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Conference Paper

Kahoot!: Alternative Learning Media in the Millennial Era

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Abstract

Nowadays, learning media that are often used are digital media and games. *Kahoot!* is an internet-based digital game and can be used in learning. This study aims to determine students' responses to the use of *Kahoot!* in learning German at SMAN 1 Kepanjen. This study used a qualitative descriptive technique and used student questionnaire sheets to determine student responses to the use of *Kahoot!* in learning. The results of this study indicate that learning with *Kahoot!* becomes more fun and helps students in mastering new vocabularies.

Keywords: game, *Kahoot!* , learning, vocabulary

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1. Introduction

German is one of the subjects presented in high school degree (SMA) or equivalent. German language is taught to students of the IBB class (Language and Cultural Sciences) and is a subject that is tested in the national exam for students in IBB, includingSMAN 1 Kepanjen. According to the 2013 curriculum, the distribution of material in German language learning is presented differently each semester.

Based on the results of the observation that have been made in grade XI IBB of SMAN 1 Kepanjen, it was found that the students often experience difficulties in vocabulary aspects. These difficulties can affect students' achievements in German language skills. These skills are taught in an integrated manner according to the conditions and situations that occur during the learning process, as included in the 2013 curriculum.

In the 2013 curriculum there is a technological skill that is very relevant to the current conditions which is the era of industrial revolution 4.0. The era of industrial revolution 4.0 was an era where the use of digital media became an important aspect, including in learning. Today digital media is often used as an alternative learning media and the media that is often used is game. One of the digital games that can be used is *Kahoot!*.

Kahoot! is an internet-based digital game or online and can be used in doing quizzes or games related to the material learned by the students, including new vocabularies. One of the advantages found in *Kahoot!* is both the quiz made by the instructor and also various quizzes with various themes such as environment, the latest phenomena, science, social and learning that students can play to master their skills. By using *Kahoot!* as an alternative learning, it is expected that it can help the students in mastering new vocabularies better in learning German, including *Alltagsleben* theme which was presented in the second semester in class XI.

2. Theoretical Framework

Nowadays, the game is often used as a medium or learning method by the teachers. The type of game used by the teachers is certainly different and varies according to the needs of the learning. Romlah (2006: 118) explains that game is a fun way of learning because by playing, students will learn something without studying it. Students will store information obtained as a whole with other experiences without realizing it.

Sadiman (2010: 78) also conveyed the advantages of the games used in learning, namely, (1) the game allows the active participation of students to learn, (2) the game is flexible, and (3) the game is something fun and entertaining.

One type of media according to Asyhar (2012: 45) is Multimedia. Multimedia is a type of media that uses several types of integrated media and equipment. Multimedia is computer-based media that uses various types of media that are integrated in a process, such as media with online games or internet-based games.

Learning media that are now often used as instruments to support learning is an online application or game. One game that can be used as a learning medium is *Kahoot!.*

Kahoot! is an online multimedia media created by Johan Brand, Jamie Brooker und Moten Versvik in 2013. The creators of the game *Kahoot!* have the aim to make learning process more interesting and fun. *Kahoot!* can be played by people throughout the country, these people are teachers, students, companies, even social people, and theapplication does not require money. (Online, https://kahoot.com/what-is-kahoot/)

How to use *Kahoot!* in learning:

1. The teacher creates an account first on kahoot.com site.

2. The teacher makes a quiz or game.

3. The teacher opens a quiz or game that was created before.

4. The students open the kahoot.it side on their smartphone.

5. The students enter the game code listed.

6. The students enter their names.

7. The game or quiz begins.

8. The teacher downloads the results of the game.

3. Research Method

This research uses descriptive qualitative research. The data on this study was obtained from the results of a questionnaire filled out by the students to find out students' responses to the use of the *Kahoot!* game on learning. The subjects of this study were students of class XI IBB with the amount of 31 people and located in SMA Negeri 1 Kepanjen.

