

## Does Kahoot Challenge Mode Motivate Students' Better Than Google Form in Doing Online Homework?

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### Abstrak

*Kahoot dan Google Form adalah sebuah aplikasi E-Learning yang biasanya digunakan untuk kuis online. Penelitian ini bertujuan untuk membuktikan apakah mahasiswa yang diimplementasikan Kahoot Challenge Mode memiliki motivasi yang lebih baik daripada mahasiswa yang diimplementasikan Google Form untuk tugas mandiri atau PR (pekerjaan rumah). Metode penelitian dalam penelitian ini adalah metode penelitian kuantitatif dan pendekatannya adalah quasi eksperimental (eksperimental semu). Sampelnya adalah mahasiswa semester kedua Pendidikan Bahasa Inggris di STKIP PGRI Trenggalek yang berjumlah 26 mahasiswa. Peneliti menggunakan kuesioner untuk mendapatkan informasi detail tentang persepsi mahasiswa tentang penerapan Kahoot Challenge Mode dan Google Form terhadap motivasi mereka dalam mengerjakan tugas mandiri mereka. Peneliti menggunakan rumus uji t sampel independen untuk menghitung hasil tes. Setelah memperoleh hasil, peneliti menyimpulkan bahwa ada pengaruh pada motivasi belajar mahasiswa dengan menggunakan Google Form. Interpretasi dari penelitian ini adalah bahwa ada pengaruh positif pada motivasi program belajar siswa pendidikan Bahasa Inggris melalui Google Form tetapi tidak dengan Kahoot Challenge Mode. Oleh karena itu kesimpulannya adalah mahasiswa yang mengerjakan tugas mandiri melalui Kahoot Challenge Mode tidak mempunyai motivasi yang lebih baik daripada mahasiswa yang mengerjakan tugas mandiri menggunakan Google Form.*

**Kata kunci:** E-Learning, Google Form, Kahoot Challenge Mode, PR Mandiri

### Abstract

Kahoot and Google Form, such as E-learning application commonly used in conducting online quizzes. This study is aimed to prove out whether the students' implemented Kahoot Challenge Mode have better motivation than students implemented Google Form for their autonomous homework. The research design of this research is quantitative research method, and the approach is quasi-experimental. The sample is the second semester of English Language Education Department at STKIP PGRI Trenggalek. The researcher uses questionnaires to gain detail information about the students' perception of the implementation of Kahoot Challenge Mode and Google Form toward their motivation in their autonomous homework. The researcher uses the independent sample t-test formula to calculate the test result. After obtained the result, the researcher concluded that there is an effect on students' motivational learning by using Google Form. The interpretation of this research was a positive influence on the motivation of English Language education students' studying program through Google Form but not with Kahoot Challenge Mode. So, the conclusion is that students who do independent

assignments through Kahoot Challenge Mode do not have better motivation than students who do independent assignments using Google Form.

**Keywords:** E-Learning, Google Form, Kahoot Challenge Mode, Homework

## INTRODUCTION

The full support and creativities of teachers are needed in order to make the students succeed in the learning activities (Basuki & Hidayati, 2020: 68). One of those efforts is by using ICT (Information and Communication Technologies) in TLP. E-learning refers to the use of ICT to enable access to online learning/teaching resources (Arkorful, 2014: 2). Accordingly, E-Learning is a communication technology that provides several facilities to increase knowledge, learning, and access to online learning or teaching resources.

Meanwhile, Kahoot is an online global educational brand that offers a free student response platform. Kahoot is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use (Publicando,2107: 3). Students answer the questions with their smartphone, tablets, or computers. Kahoot can make various variations, or example, the Kahoot challenge. Besides, Kahoot can be directly used together in the classroom. Kahoot can set challenges to do homework. Students play it when they are outside the class with a specified period. While the other evaluation tool is Google Form. This application is also very suitable for students and lecturers who are happy to test or evaluation online.

