CHAPTER II
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the research. The theories are related to the concept of language assessment, Kahoot! in assessment tool, and how Kahoot! supported as assessment in EFL classroom.

A. Language Assessment

Nowadays, the use of online media is rarely supported and use in the learning activity, including the assessment. It is a method to provide the result of practice, learning, and testing for students and teacher and refers to the feedback of students' achievement (Lim, 2019). The feedback of students related to the instruments in the assessment tool, and it is important to collect students' learning evidence through the learning process (Cheng & Fox, 2017). The assessment itself plays an essential role in teaching and learning context. So it has the role to offers the content knowledge of learning outcomes, then developed by factual knowledge and skills (Engström, Löfmark, Vae, & Mårtensson, 2017). It means the assessment is very important to develop the quality and to give the role of assessment in teaching and learning process in the classroom.

In language assessment, it has the important key to develop for all levels of the educational system. Cheng & Fox (2017) as cited in White (1988) said the teacher should have educational philosophies such as classical humanism mean the classical of curriculum system, progressivism like

focuses on students' performance or student centered in the language classroom, reconstructionism to identifies the specific learning outcomes based on goals, and post-modernism for spontaneous and unique emergent learning. So, the educational philosophies are given the assumptions and valuable for teachers' belief as to the students' facilitator in their classroom. Not just grading with paper and pencil (Wadley et al., 2014), but it may assess students' process to collect their ability by using our philosophy in teaching and learning a language in the classroom setting.

B. Kahoot! as Assessment Tool

Digital technology is not new endeavor in our educational system to support and implemented in classroom activity since it has become more prevalent, and in the assessment process, it could be harnessed to support both of summative assessment and formative assessment practices (Lee et al., 2018; Daniels, Pyle, & DeLuca, 2020). Therefore, the implementation of technology should be supported in assessment and could be feasible, practical, and enjoyable.

Kahoot! is interactive software to support teacher's guidance by the online platform with students' mobile platform in learning activity (Licorish, Owen, Daniel, & George, 2018). It allows the users to build entertain quizzes using a series of multiple-choice questions that can be contained videos, images and diagrams (Bawa, 2018). The previous study also said Kahoot! as the fourth industrial evolution can motivate students to study and be aware of what they have from the learning outcomes, since it is provide the mean of

formative assessment for the students to accelerate their learning (Ismail, Ahmad, Mohammad, Fakri, Nor, & Pa, 2019).

Figure 1. Kahoot! Result

Kahoot! is an easy program to join with interface design in English (Bicen & Kocakoyun, 2017). For joining it, the students do not need the account to access the quiz, because it is available through any devices with a web browser by the link *http://Kahoot!.it/*. And it is different to the teacher as a facilitator to sign-up on *http://Kahoot!.com/* to create quizzes and operate it (Bicen & Kocakoyun, 2017).

Siegle (2015) states that Kahoot! is a game-based quiz to check students' awareness. It means their belief of learning can improve to study, to determine the subject matter that needs to be studied and also be aware of what they have learned. To check the students' awareness, the features of Kahoot! will show how far students' report through using Kahoot! such as the final score, correct and incorrect answer, the report data, and the answer summary.

C. Features of Kahoot! as Assessment Tool

Kahoot! could be use as the report of students' activity in the classroom. The description below is how the features itself could be implemented as assessment tool in the classroom.

