

Using Kahoot! To Teach Grammar in an ESL Classroom: Pupils' Perspectives



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ABSTRACT: Gamification method in the education field is the application of game mechanisms in a non-gaming environments like such as classrooms and virtual learning sessions. Gamified learning has attracted attention among educators and learners over the past several years. There are debates and opinions regarding the most suitable approach to teach students in the ESL classrooms and how it will impact students' level of proficiency. The recent outbreak of COVID-19 has forced schools to be closed thus restricting face-to-face interactions during teaching and learning sessions. Online learning becomes the best option. However, many teachers encounter difficulties in teaching grammar to ESL students effectively. Therefore, students' perception on the use of Kahoot! to teach grammar will be surveyed to determine the impact of gamification method towards learning. This study will employ survey research design and a questionnaire will be distributed among 70 Year 5 and year 6 pupils studying in a semi-rural school in Tatau, Sarawak. The questionnaire consists of 25 items which was adapted from a similar study conducted by Bicen and Kocakoyun (2018). The survey will be conducted using both online and offline method. The participating students have low to average level of proficiency. The results of this study will be used to determine students' perception towards the use of Kahoot! application in the grammar teaching. Apart from that, the findings of this study will benefit ESL teachers and help them to design more suitable teaching and learning activities to increase students' understanding and motivate them in learning.

KEYWORDS: Gamification method, Gamified learning, Grammar teaching, English as second language, ESL learners,

I. INTRODUCTION

English is today's 'lingua franca'. Many countries have made English as one of their official languages including Malaysia. As a result, English language has become an important subject in the field of education not only for the pupils but the educators as well. In the Malaysian local educational context, English language is designated as the second official language after the national language, Bahasa Melayu. Apart from that, having a good English language skill has become a tool of employability as it has become an 'on-demand' criterion for various industries such as tourism, corporate business, entertainment and technology. Various aspects in today's modern life such as technology, education, business and others use English as a medium of communication. Globalisation has encouraged many companies to think beyond their nation and break from their comfort zone. As English is spoken in most countries all over the world, having a decent English language skill will give employees some plus points as they will be able to communicate effectively with their potential clients and break the language barriers. This means when someone has low proficiency in the language, he or she may face some difficulties when required to deal with clients from other parts of the world.

In general, English language is regarded as a difficult subject by many. In Malaysia, the Ministry of Education (MOE), in its efforts to improve the Malaysian Education Curriculum has come up with the Malaysia Education Blueprint 2013-2025 (MOE 2012). The blueprint highlights the value of this language of instructions and proposes many innovative methods for classroom instruction to increase the English language proficiency among Malaysian pupils. However, despite of learning English for almost 11 years of schooling, a majority number of pupils Grammar is one of the factors that affected pupils' low proficiency in the language. It is also regarded as a valuable aspect for both oral and written communication. Grammar is also defined as the learning of how words and component parts that are combined to construct sentences. Mirna Nur Mirazna and Nur Hikmah (2019) believed that the teaching of grammar has three areas to be considered; grammar as rules, grammar as form and grammar as resources. Therefore, it can be seen that grammar is one of the factors that will determine pupils' success in learning the target language. Apart from that, pupils who are coming from suburban areas with low socio-economic background are seemed to be the ones who often possess low grammar knowledge in English as they rarely speak in English in their daily communication. It is evident that limited access to the language also contributes to this problem.

Indeed, it is not an easy task for teachers to maintain pupils' interests and attention towards the learning of grammar. The

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used of traditional method may not be suitable for today's learners. In the era of modern technology and rapid increase in the availability and affordability of interactive technologies, it is evident that 'chalk and talk' method is no longer relevant in the teaching and learning process. Therefore, the adoption of new technology into the curriculum in Malaysia has become an important element to the education system. The aim is to assimilate new technology in the process of the teaching and learning of English language as a second language. Additionally, the use of technology in ESL classrooms has the potential to improve the quality of learning thus with the intention of enhancing pupils' learning in many fields, including English, technology is seemed to be the best option for teachers to overcome this issue. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) noted that, Malaysia is among the first few countries in the world to have pioneered a strategic Information and Technology Communication (ICT) for its education system. As mentioned earlier, the blueprint highlighted the importance of ICT in learning. It aspires to maximise the use of ICT for distance and self-paced learning to expand access to high-quality teaching regardless of location or pupils' skill level (Malaysia Education Blueprint, 2012). Therefore, technology is deemed as one of the element that needs to be integrated into today's teaching and learning sessions.

As the world becomes more connected through the advances of technology, gamification is deemed to be a relevant option to replace the traditional teaching method. Gamification is usually being applied in marketing strategy to help achieve the objective. However, it also has great potential in the field of education. The use of technology in ESL classrooms leads to the adoption of games in instructional and language teaching. According to Licorish, Owen, Daniel and George (2018), the integration of educational games helps to foster collaborative learning, exploration and discovery in teaching and learning sessions. It aligns with the ministry's effort in promoting the 21st century learning skills which comprises critical thinking, creativity, collaboration and communication. Therefore, gamification and game-based learning are often applied in the 21st century classes. Both have the same approach as they both integrate innovations in teaching and learning process. In addition, the implementation of gamification in classrooms activities has the ability to make the lessons more interactive thus improving the quality of the education. In 2014, the Global Gaming Stat reported that there were 74% of teachers K-8 using games to encourage learning among their pupils and 33% was reported to use games to evaluate learners' performance level while 29% reported conducted formative assessment to evaluate learners' skills and knowledge. Based on the given statistics, it is evident that games plays an important role in improving pupils' learning experiences.