4. Result and Discussion

This research was conducted using certain syllabus (RPP) to facilitate the implementation of the research. The researcher acted as the key instruments and was assisted by three colleagues who acted as observers.

The data in this study are the results of a questionnaire that contained five statements which addressed to students to find out students' responses to the use of the game *Kahoot!* in vocabulary learning. The questionnaire sheet in this study contained six columns. The first column contains statement about the implementation of the game *Kahoot!*. The second, third, fourth and fifth columns are columns to give responses for students to the statements in the first column. The second column is for Strongly Agree (SS) responses, the third column is for Agree (S), the fourth column is for Less Agree responses (KS), the fifth column is for Disagree (TS) and the sixth column is the information column that must be filled if students choose the answer Less Agree (KS) and Disagree (TS).

The first statement on the questionnaire sheet is *Kahoot!* has never been used in previous learning. For this statement there were 23 students or 74.1% who answered strongly agree and 8 students or 25.8% agreed. From these answers it can be seen that *Kahoot!* has never been used in previous German language learning and *Kahoot!* is a new medium in learning German in the XI class of IBB SMAN 1 Kepanjen.

In the second statement is *Kahoot!* easy to apply in learning activity get 20 answers of strongly agree or 64.5%, 10 answers of agree or 32.3% and 1 answer disagree or 3.2%. The Students named GA answered that he/she did not agree that *Kahoot!* was easy to use in learning because he/she cannot work on the essay tasks through the game *Kahoot!* From the results of these answers it can be said that *Kahoot!* is easy to implement in learning German, but students cannot do certain exercise (essay) through the game *Kahoot!* .

The third statement is, *Kahoot!* is an interesting game. The statement received 24 answers or 77.4% strongly agree and 7 or 22.5% agreed. From the answers given by students it can be said that the game *Kahoot!* is an interesting game to use in learning German.

In the fourth statement related to the game *Kahoot!* making learning German more fun getting 22 or 70.9% answers of very agree, 7 answers or 22.5% of agree and 2 answers or 6.4% of disagree. A Students named EN answered that he/she didn't agree because the game *Kahoot!* needs internet so that in its use there is a possibility of interference, while the student named GA said he/she disagree if the game *Kahoot!* makes learning German fun because according to the student the learning activity feels monotonous. These results are in accordance with the theory of Romlah (2001: 118) which explains that the game is a fun way of learning because by playing students will learn something without realizing it.

The last statement is the game *Kahoot!* help students mastering the vocabulary of *Alltagsleben*'s material. There are 13 or 41.9% students that strongly agreed, 17 or 54.8% agreed and 1 or 3.2% student less agreed. A Student named ED answered less agree because according to him/her the material had been delivered at the beginning of the lesson so that *Kahoot!* played less role to help students understanding the vocabulary in *Alltagsleben*'s material.

Based on the results of the entire questionnaire that filled out by students, it can be seen that the percentage of the use of the game *Kahoot!* for learning German vocabulary on *Alltagsleben* material in SMAN 1 Kepanjen was: 65.76% strongly agreed, 31.58% agreed, 1.92% less agreed and 0.64% disagreed. Based on these, it can be concluded that the respondents agreed to use the game *Kahoot!* as a medium for learning German. In addition, it is also expected that students will have motivation to learn new vocabulary in learning German by using the game *Kahoot!*

5. Conclusion

The use of the game *Kahoot!* in German vocabulary learning in class XI IBB SMAN 1 Kepanjen can make students more active and focused during learning process. Besides, learning is more fun by using the game *Kahoot!* as learning media. The use of *Kahoot!* as an alternative learning media can help students in mastering new vocabularies.

6. Suggestion

The instructors are expected to be able to use the game *Kahoot!* as an alternative learning media to help students and to create a new atmosphere in learning activity. In addition, this research can also be used as a reference for future researchers who want to conduct research that related to games as learning media.

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