Furthermore, Google Forms is part of the Google Docs component provided by the technology giant Google. Google Form is a software that can be accessed for free and is quite easy to operate (Purwati, 2018: 4). Thus, Kahoot and Google Form are a game based quiz or website usually which are done in the classroom activity that tests students' knowledge, and students will have an assessment with those applications. By using those applications, the lecturer may create a quiz or test to take an assessment of students' knowledge.

Furthermore, Basuki, Y. (2016:4) defines "motivation on language learning as like to learn such language interested in doing favorable attitudes toward such language. One can be called motivated if she or he enjoys learning a language, whatever factors influencing his/her likes finally he or she shows favorable attitude and will to exert the goal of learning a language". Lack of motivation could end in

poor performance and academic achievement (Hidayati, 2018:76). Thus, motivation is the internal and external impetus or a stimulus of a person to act or do reach destination, show favorable attitude, and to reach the goal of learning the language.

Meanwhile, based on the observation done by the researcher, the English education study program of STKIP PGRI Trenggalek has a great opportunity to be able to apply the two types of test applications namely Kahoot Challenge Mode and Google Form. Some lecturers and students have had smartphones, and also had the Kahoot application or Google Form in their smartphone. In conclusion, the implementation of Kahoot and Google Form for evaluation is highly acceptable.

Considering the description above, the researcher is interested in conducting the comparative students' motivation when they have implemented Kahoot Challenge Mode and Google Form in the English language education study program.

In this research, the researcher focuses on comparing the students' of English language education department motivation when they are implemented of Kahoot Challenge Mode and Google Form in their daily learning processes of STKIP PGRI Trenggalek in 2018/2019 academic year.

Based on the limitations of the problem, the researcher formulated a problem in the study: Do the students implemented Kahoot Challenge Mode have a higher motivation than the students implemented Google Form?

The objective of the research to prove out whether the students implemented Kahoot Challenge Mode have better motivation than students implemented Google Form.

The result of this research is expected to give useful contribution for people in an educational setting both in theoretical and practical aspect especially. The significance is as follows:

The first, from the theoretical aspect, this result of this research is expected to give a useful contribution to English lecturer, the students and the researcher herself. For English lecturer, this research is expected to give information about E-Learning application on tests such as Kahoot and Google Form. For the students, this research is expected to give information about the application test, which is better for students' motivation. For the researcher herself, this research gives information, knowledge, and experience useful when the researcher is teaching or conducting a test.

The second, from the practical aspect, the result of this research is expected to give any useful contribution for the students, English lecturer or teachers, and the further researcher. For the students, this research is expected to make their motivation up in the learning process by using E-Learning applications test. For English lecturers or teachers, this research will help them to know about application test which is better students' motivation, so that the lecturer or teachers may implement the application on their teaching-learning process as a media for test and to help the lecturer get the evaluation of students' mastery about the subject that used on the test. For the further researcher, the researcher hopes that the findings of this research become a reference in conducting their further researches in a similar matter.

Getting to know E-learning according to some expert states that, E-learning is a broad term that generally refers to any kind of learning done with a computer and Internet connection or CD- ROM (Niloofer, 2012). Meanwhile, as the matter of the fact, in today digital era, the advancement of ICT (Information and Communication Technology) has shifted the teaching-learning paradigm rapidly (Basuki & Hidayati, 2019:1). According to the experts above, E-Learning is a communication technology that provides some facilities to enhance knowledge, learning, and to access online learning/teaching resources.

Thus, the definition of Kahoot to some expert is "Kahoot! is designed to show multiple choice questions on a large screen, and the students respond by clicking buttons on their devices that correspond to the answers they want to choose all at the same time with the same questions and possible answers. Kahoot! can get a little nasty when everyone looking on the screen and celebrating at the same time. However, this design might unite the lesson and encourage players to look up (Basuki & Hidayati, 2019:1). In other, Kahoot! is an online global educational brand that offers a free student response platform (Lime, 2018:12). Accordingly, Kahoot is a media or platform that can use to play a game, quiz, discussion, and survey, which is becoming one alternative to create competition through interactive games quiz. Further, Kahoot!'s new challenge feature lets the students' assign kahoot as homework, save time on correcting assignments, and makes it easy to assess learning progress.