Furthermore, the application of educational games or game-based learning will be able to increase pupils' motivation to learn as well as engaging them with the learning process. On the other hand, gamification method causes an internal trigger by changing pupils' perception towards learning. The method is successful because it encourages pupils to focus on cognitive, emotional and social results. Furthermore, the integration of fun element in learning makes it more appealing towards pupils. The younger generation, particularly the Z generation, will find gamification method as fun, engaging and rewarding. Several studies conducted related to gamification revealed that apart from external motivation, internal motivation had a greater effect towards pupils' learning. The idea of integrating games in teaching and learning process makes the learning experiences more exciting, interactive and less formal (Cugelman, 2013). As a result, teachers will be able to help pupils lower their anxiety or nervousness when learning English. After all, the ultimate purpose of using games is to motivate and stimulate learners' interest towards the learning process (Kiili, Ketamo & Kickmeier-rust, 2014). Motivation can be divided into two categories namely intrinsic and extrinsic motivation. pupils who can be motivated intrinsically do not require external factors to motivate them in learning. However, those who are extrinsically motivated will require external factors to encourage them in learning process. External factors are able to give positive effect towards learners. Several examples of external factors are such as praises, gifts, achievements, appreciation and rewards (Bicen & Kocakoyun, 2018).

Perception can be defined as the ability to choose something through the senses such as smell, hearing, sight and touch (Mirna Nur Mirazna & Nur Hikmah, 2019). pupils perception towards grammar is an important aspect that affects the success of grammar lessons. Since grammar has a big role in the teaching of English as second language, it is important to understand how pupils perceive grammar in their ESL teaching and learning sessions. The way the pupils' perceive English grammar will determine their level of understanding and also their level of performance. Various studies have been conducted on pupils' perception towards grammar. Since grammar is often being perceived as the rules of language, most pupils feel anxious during grammar lessons. They felt pressured to learn the rules of English language. This situation made them felt threaten and intimidated hence, making them feeling demotivate to learn more about the language. There has always been arguments on which method is the most effective one to teach grammar. Some professionals agreed that grammar should be taught in context while some believed that it is best to teach grammar in isolation. Teaching grammar in context will help pupils to understand the nature of English language better as it will help to facilitate them in applying grammar in their every day's life. Therefore, to be an effective student, grammar knowledge is very crucial as it will enable pupils to organise words into sentences thus enabling them to convey meaning messages. Apart from that, having a good grammar skill will facilitate learners in all the language skills; listening, speaking, reading and writing. One of the factors that contributes to pupils' poor achievement in English examinations is that they often use the wrong Subject-Verb Agreement in constructing sentences. pupils' wrong choice of vocabulary such as lie and lay, who and whom and mismatch subjects and verbs and also used of mixed up pronouns shows they need to understand

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grammar more.

A. Rationale of Study

The fundamental of this proposal is concerning the pupils' perception towards the teaching of grammar among pupils in Malaysia using Kahoot!. Nowadays, teaching and learning sessions in school require technology to improve the quality of pupils' learning experience. There are countless ways to integrate technology in education. Over the years, teachers have been using traditional methods in teaching English language in schools, which seem to be outdated in today's education system as well as contradicts with the ministry's efforts to improve pupils' learning quality. As the world become more connected through the advances of technology, the use of online learning tools in the teaching of grammar is crucial to prepare pupils for the future. There are a variety of online learning tools made available for teachers and pupils. 21st century learning requires teachers to keep up with the latest online learning tools to ensure pupils are exposed to the advanced technology without borders. There are also a plethora of pedagogic approaches that promote the use of online learning tools in teaching and learning processes such as online-based learning, project based learning and web-based learning. These approaches allow pupils to actively engage with the technology while learning. With only a click, pupils have unlimited access to a plethora of useful learning materials that will benefit their learning process. Apart from able to attract pupils' interest, the use of technology in teaching and learning affects pupils' motivation to learn and also support the learning objectives. Even though the role of teachers is still needed, the learning becomes less teacher-centred as teachers act as facilitator rather than just being the main source of learning for pupils. The advent of new technology has definitely affects learning and as a result, teachers are able to create more flexible learning experience for pupils. In classroom, technology encompasses various tools that can support learning. Examples of tools that have been provided since several years ago are like smart-board, LCD projectors, laptops and tablets. These technology allow teachers to create new learning experience for pupils. On the other hand, technology has become a part of pupils' daily life. Digital technologies are everywhere and almost everyone has access to the internet. These days, most of schools and institutions have access to technology which supposed to aid pupils' learning process in schools. Nevertheless, many teachers are still unable to create fun and meaningful experience for pupils. Teachers still face some struggles in designing teaching and learning processes that will be able to meet pupils' learning needs.

