JET-Li

Journal of English Language Teaching and Linguistics Studies

THE ANALYSIS OF ENGLISH TEACHER BARRIERS ON TEACHING ENGLISH THROUGH KAHOOT: ELT TEACHER EXPERIENCES

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Article Info	Abstract
	The integration of technology in classroom activities can provide innovation in the learning process. The teacher should use the proper technology or learning platform that can attract students' motivation in learning activities so that students can improve their understanding of the materials being taught. There are many technologies or learning platforms that teachers can implement in the learning process; one of those is the Kahoot learning platform. This research is conducted to find out the barriers faced by English teachers when implementing the Kahoot learning platform during English learning activities in the classroom. This research used a qualitative through descriptive approach. The informants in this research are three English teachers who implemented the learning process by using the Kahoot learning application. The data was collected through observation, a questionnaire, and an interview to know how barriers occurred in the learning process during the use of the Kahoot application. The data was analyzed through data reduction, data display, and conclusion. The results showed that there are some barriers that teachers face during the implementation of the learning process through the Kahoot learning application. They are: 1) student technology; 2) student interest; 3) preparation; 4) clear instruction; and 5) time management.

INTRODUCTION

Currently the development of information and communication technology continues to grow and will continue to be something that is always being developed in order to have a good impact on activities and facilitate human performance (Prayudha & Pradana, 2023). Technology itself has a very important role in human life because basically technology experts make technology in order to facilitate human life. Technology is one of the results of the development of education that goes through the stages of training and trials so that from this practice technology is created that we can feel like today. Through quality and good education so that educational products can be created that are felt at this time where in almost every sector of life there is technology that makes it easy for humans. There are so many communication and information technologies in human life, ranging from technology in agriculture, food, health, telecommunications to technology in education (Prayudha, 2022). In the field of education, technology has been applied to make it easier for teachers to convey material to their students. Technology has become an innovative medium in a lot of learning in schools. Teachers must be able to use technology properly and wisely so that they can encourage students to understand the use of technology properly for the learning process so that students can easily understand and gain the knowledge provided by the teacher concerned.

At this time, the integration of technology in the field of education is still being carried out and will probably continue to be carried out at any time considering that many technology experts design technology to make it easier for users to do things, even in the field of education itself it can be seen that more and more experts or technology developers are developing both hardware and software in the form of applications, software or learning platforms to provide more effective and efficient teaching. In the implementation of learning at school, sometimes there are teachers who integrate their learning using technology. This term is commonly referred to as TPACK (technological, pedagogical, and content knowledge) where teachers carry out a combination of learning using technology, pedagogy and have a good understanding of the material or content that will be delivered in their teaching. Almost all subjects can be done using the help of

technology or in the form of a learning platform. The learning platform itself is software or application that can be used to make it easier to provide material or learning to students. So, through the integration of technology in learning, it is hoped that it will make it easier for teachers to deliver learning materials that are more creative, innovative and interesting (Prayudha, 2023). Therefore, it is very necessary for teachers to be able to choose and use learning applications that have advantages and are easy to use so that it does not make it difficult for teachers and students to apply them in learning classes.

Furthermore, in the daily practice of learning English at school, there are still many teachers who have not maximized the use of technology in learning. This could have been caused by several factors that caused teachers to not be able to maximize the use of technology in learning English at school. However, what teachers need to pay attention to if they want to integrate learning technology is that they have to be good at choosing the right technology so that when it is used in class it can work according to students' learning needs and interests. The teacher must really know what students want, the teacher must also understand the advantages and disadvantages of the application or technology he wants to use so that when the implementation begins there are no more mistakes or mistakes in its implementation. It is important for an English teacher to be able to determine the right learning application to improve students' English skills, both must be able to see the advantages over other learning applications so that they can determine what things should be done in the learning application. One of the applications that English teachers can use to provide interesting teaching is to use the Kahoot learning platform. Mansur & Fadhilawati (2019) state that Kahoot can be used by teachers to create interesting tests, quizzes surveys and discussions that can motivate students in learning. This application has become one of the most widely used applications in teaching English because of the advantages it provides. The Kahoot application also has material listed in it so that the English teacher only needs to set the rhythm and manage learning through the application that is used with students. In addition, Kahoot can be used as an alternative media to make students more competitive and collaborative in this case, Kahoot is multiplayer so that children can collaborate and compete through games (Rofiyarti, F. & Sari, 2017).

