**Enthuatism**

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
The quiz made me more interested in what I was doing.	Kahoot	50%	50%		
	Quizizz	50%	50%		

### 3. Enjoyment

Table 4 displays descriptive statistics for enjoyment. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. 60% of students strongly agree Kahoot is easy to be operated. In contrast, 45% of students agree that Quizizz is easy to be operated.

In this section, Kahoot made students enjoyment learning English language.

**Table 4**  
**Enjoyment**

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
It was easy to operate more as I did the quiz.	Kahoot	60%	30%	10%	
	Quizizz	10%	45%	45%	

### 4. Practical

Table 5 displays descriptive statistics for practical. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. 60% of students strongly agree that Quizizz is easy to take the quiz. In contrast, 40% of students agree that Kahoot is easy to take the quiz. In this section, Quizizz offered easy to take the quiz while students learning the English language.

**Table 5**  
**Practical**

5. Perceived Learning

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
It was fun and interesting to take the quiz.	Kahoot	40%	60%		
	Quizizz	60%	40%		

Table 6 displays descriptive statistics for perceived learning. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. 45% of students strongly agree that Kahoot made the students think critically because the challenge of using Kahoot is more complicated than Quizizz. In this section, students believe using Kahoot made them think critically.

**Table 6**  
**Perceived Learning**

6. Effectiveness

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
The quiz made people think and solve problems.	Kahoot	45%	35%	10%	10%
	Quizizz	35%	45%	10%	10%

Table 6 displays descriptive statistics for effectiveness. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. 65% of students strongly agree that Kahoot helped students to understand the English course. In contrast, 35% of the students strongly agree that the Quizzes helped the students to remember the course material. In this section, students believe using Kahoot help them to understand the subject in English.

**Table 6**  
**Effectiveness**

7. Motivation

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
The quiz helped me to understand the course	Kahoot	65%	35%		
	Quizizz	35%	65%		

Table 7 displays descriptive statistics for motivation. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. 50% of students strongly agree that they wished to learn more English using Kahoot. In contrast, 40% of the students strongly agree that the Quizzes motivated the students to study the English language. Both Kahoot and Quizizz are successful in motivating students in learning English.

**Table 7**  
**Motivation**

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
The quiz made me want to learn more, and I wish it could be used in other classes.	Kahoot	50%	50%		
	Quizizz	40%	40%	10%	10%

#### 8. Satisfaction

Table 8 displays descriptive statistics for satisfaction. A statistically displayed how Kahoot and Quizizz got various perceptions from students while learning English using both applications. Students were satisfied while learning using Kahoot and Quizzes.

**Table 8**  
**Satisfaction**

Statement	Application	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I'm happy with the quiz as a way to learn	Kahoot	40%	50%	10%	10%
	Quizizz	40%	50%	10%	10%

#### 4. Discussion

This study examined into Kahoot and quizzes as interactive tools for teaching English. This study aims to uncover students' perceptions of which program, Kahoot or Quizizz, is better for assisting students in learning English. Using survey research, the author explained the details of the findings in this section:

##### *Kahoot and quizizz for presenting information, questions and answer*

Kahoot and quizzes as digital learning media can be used in learning the English language. Kahoot and quizzes offer features that are simply to be used by students. Students say that both Kahoot and Quizizz have substantially influenced them to learn English.

##### *Enthusiasm in using kahoot and quizizz*

Enthusiasm is excitement, enthusiasm, or a strong interest in something (Dewaele & Li, 2021). Enthusiasm for learning is an attitude of enthusiasm, inspiration, and encouragement that comes from inside the individual with no external force (Ulfa & Bania, 2019). Quizzes and kahoot displayed score result from all students and therefore, the students motivated to get better score from another student.

### *Enjoyment and practical in using kahoot and quizziz in English language classroom*

Nevertheless, kahoot and quizziz are digital media that can be used for digital evaluation and offer some fascinating features; however, some students believe that quizziz is easier to use than kahoot and that students enjoyed taking quizzes. Another researcher also revealed similar findings that quizziz is more easy to be used by students than kahoot. (Chuang et al., 2018; Wang & Tahir, 2020)

Students, on the other hand, were difficult when using kahoot to learn English because of Kahoot, students think critically, and as a result, they believe Kahoot is more difficult than quizzes. This finding correlated with previous research that kahoot needs a stable internet connection to work. If you do not have a stable internet connection, it could cause problems and disconnections while students used kahoot. In addition, to perform effectively, kahoot requires a qualifying device, such as a tablet or laptop (Zhang & Yu, 2021)

### *Effectiveness, motivation and satisfaction in using kahoot and quizziz in teaching English language*

Delivering courses using digital media such as kahoot and quizziz is improving the teaching English language. Kahoot and quizziz influenced students to study English materials easily because the display is easy to operate, and students could easily navigate to join the game and fill in the quiz. In addition, Students utilize kahoot because they believe the game is an enjoyable learning method. Features such as scores, rankings, and peer interactions engage and encourage pupils to participate. However, student motivation is contingent upon how kahoot and quizziz is utilized in teaching and learning. (Basuki & Hidayati, 2019; Orhan Göksün & Gürsoy, 2019) Most students recognized Kahoot and Quizizz as entertaining and educationally beneficial. They loved talking with their classmates and found that the games enhanced their understanding of the content. However, student happiness relies on how Kahoot and Quizizz are utilized in teaching and learning and the specific student.

## **Conclusion**

Kahoot and Quizzes are part of the interactive application developed to integrate technology in education, especially in learning a language. The lecturer must study using both applications for professional development. While the COVID-19 pandemic is over, Kahoot and Quizzes are never forgotten. Lecturers will always use them because nowadays, students are "digital native" who are connected to the internet and technology 24 hours. However, network connection and digital literacy are challenges while implementing interactive applications in language classrooms, especially in English Language. In conclusion, the author hoped this research would contribute to the field of English Language Teaching.

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