With the recent novel corona virus disease outbreak which infamously known as COVID-19, the need to incorporate technology in the teaching of English grammar become more apparent as schools all over the nation are instructed to be closed for the time being on accordance with the Restricted Movement Order (RMO) issued by the government. The outbreak of this pandemic has been declared a Public Health Emergency of International Concern and the virus has spread to many countries including Malaysia (UNICEF 2020). The situation worsen the issues that teachers and pupils have faced for years. Since teachers and pupils are restricted from having physical interaction or face-to-face learning sessions, the adoption of technology in teaching and learning session is being reinforced by the ministry. A new norm of teaching and learning is introduced to the education system and it requires complex adjustments to ensure the continuum of pupils' learning process. The pandemic calls for a plan for the continuity of learning and it is imperative for the ministry to re-align the curriculum and design a better action plan to ensure the continuum of learning among pupils.

Various of studies have found that learning while using technologies are effective in improving pupils' engagement and active participation in classrooms (Melor Md Yunus, Harwati Hashim, Haida Umiera Hashim, Zaidatul Shima Yahyad, Farah Sabrina Sabrie & Adriana Nasuha Nazerif, 2019). Kahoot! is one of the famous e-learning tools that can be easily used to keep pupils' engagement and participation at the maximum rate. This learning tool has received wide acceptance in learning among teachers and it is based on current user-centred use (Melchor, 2019). Furthermore, it is a free student-response tool for administering quizzes, conducting discussion and obtaining survey data. It becomes a trend to use this type of online learning tool as an alternative approach to the traditional classroom method. The pandemic is definitely a wake-up call. Therefore, it is crucial for teachers to incorporate technology in the teaching of grammar as well. In this study, pupils' perception towards the use of Kahoot! to teach grammar in primary school will be studied. The results of this study could be highly significant and beneficial to the policy makers and English language teachers.

B. Problem Statement

Schools closure due to the recent wave of COVID-19 has a great impact towards pupils' progress in learning specifically in the learning of English Language as the second language. One year into the pandemic has witnessed a large number of pupils in Malaysia are left behind in terms of educational progress. Parents' complaints and teachers' concerns on the effectiveness of the home-based learning sessions also highlighted the needs to transform the way English language is taught to pupils. Many solutions have been proposed by the Ministry of Education to ensure pupils' continuity in learning. The use of traditional methods are seemed to be irrelevant. The method is viewed to be no longer valid in providing motivation for pupils. Gamification teaching method, a more attractive method can help to contribute in changing pupils' perception toward English grammar. The used of games in teaching are more successful because it can encourage internal motivation and caused learners to focus more on social, cognitive and emotional results rather than the objective of the lesson. Studies conducted on gamification method have revealed that apart from physical awards, an internally motivated goals setting and competence could have important effects on work engagement.

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Therefore, this study aimed to examine pupils' perceptions on gamified grammar learning via Kahoot!

C. Research Questions

The following research question is going to be investigated in this study:

RQ1: What are the students' perceptions on gamified grammar learning via Kahoot!?

II. LITERATURE REVIEW

A. English Grammar and Gamified Learning

Grammar is considered as a complex aspect in learning English language. It is also the basics of the English language which enables ESL learners to use the language effectively. A good grammar knowledge is crucial for all students to acquire as it will affect their language skills such as listening, speaking, reading and writing. Harwati, Karmila and Melur (2019) defined grammar as a complex component in a language and the teaching and learning of it are difficult. Various studies have been conducted to examine the effectiveness of gamified learning in improving ESL students' grammar skill. A study conducted by Perveen, Asif, Mehmood, Khan and Iqbal (2016) revealed that students who learn grammar through gamified learning showed a significant improvement when they are able to acquire more vocabularies. It is important for students to master the grammar of the target language to help them become more proficient in using the language. In addition, Mart (2013) pointed that the grammar of the English language is taught in the target language of learners to help foster better understanding and promotes independent learning. Technology is being increasingly integrated into teaching and learning process with the intention to enhance students' performance in learning. The integration of gamification technique in the teaching of grammar requires teachers to incorporate technology in the teaching and learning sessions. The objective of employing gamification in the teaching of grammar is to ease students' learning process. The process of learning new language can be intimidating for ESL learners especially younger learners. The traditional way of teaching ESL is no longer relevant in the 21st century as the use of technology in the teaching and learning sessions are deemed to be more appealing to students these days. According to Bicen and Kocakoyun (2018), a novel learning experience that increases students' motivation to learn the target language can be created in a learning environment that includes competitions. The use of games in ESL classroom can promote an inexplicable learning experience for students. The competitive learning environment encourages students to be more active and participate more during the teaching and learning process. Furthermore, it can be seen that ESL students tend to learn more with the help of technology as they find it to be more exciting and appealing. It shows that gamified learning is more preferred by ESL students as it is well known for its competitive nature and it becomes a form of entertainment for the students. Therefore, gamified learning is said to be more appealing towards students because it causes an internal trigger among students. Apart from that, there also studies revealed that internally motivated goal setting can positively affect students' learning process. Gamified learning is more successful as it helps to encourage students to focus more on the social, cognitive and emotional results (Bicen & Kocakoyun, 2018). Most gamified learning used points, badges and leader-boards to help students assess their performance. Indirectly, this creates the sense of progression among students. Students become more engaged with learning and become more competitive. Furthermore, the use of the leader-boards enable teachers to assess students' progress effectively. This element makes it easier for teachers to evaluate and see the eventual achievement of students (Tamilarasu & Parilah Mohd Shah, 2020). On the other hand, the use of gamified learning are able to promote students' communicative skills as they will bound to communicate with their classmates while attempting the games (Perry, 2015). Communication among students is also an important aspect in learning and it is also highlighted as one of the elements of 21st century learning skills. In relation to that, students will be able to play as a team and this will contribute to their social skill as well. Indirectly, this will help to promote teamwork skill among students. Students that are able to communicate and collaborate actively with their peers are most likely able to perform well in their learning too. Apart from that, it helps to motivate students in learning and creating a more fun learning environment for them. Kiili, Ketamo and Kickmeier-rust (2014) stated that the main purpose of employing gamification in ESL teaching and learning is to motivate students and stimulate their interest towards learning. In another related study, apart from able to engage students in ESL learning, online language games is found to be able to provide a better version of the target language (Mullins & Sabherwal, 2018). In addition, another study has revealed that ESL learners tend to learn more with the help of technology as it creates more exciting and appealing learning experiences for them (Raba, 2014).