However, Google forms are suitable to be used by students, teachers, lecturers, and professionals who like to create a quiz, form, and online survey (Batubara, 2012:12). Thus, Google form is an application that functions to create registration forms for registration, questionnaires, etc (Prihandi, 2017:70). According to the experts above, Google Form is a Google application available on Google Drive that is useful to help plan events, send surveys, give students quizzes, or collect other information quickly and efficiently.

Meanwhile, Bakar, R. (2014:723) defines as “Motivation is a complex 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”. Motivation is a key factor for explaining the success or failure of any difficult activity (Alizadeh, 2016:1). Thus, motivation is the impulse contained in a person to carry out activities and achieve the goals to be achieved.

## RESEARCH METHOD

The research design of this research is a quantitative research method. The quantitative research method that uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses (Ary et al., 2010). The approach of quantitative research design used in this research is quasi-experimental. A quasi-experimental design is similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in those subjects. They are not randomly assigned to treatment groups (Ary et al., 2010).

A variable is a construct or a characteristic that can take on different values or scores (Ary et al., 2010:37). There are two major types of variables: independent and dependent. If a variable is an antecedent to another variable, it is called an independent variable, but if it is the consequence of another variable, it is the dependent variable.

**Table 1.** Variable of the research

<b>Independent Variable (X)</b>	<b>Dependent Variable (Y)</b>
The independent variable in this research is Kahoot Challenge Mode and Google Form	The dependent variable in this research is students' motivation

The population of this research is all the students of English language education department at STKIP PGRI Trenggalek. Therefore, the sample from this study is second-semester students of English language education department exactly on vocabulary subject, amounting to 32 divided into two groups. That is the Kahoot Challenge Mode and Google Form group.

In this research, the researcher uses questionnaires to gain detail information about the students' opinion or perception of the implementation of Kahoot Challenge Mode and Google Form. Here, the researcher uses closed questionnaires. The questionnaires were in form Likert Scale. Questionnaires in this research consist of twenty-five with five options. They strongly agree, agree, neutral, disagree, and strongly disagree. After the questionnaire as a measuring instrument is completed, it does not mean that the questionnaire can be directly used to collect data. In conducting research, analyzing data is an important step conducted by the researcher.

The questionnaire was passed validity and reliability testing. The definition of validity shows the accuracy and suitability of the measuring instrument used to measure variables. To find out the validity of the questionnaire used the value of the questionnaire results prepared by the researcher. In this study, each item was tested for its validity by Pearson's product-moment correlation formula.

In the reliability using the Cronbach's Alpha method. Reliability means trustworthiness. That is, the instrument can provide the right results. The instrument measuring instrument is categorized as reliable if it shows the measurement results constants and has measurement results, so it is proven that the measuring instrumentally can be justified truth. To test the questionnaire instrument using Scale Reliability.

Before the questionnaire instrument was used for retrieving data in this study, the trial questionnaire instrument was conducted on the sixth semester amounting 16 students. The trial of validity is carried out to know that an instrument is valid. An instrument is said to be valid if the value of  $r_{count} > r_{table}$  and can be used as a data collection tool. An instrument is said to be reliable if the Cronbach's alpha value obtained in the questionnaire calculation is  $> 0.700$ .

## FINDINGS AND DISCUSSIONS

### Findings on Validity Test

Table 2. Validity Testing

N	LEVEL SIGNIFICANT 5%	SUM OF VALIDITY	CONCLUSION
1	0,497	0,923	Valid
2	0,497	0,923	Valid
3	0,497	0,923	Valid
4	0,497	0,829	Valid
5	0,497	0,829	Valid
6	0,497	0,923	Valid
7	0,497	0,435	Invalid
8	0,497	0,923	Valid
9	0,407	0,923	Valid
10	0,497	0,662	Valid
11	0,497	0,398	Invalid
12	0,497	0,668	Valid
13	0,497	0,695	Valid
14	0,497	0,503	Valid
15	0,497	0,663	Valid
16	0,497	0,203	Invalid
17	0,497	0,112	Invalid
18	0,497	0,923	Valid
19	0,497	0,923	Valid
20	0,497	0,829	Valid
21	0,497	0,923	Valid
22	0,497	0,829	Valid
23	0,497	0,712	Valid
24	0,497	0,795	Valid
25	0,497	0,923	Valid

In this case, the researcher determines the significant level is 5% with the number N (Subject) is 16, then the table is 0.497. If the  $r_{table}$  was higher than the  $r_{count}$  meant that the data was not valid, but if the  $r_{table}$  was lower than  $r_{count}$  meant that the data was valid.

