



Linguistics

The Use of Kahoot Application in Comprehending Figurative Language

Al Maghvira Chan¹, Dhiant Asri²

^{1,2} English Department, Faculty of Humanities, Andalas University, Padang, Indonesia

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CORRESPONDENCE

E-mail: al.maghvirah.chan@gmail.com

ABSTRACT

Smart phone as a device cannot be separated from our daily lives today. Many applications in smartphone are available to learn English language. One of them is kahoot application. The objective of this study was to compare the effectiveness of using kahoot application and traditional discussion method in learning figurative language. This was an experimental research. Two classes as control class and treatment class were observed by giving pretest and post test. Result indicated that students in the control class performed significantly better on post test than students in the treatment class. Further research needs to be conducted to combine the use of the application and conventional method.

I. INTRODUCTION

Internet as one form of technological development has made people, including students, easy to receive information. A new information is transferred quicker from one place to other places. The development of new discipline can be accessed through internet by using smart phone, gadget, notebook, etc.

Smart phone with the availability of internet access can be used to learn language. Amiri (2012) said that the use of technology gives positive effects for teachers and students who are learning a foreign language and literature. Technology facilitates teaching and learning English language. To reach a language learning outcome in a class, this technology is helpful for teachers to design new method and get new material. For learners, the technology is useful to find references and some exercises. Some applications in smart phone provide some exercises to learn language. A research conducted by Nushi and Eqbali (2017) reported that Duolingo is a useful application to learn a new language which provide some exercises. Students can learn language independently.

Other applications also can be downloaded to improve skill in one language. ELT applications seemed to be effective in that they could provide a

personal and learner-centered learning opportunity for learners as they would make them independent from any time and any place (Amini, 2017). In line with this, Gangaiamaran and Pasupathi (2017) said that Mobile Assisted Language Learning (MALL) provides easy access for any learner without the constraints of both place and time. There is an application available to increase students' vocabularies. A research which was conducted by Basal (2016) showed the effectiveness of the mobile application in learning idioms. One of applications to be used in studying and improving skill in English is kahoot application.

Kahoot application is an application for learning like a game which can be used in a classroom or other places. It is designed with a colourful feature. It offers quiz and exercises with optional choices. It can be used to measure students' comprehension. Teachers can check student who gives right answers. Kahoot can be played together in the class or a student does it alone wherever he wants.

In this research kahoot application was used in learning English language. The study was focused on learning figurative language. Figurative language is language which is used by a writer to describe something in a imaginative level not in a

literal way (McHorter, 1986, p. 214). Four types of figurative language were learned, metaphor, simile, hyperbole, and personification. This topic was discussed in Critical Reading Class.

The purpose of this study is to compare the effectiveness of using kahoot application and traditional discussion method in learning figurative language. The previous class only got source from the book and students do exercises which were available in the book. Hopefully, the use of kahoot application and electronic information will be a new method in teaching language. Moreover, this application also can be used in studying other subjects of different fields.

II. METHOD

This study is experimental research in learning language. Experimental research is deal with language learners and aspects of language that they learn (Phakiti, 2014, p. 2). This research is aimed to see whether one language strategy gives an effect to outcomes of learning or not.

There were 58 students as object of the research (see Table 1.1). They joined different classes, class A and class B. All students did pretest containing 20 questions. 5 score was given to each correct answer. All questions are about figurative language, i.e. metaphor, simile, personification, and hyperbole.

Class A Experimental Class	Class B Control Class
30 students Using kahoot application 7 meetings Pretest - Treatment - Post Test	28 students Using traditional discussion method 7 meetings Pretest - Traditional Method - Post Test

Table 1.1 Design of the Study

Experimental class was the class with a lower mean score. The other class is control class. The experimental class got references and information related to figurative language from electronic media. These sources were displayed in the class; the exercises were given through kahoot application. Kahoot was applied to measure students' comprehension. On the other hand, control class got printed references and exercises. The traditional method was applied to this class.