B. Zone of Proximal Development

Pupils' mistakes are treated as a stepping-stone for further learning as they go through the process of multiple refinement and revision while learning grammar using gamification method. According to Baek (2017), game-based learning allows learning to renovate, adapt, improvise and adjust. In the context of this research, the use of Kahoot! in grammar teaching permits pupils to be an active producer of their own learning by reflecting and evaluating their performance in Kahoot!. On the other hand, teachers as researcher helps pupils to get over their Zone of Proximal Development (ZPD) by assisting them to identify mistakes, reexplain grammar rules and provides multiple opportunities for pupils to reattempt the language game until they could use the grammar rule independently and accurately.

Vygotsky (1978) argues that cognitive development can be carried out through social interactions. In the previous section,

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the importance of social interaction among pupils while learning via gamified learning has been addressed. As the results of pupils' interaction, the learning process will become more meaningful as pupils engage with their peers that are more knowledgeable while attempting the questions provided in the games. With the help of their peers, pupils will become aware of the mistakes that they have made and try to get the correct answers when they reattempt the same question. This learning method encourage the individual to be around their peers more as it provides them with such a motivating learning environment that help to enhance their learning process. Furthermore, as the level of games become more difficult, it is crucial for pupils with low-performance level interact with those who are more knowledgeable than they are. Therefore, the low performance pupils will benefit from the more successful pupils within the context of ZPD.

C. Kahoot!: A Review on Past Studies

Kahoot! is an online learning tool that can be used to create quizzes and surveys for an exciting discussion (Tamilarasu & Parilah Mohd Shah, 2020). Nowadays, a variety of learning tools are available on the internet. One of the famous tools is Kahoot!. It is widely used during teaching and learning sessions to create a more fun yet meaningful classroom activities for pupils. Apart from that, Kahoot! can be easily used to provide metacognitive support for pupils, the liveliness in class and to promote pupils' active participation and attendance during teaching and learning sessions. Kahoot! is a free online learning tool that based on the behavioral design methodologies and is widely accepted by more than 30 million users all over the world (Bicen & Kocakoyun, 2018). One of the reasons that make Kahoot! a well-known online learning tool among teachers and pupils is that it is an educational software example that used game-based pedagogy. Teachers or educators can prepare online questionnaires, discussions or exams using the online learning tool.

Furthermore, Kahoot! is designed to help teachers obtain informal feedbacks from pupils. The feedback gathered via Kahoot! can be used to assess pupils' level of understanding and to create poll on topics related or discussed. On the other hand, Kahoot! allows pupils to become more creative by enabling them to answer questions and create their own questions. In addition, Kahoot! is more favourable in the field of teaching because it allows teachers to attach other elements such as videos, images or text (Ismail & Mohammad, 2017). Pupils and teachers can access the learning tool by using different types of devices such as smartphones, tablets, laptops and any other devices that have an Internet access. The flexibility provided by Kahoot! makes it easier for teacher and pupils to access it anywhere and anytime. Besides that, teachers can encourage pupils to be more competitive and active by adding a time limit to answer the quizzes or surveys. Indirectly, this will require pupils to not only choose the correct answers but also become more strategic in the way they attempt each question as timeliness is also one of the important factor that will affect their points in the game. Kahoot! provides a variety of possibilities in learning. Teachers can also utilise Kahoot! during a face-to-face interaction with pupils. Although it is designed to cater for distance learning, teachers still can use it in classrooms. Teachers can display the game on a screen to enable pupils read the questions. The display can be interactive whiteboard, computer screen or even a white LCD projector screen. Amid this pandemic situation, some teachers conduct Kahoot! via online meeting platforms such as Google Meet, Skype and Zoom Meeting. Besides that, Kahoot! is a user-friendly online learning tool that can be used by anyone. Different types of learning materials can be embedded to the questions to aid pupils while attempting each question. In terms of assessment, Kahoot! is adapting formative assessment to assess pupils' progress in learning. Teachers can monitor their pupils' progress in achieving the learning objectives via Kahoot!. It allows teachers to identify pupils' strengths and weaknesses in each topic taught. Teachers can prepare a more suitable list of questions based on the evaluation thus allowing teachers to provide more challenging or less challenging questions for pupils. Apart from that, it allows teachers to immediately receive feedback from pupils which will enable them to effectively monitor their pupils' learning progress. The progression of levels in the games also encourage pupils to be more responsible towards their learning progress. Furthermore, the development of levels allows pupils to assess their own learning progress thus promoting independent learning among pupils. In terms of motivation, Kahoot! shows that gamified technique in teaching and learning can be associated with a significant motivation and positive pupils' involvement in learning. One of the reasons is because pupils can easily communicate with teachers and peers via online games. The medium used is more interactive compared to a traditional communication between teachers and pupils. The element of fun that is incorporated in online games make the learning to be easily understood by pupils. Easy access to the online games also makes it convenient for pupils to have unlimited access to the games therefore giving them ample time to improve their performance in the game. Eventually, it helps to motivate pupils to be more engaged in learning as they want to improve their performance. According to Hussain, Tan and Idris (2014), gamification is an effective method to increase pupils' motivation which indirectly will help to improve their learning performance. The technique has shown to have the potential to increase pupils' learning motivation as the learning is less structured thus making pupils feeling at ease while learning.