### Finding on Reliability Test

In this study, the calculation of the reliability of the questionnaire with the help of the SPSS 21.0 program is as follows

**Table 3.** Reliability Testing

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.963	16

Based on the table above shows that the calculation of reliability with the help of the SPSS program on the questionnaire can be seen from all items obtained by Cronbach's Alpha > 0.700 at 0.761. So it can be concluded that all items in the questionnaire are declared reliability and can be used as instruments to look for data in research.

### Finding of T-Test

After the questionnaire instrument was tested using reliability and validity, the next step was the analysis of the results of the T-test.

**Table 4.** The calculation of the T-Test with SPSS 21.0 as follows:

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Result	Kahoot Challenge Mode	.498	.487	-.127	24.264	.900	-.538	4.240	-9.289	8.272
	Google Form	.001	.976	10.316	24	.000	22.538	2.185	27.048	18.029

The next table is the result of the analysis of the calculation of the Kahoot Challenge Mode and Google Form with an independent sample t-test. From the table above, the mean from the Kahoot Challenge Mode and Google Form is -.538 and -22,538 with standard error difference of 4.240 and 2,185. The t-count is -127 and -10,316 with significant 2 tailed .900 and 0,000.



## Hypothesis Test

The guideline for decision making in the paired sample t-test based on significant values from the results of the spss table are as follows:

1. If the value is significant (2-tailed)  $< 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted
2. Conversely, if a significant value (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected.

**Table 5.** Hypothesis Testing

		Sig 2-tailed	T-count	Consultation	Conclusion
Kahoot Mode	Challenge	.900	-.127	Sig (2-tailed) $< 0.05$	$H_a$ = Rejected
Google Form		.000	-10.316	Sig (2-tailed) $< 0.05$	$H_0$ = Accepted

Based on the table above, a significant value is obtained .900 and 0,000. So the significant value of  $H_a$  is rejected because  $0,000 < 0.900$  and  $H_0$  are accepted so that it can be concluded that there are differences in the average between student motivation in the pretest and posttest which means the influence of student motivation when using Google Form.

Based on the results of t-test above, the conclusions of the results of testing the hypothesis are as follows: The hypothesis that "The students implemented Kahoot Challenge Mode have a higher motivation than the students implemented Google Form" is rejected and "The students implemented Kahoot Challenge Mode not have a higher motivation than the students implemented Google Form" is accepted. By accepting  $H_0$  and rejecting  $H_a$ , the conclusion is that students' implemented using Kahoot Challenge Mode not have a higher motivation than the students' implemented of Google Form.

In conclusion, based on the finding of the research explained above. This research has been able to answer the research question that states; Do the students implemented Kahoot Challenge Mode have a higher motivation than the students implemented Google Form?. Furthermore, this research has been able to obtain the objective of the research, which is to prove out whether the students who are implemented Kahoot Challenge Mode have better motivation than students implemented Google Form.

## Discussions of Validity Test

The finding of validity test implemented on the students sixth semester of English language education department STKIP PGRI Trenggalek shows that from 25 questions, 21 of the questionnaires are valid. The finding of the research is in line with the result of Suharsimi Arikunto (2013:89) states that the level of validity of a test is expressed in a validity coefficient. The coefficient of the validity of a test is expressed in a coefficient number between -1.00 to 1.00. Items can be said to be valid if the coefficient value  $> 0.2$ . Meanwhile, if the coefficient value is less than 0.2, then the item is said to be invalid. Or you can also compare with the product-moment  $r$  table. If  $r$  count  $< r$  table, the problem is invalid. If count  $> r$  table, the problem is valid. From another expert says the same statement, Sugiyono (2017:125) states that to find the validity of an item, we correlate the item score with the total items. If the coefficients between items with total items are the same or above 0.2, then the item is declared valid. According to the finding research and the theory, it can be concluded that the questionnaires in this research are valid.