However, even though learning using Kahoot technology has often been implemented in schools, especially in teaching English, there are still not optimal results for English teachers in teaching. This becomes a tough task for teachers to find out or analyze the causes of suboptimal results in learning English using the help of the Kahoot application. When a teacher has implemented learning well but the results are not optimal, it is necessary to evaluate the implementation of learning carried out by the teacher concerned. Therefore, this study aims to determine the barriers faced by English teachers when teaching using the Kahoot learning platform in improving students' English proficiency. So, it is hoped that this research can reveal what causes the teacher's obstacles in carrying out the teaching when using the Kahoot application.

RESEARCH METHODOLOGY

In carrying out this research, the authors used qualitative methods to obtain data and results from the research. Qualitative is used because it wants to get results from the English teacher's perception of the obstacles encountered when teaching English using the Kahoot learning platform. According to Cresswell (2013) in qualitative research the focus is on how the research subject gives opinions, perspectives or also perceptions about what is being studied so that from the results of these opinions an outline can be taken as data in research. In addition, this study uses a descriptive approach where when the data is collected and obtained it will be described based on what it is in accordance with the real conditions that occur during the learning process. The descriptive approach can be used by researchers as a way of conveying the intent of the research which is obtained by telling or describing the circumstances that occurred during the research. According to Sugiyono (2014) Descriptive approach is a study to determine facts by providing in-depth interpretation by describing phenomena accurately according to what happened. Furthermore, the informants in this study consisted of three English teachers who taught using the Kahoot learning platform. Data was taken through the process of observing the implementation of English learning using the Kahoot, then carrying out interviews regarding several matters related to the obstacles faced by English teachers in teaching using the Kahoot application, and also giving a simple questionnaire about the use of the Kahoot application in learning English. After the data have been gained, the writer

analyzes the data through some steps proposed by Miles, M. B., Huberman, A. M., & Saldana (2013), they are data reduction, data display and conclusion.

RESEARCH FINDINGS AND DISCUSSION

Integrating technology into learning English has become one of the good lessons that can be applied by English teachers as part of teaching in this modern era. Learning with the help of technology is also an alternative for teachers to make teaching and learning more effective and efficient. In this study, researchers have made observations in several English learning classes where when teaching the teacher applies the use of Kahoot technology as one of the teaching media in the classroom. The implementation of learning English using Kahoot was carried out by three English teachers to their students, where researchers participated in teaching English using the Kahoot application. In the observations made, it shows that English learning activities using the Kahoot application are one of the modern teaching by applying technology that is easily accessible to students. In practice, English teachers experience various strengths and difficulties during the implementation of Kahoot in order to improve students' English skills. Mansur & Fadhilawati (2019) stated that Kahoot has its own advantages in presenting learning materials to students. One of the advantages of learning using the Kahoot application is that students can become more active in participating in learning, then students are also very interested in learning. However, there are some difficulties faced by teachers such as mastery of Kahoot technology which must be repeated so students are able to understand the purpose of the learning being carried out, poor time management, and students do not become more focused on improving their English skills because students are more interested in using the application. it is only for learning games only. From this problem, the non-optimal use of the Kahoot application in learning emerges. Lestari (2019) also said that the use of Kahoot is inseparable from the problems encountered. There is no technology that does not have weaknesses, all have their own sections to be applied in the classroom. Therefore it is very necessary for teachers to be able to evaluate and reflect back on teaching English through the Kahoot application.

Furthermore, based on the learning activities that have been carried out it also indicates that the use of Kahoot as a learning medium provides a new way for

students to understand the material provided by the teacher, students become more active but also do not focus on the core material provided, students also become more interested in games. learning given so that mastery of English material is felt less able to be mastered by students. Then, because learning also requires preparation for setting up a projector and sometimes problems arise in the programming process and connecting with projector devices which are also quite time-consuming. So it is highly recommended to be able to ensure proper time management so that teaching time can be more efficient.

Then, in obtaining data about the barriers encountered during learning using Kahoot, the researcher also gave the English teacher a questionnaire consisting of five questions. The results are described as follows: Q1. Do you find difficulties in learning using Kahoot? In this section, three teachers gave answers that they had difficulty implementing English learning using the Kahoot application. The problems encountered are usually in the use of technology, internet quota, and inappropriate time management during learning which is often faced by English teachers in teaching using the Kahoot application. Same as stated by Bicen & Kocakoyun (2018) argues that the problem of quality and sophistication of technological devices is one aspect that hinders learning using Kahoot. Therefore, it is necessary for the teacher to ensure that the technology used is good for the teacher himself and students so that they can carry out Kahoot learning properly. Q2. Do students experience an increase in understanding learning material after learning to use the Kahoot application? To this question the teacher answered that there was a fairly good increase in students' understanding of the material, but this understanding was not optimal because the increase that occurred was not significant. Students tend to like Kahoot learning because it has a fun feature in the form of games that teachers can make so that students focus more not on the core material they have to master.