D. The Design of Kahoot!

Kahoot! is an online learning tool that can be conducted in the classroom with pupils. It also cater for distance learning which is perfect to be used amid this pandemic. The outbreak of Covid-19 since 2020 has forced schools to be closed for several months. Therefore, it is important for teachers to integrate gamified-learning in their home-based teaching and learning sessions to motivate pupils' learning

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progress and improve their participation during online classes. Kahoot! is a free online learning tool making it easier to be used by both teachers and pupils. Furthermore, it can be used to track pupils' understanding regarding the lesson taught and also to monitor their learning potential. Kahoot! is a versatile application that can be defined as a response system of the student (Bicen & Kocakoyun, 2018). Kahoot! is a user-friendly learning application with a program that can be easily understood by pupils from different ages. Kahoot! can be used to generate multiple choice questions, true or false exercise and polls. In a physical classroom, teacher can project the questions on a screen and pupils will log into the game using their devices. The activity can also be conducted as group work. In the learning tool application, pupils will have to choose the best answer and press the correct button for the right answer on their own device. For an online class session, teacher can share the questions on screen while having a virtual meeting and pupils will have to log in to the application using their own device. Teacher and pupils must use internet-enabled devices to enable them access the game. Before creating a game, teachers must sign up to <https://kahoot.com/> and create a Kahoot! account. On the other hand, pupils are not required to sign up or create Kahoot! accounts thus making it a hassle-free online learning tool and suitable to be used with pupils from different ages. A Kahoot! account is easy to create after signing up and teachers can immediately create a game for pupils to attempt. After the game is created, teachers need to share the game's link to their pupils. Questions should be based on the topic learned or notes shared with the pupils. Pupils need to click on the link shared and decide their own nickname when logging in to the games. Pupils' nicknames will appear on a board and it helps to motivate pupils' learning progress. It also helps to encourage pupils' active participation and keep them engaged with the learning process. The table also allows pupils to monitor their progress while attempting questions in the game thus making them more excited and create a competitive learning environment for them. Another advantage of using Kahoot! is that teachers can integrate other media such as videos and images to aid pupils understand the questions better. It is definitely a plus point to be able to provide visual aids for pupils especially for those who are visual learners. However, despite of all the strengths, this application also has its own weakness like other online learning tools as well. It requires access to wifi or good internet connection to be able to log into Kahoot!

The steps of signing up to this online learning tool and creating a basic quiz are as follows:

1. Teacher creates a free account on <https://kahoot.com/>
2. Teacher chooses types of game such as quiz, discussion or survey from the option.
3. A name is given to the quiz and teacher returns to the home screen to key in the answers.
4. To add question, teacher needs to click on the +add question button and click on correct answer to set the correct answer for each question.
5. After questions are added, the time limit to answer the questions can be set in the settings.
6. Once the time limit is set, teacher can choose and select the cover image for the quiz. Then, the language and target audience for the quiz are selected.
7. After clicking done, teacher can share the link to game to the pupils.

E. Using Kahoot! in ESL Classrooms

This section will elaborate more on how to integrate Kahoot! in ESL classrooms specifically during a grammar teaching and learning session. Below is the description on how teacher handles a teaching and learning session with Kahoot! application:

F. How to play Kahoot! in an ESL classroom?

1. Teacher logs into Kahoot! using his or her account using a computer. The computer needs to be connected to a projector (in a physical classroom) or being displayed on a shared screen (during an online class).
2. A new Kahoot! can be created by clicking on the Create button. Then, teacher can choose from the templates that are available on the application or choose New Kahoot to create a new template.
3. After choosing a template and the questions are typed into the template, the game can be launched by clicking on the 'Done' button.
4. Once the Done button is clicked, a pop up will appear with several options to choose from. Teacher may choose to test the Kahoot! before sharing it with the pupils or click on the 'Play Now' button to launch the game.
5. The game is projected on a screen (in a physical classroom) by a computer connected to a LCD projector. This enables all pupils to have a good view of the questions. Pupils log into the game using the devices prepared for them. The devices are such as laptops, tablets or mobile phones that are connected to wifi or with an internet connection. Kahoot! application is available for IOS and Android devices.
6. Teacher can choose to randomise the order of questions and answers to make the quiz more fun and challenging for pupils.
7. Teacher can choose the way the quiz is going to be conducted. There are two options available; teach and assign. Teacher can choose 'Teach' to use the quiz during a real time interaction or choose 'Assign' to give pupils the opportunity to attempt the quiz at their own pace.
8. To join the game, it is not necessary for pupils to create their own personal Kahoot! account. They can directly play the game by clicking on the link shared by their teacher or by keying in a randomly created game pin (Figure 5) shared by the teacher. Teacher shares the password after the rules of the game is being explained to the pupils. Then, pupils need to log on to Kahoot!