Students attended 7 meetings in which four types of figurative language were discussed. One meeting was 2 credits or 100 minutes. Lecturer gave some sentences of figurative language.

Besides, some texts containing figurative language were also given to the students. The students were assigned to discuss these sentences and texts with group or learn it alone in the class or outside. The students in control class got all texts and exercises from the printed materials.

The students in experimental class did all exercises by playing kahoot in their smart phone. The name of students who joined the game appeared on display screen. Because there were 30 students, only 15 students joined the game for each session. If the application was used in the class, the lecturer guided them to answer questions one by one. The students checked their score directly after answering each question. If the exercises were done outside the class, the lecturer gave *pin to* students in order that they could enter and play kahoot wherever they wanted. They could check whether their answers were right or wrong. After the last question, score and winner of the game were displayed on the screen of smart phone.

After attending 7 meetings, all students in control and experimental class did post test. Questions in pretest and post test were the same. Post test was used as a measurement of students' comprehending of the lesson after giving treatment or explanation. After doing post test, score was observed to describe whether result of the post test showed the significance increase or not and whether the score of experimental class was higher than the control class or not. Since this study was only limited to two classes in which students learned language, findings cannot be generalized to other courses.

Data of pretest and post test score of two classes were compared to be analyzed. To add the analysis, data of students' Toefl score were given. Students' score on post test was associated with students' understanding and knowledge of English language.

Participants

Participants of this study are eighteen or nineteen year-old student of English department. They are university students who joined two different classes. Their understanding of English language is in elementary and pre-intermediate level. They were taking critical reading class when the research was conducted. They had taken reading comprehension class before attending the Critical Reading class.

The Critical Reading class is a course in

the second semester. Outcome of this course is that students comprehend, evaluate, review, and criticize the text critically for their academic purpose. At the end of the course, the students are able to analyze writer's purpose and writer's message in writing the text. The students are also able to answer critical questions.

One of topics in critical reading class is figurative language. Students learned four types of figurative language: metaphor, simile, personification, and hyperbole. They learned how to differentiate these types after knowing their definition. They were asked to describe the meaning of figurative language. They also learned to write sentences containing figurative language by using their own words.

III. RESULT AND DISCUSSION

Pretest was given to students before giving explanation about figurative language. The students were not informed about the schedule of the pretest. They did not have preparation before doing the pretest. Median, mean, the highest score, and the lowest score of pretest from both classes, experimental class and control class, were shown in Table 1.2.

Table 1.2 Students' Pretest Score in Both Classes

	Class A (Experimental Class)	Class B (Control Class)
Median	70	70
Mean	66.33	69.28
The Highest Score	100	95
The Lowest Score	35	40

Pretest score showed the class with lower score. Median score of both classes was the same, but mean score was not. The class which has lower mean score than another class became experimental class. The explanation of figurative language and its types were given after pretest by applying different method to each class. The use of technology was applied to experimental class. On the other hand, printed material was used in the control class.

After getting explanation and having exercises, students did post test. Median, mean, the highest, and the lowest score of the post test are presented in Table 1.3. As shown in the table, score of post test increased significantly after conducting seven meetings. The students in the control class performed significantly better on post test than the students in the experimental class. Median score of experimental class increased 10 while it increased

15 in control class. Mean score of experimental class increased 9 whereas it increased 10.18 in control class. Both median and mean score of control class increased significantly.

Table 1.3 Students' Post test Score after Treatment

	Class A (Experimental Class)	Class B (Control Class)
Median	80	85
Mean	75.33	79.46
The Highest Score	100	95
The Lowest Score	45	45

Some factors influence students' achievement and students' score in the class. Because learning figurative language in this study relates to English language, students' prior knowledge of language has relationship with students' score. To explain this condition, Toefl (Test of English as Foreign Language) score of students are given to see the correlation as shown in Table 1.4. This score was the score when they took test in the first semester. When Toefl score (from table 1.4) was compared to pretest and post test score, class B (control group) had positive correlation with students' understanding of English.