Q3. Is technology a factor hindering learning English using Kahoot? In this question two English teachers said that the problem with using technology lies in how to carry out the application through students' devices. In addition, there are several student devices that do not have sophisticated specifications, so sometimes it takes longer learning for students who do not have devices that can access the Kahoot application. as explained in Q1 that the quality of technology

in organizing Kahoot-based learning is very important to consider in learning so that the activities carried out can run well. Q4. Is learning time using Kahoot too little? This question focuses on how a teacher can effectively manage teaching time to students. But in fact, learning by applying technology requires good preparation in order to carry out learning effectively. Q5. Do students' English skills improve after learning to use Kahoot? For this question, three teachers said that there was an increase in students' English skills. This is because students are actively involved in learning which requires them to practice speaking in English, besides that students can also become better at understanding the material although sometimes they don't understand the core material well when learning is carried out. Based on the results of the questionnaire above, it can be understood that the use of Kahoot in learning English has a good impact on students in understanding the learning material provided. It should be understood that using Kahoot in the classroom can increase students' enthusiasm and interest in learning (Putri, 2019). Students are very enthusiastic and actively involved in English learning classes using the Kahoot application, but there are several obstacles faced by English teachers so that the learning outcomes obtained are less than optimal, including mastery and technological constraints, time management, the need to provide clear learning instructions, the need for good preparation and must provide repeated learning and implementation instructions on how to use the Kahooot application to students.

In addition, in order to obtain in-depth information, the researcher gave interviews to the three English teachers regarding the obstacles they faced when implementing English learning through the Kahoot application, including the following:

What do you think about learning using the Kahoot application?

"I apply learning English using the Kahoot application so students can be more interested in learning and participating in learning activities in English class, the implementation is going well but there are a number of things that might hinder the implementation of learning activities using the Kahoot application, for example there are some students who do not have qualified learning technology so that it is sometimes difficult to carry out learning, lack of quota, learning instructions that must be repeated and

there is excessive use of time in activities due to the need for preparation in managing learning using Kahoot ".

Do you think learning using Kahoot can improve students' English proficiency?

"Learning using the Kahoot application can motivate students to actively participate in learning activities. Students are very happy to participate in the activities provided while studying with Kahoot, but students are more focused on the process of playing (games) than focusing on understanding the core material while learning, but there are still good changes when learning to use Kahoot in learning English".

How do you ensure students can learn and understand the material through Kahoot learning?

"I always apply learning using Kahoot so that students feel more interested and motivated to learn English. I made material that I felt was quite heavy in the Kahoot application so that when students study they don't feel bored. The material delivered through Kahoot can be made creatively so that it can attract students' interest in learning, but as I said, many students only focus on the screen display and games provided by Kahoot and do not even maximize their understanding of the material provided".

From the results of the interviews given it was concluded that the use of Kahoot can provide good motivation to students in learning English. Budiati (2017) added that teachers need to use material that is not too difficult so that students can be well motivated in improving their English skills. Teachers only need to emphasize to students about how to engage in learning well in class through Kahoot learning. Giving clear instructions allows students to follow the lesson well, and therefore it is very necessary before the lesson begins, the teacher provides information regarding the process of the activities that will take place. It is also necessary for teachers to focus students on the material being discussed, reduce excessive displays or games in learning that can distract students' focus on understanding the core learning material. Here the teacher must be able to organize and organize students into fun learning while at the same time taking sides with attention to the English material being carried out. Prayudha (2022) expressed his opinion that it is very necessary to determine and explain the steps of

activities before the core activities are carried out in learning. Thus, when providing teaching by integrating Kahoot technology, it is very necessary to know the condition of the students in advance so that they can know the needs and circumstances experienced so that learning can be carried out properly and effectively.

CONCLUSION AND SUGGESTION

Today's learning can be carried out by integrating the use of communication and information technology in order to provide innovative, effective and interesting teaching. However, the thing that must be considered when going to provide teaching using technology is the readiness of students and the readiness of teachers to carry out the use of this technology in order to be able to provide good teaching. The teacher must consider the usefulness of both the advantages and being able to minimize unwanted things by paying attention to various things in the use of the technology such as the availability of technological resources used, student needs, and being able to manage learning effectively so that when the implementation of learning is carried out the teacher can effectively provide good teaching to students. In this study, the use of the Kahoot application has become an alternative for English teachers to carry out learning to be more effective and innovative, but there are several obstacles that English teachers must evaluate regarding the availability and skills of using this technology for students, managing the time of learning implementation and there needs to be clear instructions to students so that students have readiness when learning using the Kahoot application is implemented. Suggestions for researchers who have an interest in the use of technology in learning need accuracy and the ability to apply learning technology properly so that they can create effective learning and can improve students' English skills.

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