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and key in the given game pin or password. pupils are required to type in their nickname and enter the game. The names and numbers of pupils who have entered the game will show up on teacher's screen. After all the pupils have successfully joined the game, the game will start once the Start Now button is launched.

9. Points awarded to pupils are depending on their speed and number of questions that are answered correctly. Once the quiz is launched, only the questions are shown on the screen. pupils are expected to think and choose the best answer. Then, the answers will be displayed using four different shapes in four different colours. These shapes or colours can also be seen on pupils' devices. When the time ends, the results of the quiz will be shown on the screen.
10. pupils' results can be used to provide feedback for them. Teacher can gather information regarding pupils' performance in the quiz based on the results. The number of pupils who answers most questions correctly and those who are unable to answer the questions correctly can be obtained after the quiz ends.

After reviewing pupils' performance, teacher can conduct a discussion with the pupils to address their level of performance in the quiz. Teacher may review topics that are pupils struggling with and do some revision to improve their level of performance. pupils will be given chance to share their thoughts and justify the reasons they chose the wrong answers. This will also enable teacher to see the reason why pupils get the wrong answers. It will also allow teacher to come out with better explanation or elaboration on the matters. Apart from that, by reviewing pupils' points and performance, they will be able to see their scores and ranking. Indirectly, this creates a positive competitive learning environment that will motivate pupils to progress in learning. After the game ends, teacher can show the podium view to the pupils to reveal the top 3 scorers. At this stage, teacher asks for pupils feedback and evaluate their learning experience using the application.

III. METHODOLOGY

The literature review in the previous had discussed on how Kahoot! can be used during a teaching and learning session. In this chapter, the methodology and the procedures of this research will be described. This chapter includes the research design, research samples, site, research instruments, how the data was collected and analysed.

a Research Design

This research employed survey design to address the two research questions mentioned in the first chapter. Survey research was used to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and goals, to determine whether the objectives are met, to establish baselines against which future comparisons can be made, analyse the trend across time (Isaac & Micheal, 1997). In a survey research design, two types are used to define the scope of study; independent and dependent variables. A survey is a data collection tool for carrying out a survey research. Surveys are intended to collect information about opinions, demands and needs of respondents.

A. Research Sample

One of the main reasons survey research design was utilised for this research because surveys are capable of obtaining information from large samples of population. Seventy female and male pupils who are studying in a school located in Tatau, Sarawak participated in this study. The participants were Year 5 and Year 6 pupils with low to average level of proficiency in English. Most of the pupils were from the area itself and they were from low to average income households. Primary ESL pupils are among those who face struggles in learning grammar in classrooms. Therefore, the researcher was keen to investigate the effect of using Kahoot! in teaching grammar to the learners.

B. Research Site

This research was conducted within the district of Tatau. It is a small district in Sarawak located about 68km from Bintulu town. The district is reported to have a population of 30,383 in based on the 2010's census. It is a semi-rural area and the main spoken languages are Iban, Melanau, Malay, Beketan and Punan. Figure 3.1 shows the map of Tatau district.

C. Research Instruments

Questionnaire was utilised to collect data for this research. The used of questionnaire is a method of data collection that is able to provide researchers with reliable data and strengthen the empirical data (McMillan & Schumacher, 2010). A detailed review of questionnaires used to assess how technology such as games and other learning applications used at school is involved in the process of constructing this survey. The questionnaire designed for this research consists of 25 items. The items were divided into three sections namely Section A: pupils' Perception on Gamification Method, Section B: The Effectiveness of Kahoot! Application in grammar lesson and Section C: Evaluation of Kahoot! Environment (Appendix 1). The items included in the questionnaire are adapted from a study conducted by Bicen and Kocakoyun (2018). Each item will be followed by a 5 point Likert-type scale.

D. Data Collection Procedure

The questionnaire was distributed via online for participants that have access to the Internet and hard copies was distributed among those who had poor internet connection. A research needs a systematic procedures to ensure the process of collecting data runs smoothly. Each and every step in the procedure must be implemented for a better data collection. The procedure of collecting data started with seeking approval from the headmaster of the school involved. It is important to get permission from the headmaster to

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demonstrate the research's validity. Furthermore, it shows that the researcher has the permission to use the data obtained from the participants and it will be obtained willingly from the participants. The participants were introduced to Kahoot! application and used as an online learning tool during the teaching of grammar. Participants were given the opportunity to play the games provided in Kahoot! after every grammar lesson. The questions included in the games covered topics that have been taught to them. Participants were allowed to access Kahoot! outside school hours to make them familiar with the interface and ways to play Kahoot!. Once the participants were familiar with the online learning tool, they had to answer the questionnaire. After seeking for approval from the authority, the questionnaire was distributed using Google Form to participants that have access to stable internet connection. Hard copies of the questionnaire were printed out to cater those who had poor or no internet connection. The items increased pupils' self-confidence in the class ($M=4.4$). Apart from that, the data obtained from the survey revealed that most of pupils feel that learning grammar using gamification is fun ($M=4$). The use of gamification method in the teaching and learning sessions also helped to create a competitive environment for pupils thus increasing their interests to learn ($M=4$). In addition, the respondents agree that the use of gamification method in learning allowed them to see their progress and achievement in learning ($M=3.9$). This gave them the opportunity to identify their weaknesses and improve themselves in the areas they were weak at. Apart from that, the respondents felt that they wanted to learn other lessons using the gamification method ($M=3.8$). were typed in dual language; English and Bahasa Melayu, to help participants understand each question better.