Table 1.4 Students' Toefl Score in the First Semester

	Class A (Experimental Class)	Class B (Control Class)
Median	385	395
Mean	392.5	411
The Highest Score	483	553
The Lowest Score	313	340

Our first hypothesis is different with finding. Before we assumed that by using application the score in experimental class would be better than the control class. Our second hypothesis is the same with the finding. By playing kahoot in the class was more interesting.

The results of this study were: firstly, the score of post test for both classes was higher than the score of pretest. Treatment after pretest gave a positive effect towards improving students' score. Either discussion in the control class or the game in the experimental class helped students' comprehension about figurative language. Secondly, compared to the control class, the experimental class' score of post test is lower. The explanation and the use of kahoot after giving the pretest gave a significant effect to make post test score higher although the mean score of the experimental class couldn't surpass the mean score of control class.

Thirdly, the use of technology or application

made students excited to get involved in doing exercises in the experimental class. The class became interactive, interesting, and fun. Each student who played kahoot competed to respond each question fast because of limited time. Their answer were displayed on the board in front of class. They directly knew if they gave wrong choice. If more than 75% of students ticked wrong option, the question was discussed together to know what the problem was.

Furthermore, because playing kahoot couldn't be separated from the smart phone, it becomes a new method in learning language by using technology. It made learning interesting. The students screamed if they gave right answer, felt sad if they gave wrong answer, and gave applause for the winner. They wanted to spend their time in the class only to play kahoot many times whereas the time available was not only for playing game but also for explaining and discussing the topic. In addition, kahoot with its colourful display and picture attracted students to play it. The students could play it wherever they wanted as long as they had their smart phone.

Last, surprisingly, the students' excitement in playing kahoot was not in line with their post test score. It was assumed that the more interested students were, the higher the score they got. The score was not higher than the score in control class. The result was associated with several factors, including their background knowledge about the language they learned. The influence of prior knowledge of language affected students' achievement.

To explain this, Toefl score of students was observed. The score was compared for those two classes. Toefl mean score of the experimental class was also lower. In brief, all mean score of pretest, post test, and Toefl test in the experimental class were lower if compared to score in the control class. So, score earned by students had an association with students' knowledge and skill of language or with students themselves.

The finding indicated that traditional discussion method was more effective than the use of kahoot. The use of kahoot application only focused on exercises and playing game. Since figurative language was learned in this study, more discussion about this topic was really needed. Studying figurative language is not only about the type and form of it but also about meaning. Talking about meaning of language, it cannot be separated

from culture. Language bears culture. Culture of one society is different to other societies. Culture embedded in one language should be discussed deeply to interpret the meaning. Students should discuss it either with their friends or with the lecturer to get idea contained in one figurative language.

Since the traditional method was applied in one class and method by using technology in another class in this study, further research needs to be conducted by combining the traditional one and the use of kahoot. Kahoot can be used as a supplementary method. Findings probably show different result of students' score. Also, since kahoot application cannot be separated from smart phone or the use of technology on which people rely everyday, this application can be used in learning different topic of language or topics in different field to measure students' comprehension. It is a challenge to show that technology is beneficial in learning or to gain knowledge.

IV. CONCLUSION

Comparing the effectiveness of learning figurative language by utilizing electronic information and kahoot application and learning figurative language by reading the theories and texts contained in book are discussed in this study. Two classes were involved in the research, namely the control class and the experimental class. The second class used kahoot to comprehend the material and to do some exercises. The result indicates that the students' post test score increases significantly in both classes compared to the pretest score. Both methods have positive effects on the student performance. However, the score in the experimental class does not exceed those in the control class even though learning by using kahoot application is exciting and entertaining. Students' knowledge in English is better in the control class based on their TOEFL scores.

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