1) Question and answer

The question will be appeared on the screen as shown in figure 2. Students have to choose the right answer on their own devices as shown in figure 3. The interface also colorful and means the situation is enjoyable.
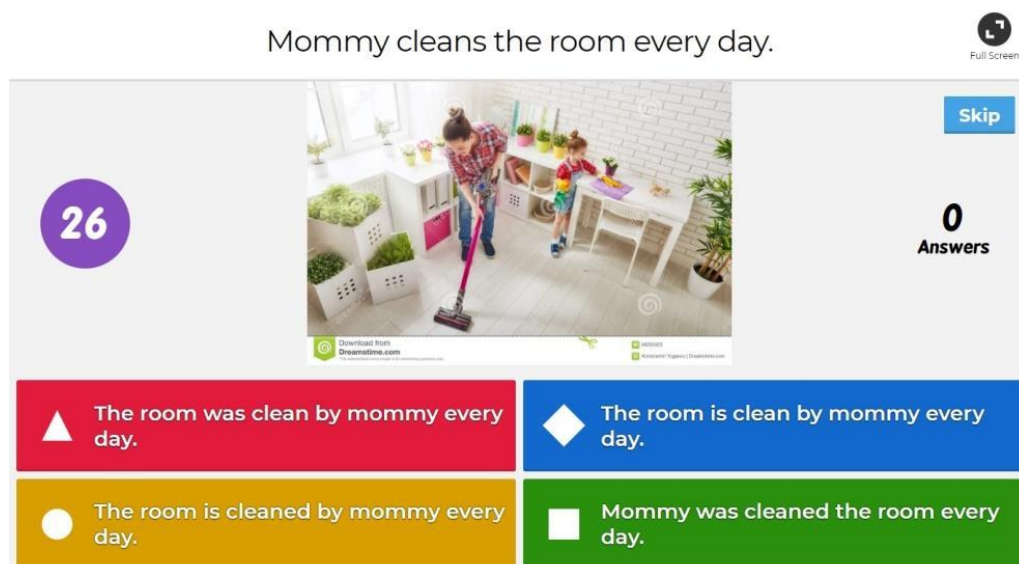
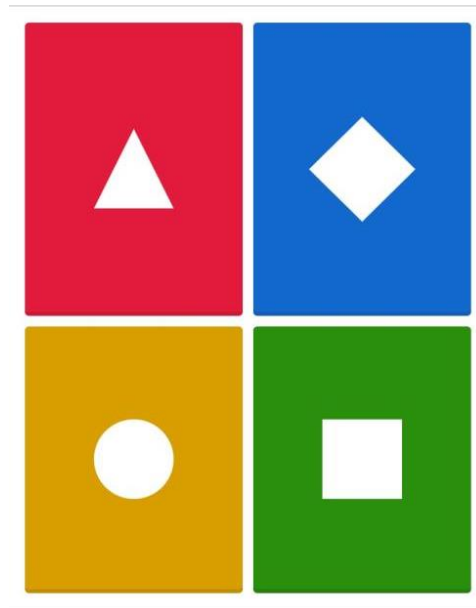

Figure 2. *Kahoot! question*

Figure 3. *The display on students' devices*

2) See the top players on the scoreboard

The top player names will be appeared on the screen after each question as shown in Figure 4. This is as the result of a temporary score. Lower rankings were not shown regardless of the students in the class, but students can see their position on their own devices.
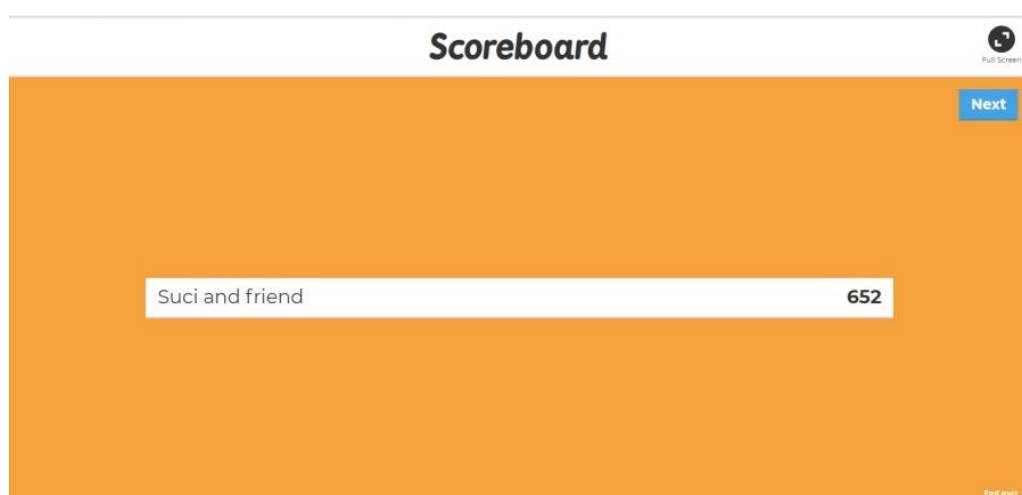

Figure 4. *Scoreboard*

3) Download the result

Each student will receive personal feedback on his/her individual device. They will be able to see the number of questions they answered correctly, rank, and total score as shown in Figure 5.

	GABUT 4			
	Final Scores			
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Sheillaac	8797	8	2
2	Pacar eun woo	7647	8	2
3	GRUR :V	7334	8	2
4	ir.Bagas	6747	7	3
5	Ez>Drz	6619	7	3
6	Desra irving	6575	7	3
7	naqa	6227	7	3
8	Kopet	6193	7	3
9	MinnCookie;)	5957	7	3
10	Najlakf	5847	7	3

Overview   **Final Scores**   Kahoot! Summary   1 Quiz   2 Quiz   3 Quiz

Figure 5. Final Score

4) Summary Activity

In the report data, Kahoot! provide the summary such as rank, player, total score, point for each number, and the correctly answer.

Figure 6. Kahoot! Summary

So, Kahoot! provide some description to handle the activity before and after playing it. It will help the teacher as a facilitator to guide their student as the innovative assessment tool and beneficial for them. Then the result will be responses for further activity.