F Data Analysis

The data collected from the questionnaire helped researcher to answer the research questions of this study. The data of this study was analysed using frequency. The data collected for RQ1 was recorded in frequency count and the scores from the questionnaire were converted into mean. The data analysed was presented in contingency table to provide more information about the data.

IV. FINDINGS

A. Pupils' Perceptions on Gamification Method

The responses given by respondents to the questions related to their perceptions towards the use of gamification method are tabulated and presented in Table 4.1. The data was analysed and presented in mean (M). In general, most respondents answered "Neutral" and "Agree" to the questions in Section A when asked about their opinion about the use of gamification method in English language lessons. The analysis of data also revealed that the use of gamification during the teaching and learning of grammar increased pupils' self-confidence in the class ($M=4.4$). Apart from that, the data obtained from the survey revealed that most of pupils feel that learning grammar using gamification is fun ($M=4$). The use of gamification method in the teaching and learning sessions also helped to create a competitive environment for pupils thus increasing their interests to learn ($M=4$). In addition, the respondents agree that the use of gamification method in learning allowed them to see their progress and achievement in learning ($M=3.9$). This gave them the opportunity to identify their weaknesses and improve themselves in the areas they were weak at. Apart from that, the respondents felt that they wanted to learn other lessons using the gamification method ($M=3.8$).

TABLE I: PUPILS' PERCEPTION ON GAMIFICATION METHOD

	<i>Item</i>	<i>Mean</i>
1.	Gamification method increases my interest in the lesson.	3.6
2.	I study more to become more successful using Kahoot!	3.7
3.	Gamification method increases my motivation to compete with other pupils.	3.4
4.	I want to learn using gamification method during other lessons.	3.8
5.	I communicate more with my friends to become more successful using gamification method.	3.5
6.	Using gamification method to learn grammar is fun.	4
7.	Gamification method allows me to see my achievement status and improve myself in the areas I am weak in.	3.9
8.	Each question I correctly answered improves my self-confidence.	4.4
9.	Creating a competitive environment increases my interest to learn.	4
10.	I force myself to learn when using gamification method to improve my group's achievement.	3

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Many studies have found that the use of gamification method in teaching and learning sessions can be used to increase pupils' motivation in learning. Based on the data shown, it can be seen that pupils feel motivated to learn when the gamification method is used during the lesson. They also felt that the method affected their learning progress positively as the method enable them to monitor their own learning progress. This allows them to have controlover their learning performance and gives them the opportunity to improve on areas that they were weak at. On the other hand, competitive learning environment was able to increase pupils' motivation. According to Bicen and Kocakoyun (2018), the use of gamification method in learning can be beneficial towards pupils' learning as it can be use a remarkable tool to encourage learning among pupils. The study also revealed that gamification method can help pupils with problem solving and allowed them to communicate with different groups. Similarly, based on the data obtained in this study, it can be stated that education becomes more enjoyable when pupils are able to communicate with their peers while trying to achieve success in the competitive environment.

B. The Effectiveness of Kahoot! Application in Grammar Lesson

The data presented below, shows that grammar lesson conducted using Kahoot! gave a positive impact towards pupils' learning compared to traditional method of teaching. Pupils' responses mostly range from 'Neutral' to 'Agree' for all statements. The data obtained revealed that pupils agree that the use of visual aids such as pictures and videos helped them to comprehend the questions better (M=4.4). Besides that, the data presented also shows that the scoring system used in Kahoot! is able to motivate pupils to do better in their studies (M=4.3). In line with that, the limit set to answer every question is also found to be motivating for pupils. The data revealed that the timely questions in Kahoot! is able to increase their excitement (M=4.3). The respondents also believe that the questions technique used in (M=4.0). Apart from that, the data also shows that Kahoot! enables active learning among pupils (M=4.2) and improves their critical thinking skills (M=4.0) which in line with the Ministry's efforts in promoting the 21st century learning skill skills. Most of the respondents also agree that grammar lesson conducted with Kahoot! enables permanent

C. Evaluation of Kahoot! Environment

The data presented below revealed that students generally answered "Agree" when evaluating the Kahoot! environment. The respondents of this survey agreed that the application can be easily used on different devices (M=4.5) that are connected to internet. The findings also revealed that students found that the password access to the application is easy to navigate (M=4.1). In addition, the findings showed that students found the design of Kahoot! as simple and useful too (M=4.1). Moreover, the results showed that students felt that the activity results in the application can be shared (M=4.1) and they also find that the nickname access of the application is easy to navigate (M=4).

TABLE 3: THE EVALUATION OF KAHOOT! ENVIRONMENT

<i>Item</i>	<i>Mean</i>
1 Password access of the application is easy to navigate.	4.1
2 Nickname access of the application is easy to navigate.	4
3 The application can be easily used on all devices.	4.5
4 The design of Kahoot! is simple and useful.	4.1
5 Activity results in the application can easily can be shared.	4.1

The use of Kahoot! application in teaching grammar to ESL pupils has created a safe, competitive and fun yet meaningful learning environment for them. The findings learning compared to traditional method (M=4.0) and students feel that Kahoot! is able to promote effective collaborative learning among them (M=4.1).