## Discussion of Reliability Test

The finding of validity test implemented on the students sixth semester of English language education department STKIP PGRI Trenggalek shows that the questionnaires are reliable. The finding of the research is in line with the result of According to Suharsimi Arikunto (2013: 104) reliability is the determination of a test can be tested on the same object to find out what this provision is on basically looking at the alignment of the results. The reliability is expressed by Cronbach's Alpha coefficient based the lowest limit of reliability criteria is 0.6. When the test criteria are met, then the questionnaire declared reliable. After conducting a research instrument test, then the next step is to choose the data analysis method used and testing the research hypothesis. Then it is viewed as the most appropriate measure of reliability when making use of Likert scales. No absolute rules exist for internal consistencies. However, most agree on a minimum internal consistency coefficient of .70 (Whitley, 2002, Robinson, 2009 in Hamed Taherdoost, 2016:33). Thus, because of table 3 that show the result 0.761, so the final result is reliable.

## Discussion of Final Result

The finding of T-Test show that from Kahoot Challenge Mode is 0.900 and from Google form is 0.000, so it shows that Google Form is better than Kahoot

Challenge Mode. This also proves that students are not motivated when do autonomous homework using Kahoot. It is in line with the theory from Basuki, Y & Hidayati (2019:6) who state that “Kahoot is not better than quizzes because of some reason, First, Quizizz is more interesting, motivating and fun. Second, Quizizz is more addictive. Third, Quizizz makes students more confident/positive. Fourth, Quizizz makes students more eager to grasp the lessons in the classroom or autonomous learning at home. Fifth, Quizizz creates a more energetic classroom atmosphere. Sixth, Quizizz allows students to finish the quiz more independently. Seventh, Quizizz makes students more focus on doing the quiz. Eight, Quizizz results from a more fair and objective score. Ninth, Quizizz is more familiar and simpler (no need more body movements). Lastly, the tenth, Quizizz questions’ feedbacks (memes) are entertaining”. Than Purwati (2018:9) states that Google Form is much more practical because of no need to install the software. Google Forms can also be accessed at all as long as you have an internet network. Google forms are quite easy and more efficient, both in terms of cost, time, and energy. This proves that kahoot is collaborative, competitive, and energetic, and the google form is no need install software, quite easy and more efficient, both in terms of cost, time, and energy. So, the conclusion is that students who do independent assignments through Kahoot Challenge Mode do not have better motivation than students who do independent homework using Google Form.

### CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion above, it can be concluded that there are positive influences on the motivation of English Language education students studying programs through Google Form but not with Kahoot Challenge Mode. This is indicated by the average value of motivation results of students who use Kahoot Challenge Mode, which is 0, 750, while the average value of motivation results of students using the Google Form is 15.125.

The result of the analysis in the research. Showed that the mean of Google Form higher than the significance level. It means that the Ho is rejected and the Ha is accepted.

In conclusion, based on the finding of the research explained above. This research has been able to answer the research question that states; Do the students implemented Kahoot Challenge Mode have a higher motivation than the students implemented Google Form? Furthermore, this research has been able to obtain the objective of the research, which is to prove out whether the students who are implemented Kahoot Challenge Mode have better motivation than students implemented Google Form.

After giving the findings and conclusion elaborated above, there is some suggestion for people who find some benefit of this research. First is for the lecture For English lecturers or teachers, this research will help them to know about application test which is better students' motivation, so that the lecturer or teachers may implement the application on their teaching-learning process as a media for test and to help the lecturer get the evaluation of students' mastery about the subject that used on the test. The second is for the student this research is expected to make their motivation up in the learning process by using E-Learning applications test. The last is for the next researcher who may use the research finding of this research as the information and reference for their research.

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