TABLE 2: THE EFFECTIVENESS OF KAHOOT! APPLICATION IN GRAMMAR LESS

<i>Item</i>	<i>Mean</i>
1 Grammar lesson conducted with Kahoot! enables permanent learning compared to traditional method	4.0
2 Activities created using Kahoot! are more interesting.	4.2
3 Using Kahoot! creates effective collaborative learning among pupils.	4.1

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4	Kahoot! enables active learning.	4.2
5	Kahoot! improves pupils' critical thinking skills.	4.0
6	Question techniques in the activities performed by Kahoot! provides pupils with different perspectives.	4.0
7	Timely questions in Kahoot! increases pupils' excitement.	4.3
8	Using pictures and videos in Kahoot! allow pupils to easily understand the content.	4.4
9	The background music in Kahoot! is distracting.	2.5
10	The scoring system of Kahoot! increases pupils' motivation to be a top-5 scorer.	4.3

Presented in this chapter has revealed that the academic aims of this learning tool can be achieved on various platforms and it is able to provide positive impact on pupils' learning motivation. Most respondents felt that the use of Kahoot! encouraged them to learn as it allowed them to monitor their own progress in learning. Therefore, it can be concluded that pupils find Kahoot! as a suitable learning tool that can be used to improve their learning progress during the teaching of grammar. It was able to attract their interest thus keeping them focus to the lesson which helped them to progress better in their learning.

V. CONCLUSION

Integration of technology in classroom activities are not foreign in the field of education. The learning environment has become more dynamic than ever before thus affecting pupils' learning experience. With the advancement in technology, classroom activities needs to be redesigned and refined in order to suit 21st century learning. The recent pandemic has caused schools to be closed for a long period. This creates a new norm in the education system where the rise of remote learning is considered to be the most suitable approach to aid pupils' home-based learning. The use of technology in teaching and learning is deemed to be essential and suitable to replace the traditional teaching method in an attempt to keep up with the rapid development of technology. In this chapter, the discussion of the findings and the implications of this study will be elaborated.

A. *The Advantages of Using Kahoot! to Teach Grammar in ESL Classrooms*

The data of this study has revealed that gamification method used during the grammar lesson has the ability to encourage pupils to learn and attract their interest towards the lesson. The method encouraged pupils to become more ambitious in learning due to the positive learning environment. The findings revealed that pupils felt that the use of Kahoot! in grammar lessons allowed them to become active learners. They became more supportive towards each other thus creating a healthy and positive learning environment for them. Apart from that, pupils who had joined this study felt that it was easy to use Kahoot!. Kahoot! is a versatile application that can be accessed from all kind of devices such as laptops, smartphones, tablets and computers. These findings also suggested that the ease of navigation plays a major role in determining suitable learning tool to be used with pupils. The flexibility given to pupils helped to develop their sense of responsibility towards their learning as they can decide when and where to access the application. This helps to promote independent learning among pupils. In terms of pupils' learning motivation, pupils who had experienced the use of Kahoot! application during the teaching of grammar felt that the reward system used in this application was able to increase their motivation. Pupils were able to monitor their achievement through gamified learning thus helping them to improve themselves in the topics in which they are deficient. Furthermore, the combination of gamification method and blended learning will allow pupils to better understand the lesson. Competition in learning helped pupils to become more engaged in learning. The findings indicated that pupils find the use of Kahoot! in grammar lessons helped them to improve their response time and enabled them to focus more on topics that were difficult to understand. Moreover, by incorporating Kahoot! in grammar lessons, teachers can effectively encourage pupils to become more ambitious which will lead them to study harder. Therefore, it can be summarised that the use of Kahoot! application in teaching grammar to primary ESL pupils can create an attractive and meaningful learning environment which encourages pupils' participation and provides supports for them to progress in learning.

B. *Recommendations for Educators Who Use Kahoot! in ESL Classrooms*

Language teaching is evidently undergoing the effects of technological developments. Educators, specifically, English language teachers have to consider using online learning tools such as Kahoot! as a valuable resource and learning experience. Despite all the strengths that were mentioned in the previous section, there are several recommendations that teachers need to consider when utilising Kahoot! in teaching and learning activities. In order to maximise the effectiveness of Kahoot! in teaching and learning sessions, teachers need to eliminate the technical deficiencies when utilising the learning tool. By presenting gamified activities at the beginning or end of the lesson plan will enable pupils to consolidate the materials used. Apart from that, other motivating elements such as scoring systems can be incorporated to increase pupils' learning motivation. Indirectly, it can promote teamwork

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spirit among pupils and encourage pupils to perform well during the teaching and learning sessions. In this way, pupils become more active and lesson will be more fun. Apart from that, for future studies, teachers need to investigate the time required by pupils to get familiar with these type of activities. Typically, pupils will need some time to adapt with new learning tool. Therefore, it is crucial to give pupils a period for activity adaptation before assessing their opinions on gamification method. Besides that, the process of incorporating gamification method in learning will have different effect on different age groups. Hence, studies on other groups with different age range should be investigated too.

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