

Kahoot! or Quizizz: the Students' Perspectives

Yudi Basuki¹, Yeni Nurmala Hidayati²
STKIP PGRI Trenggalek, Jl. Supriyadi 22 Trenggalek¹,
IHK Bhakti Wiyata Kediri, Jl. K.H. Wachid Hasyim 65 Kediri²

{jude.q13@gmail.com¹, yeninurmal4@gmail.com²}

Abstract. Kahoot! and Quizizz are e-learning web-apps commonly used in conducting online quizzes. This research was aimed at: (1) knowing the students' perceptions of Kahoot! and Quizizz's efficacy in a daily online quiz, (2) figuring out the students' choices and (3) finding out their reasons. The research design was qualitative research concerning phenomenological studies with a sample of 250 students of English Education Department of STKIP PGRI Trenggalek. It used a close-ended questionnaire to collect the data of the students' perceptions. Data analysis of the questionnaires was analyzed quantitatively by implementing the Likert scale. Research findings of the first questionnaire toward Kahoot! and Quizizz's efficacy gained supportive responses with a total score of 15.484. The second questionnaire toward the students' choices and their reasons resulted in the total score 15.002 (Quizizz) and 12.248 (Kahoot!). In conclusion, Quizizz was more effective to foster students' enthusiasm for learning and better than Kahoot! for some reasons.

Keywords: *Kahoot!, Quizizz, perception.*

1 INTRODUCTION

Nowadays, quiz is one of the classroom activities that cannot be abandoned. It is a competition through a game which the students answer questions given by the teachers [1]. In today digital era, the advancement of ICT (Information and Communication Technology) has shifted the teaching-learning paradigm rapidly [2] [3]. Thus, e-learning has emerged from traditional learning that Kahoot! and Quizizz are kind of e-learning web-apps commonly used in conducting online quizzes in daily teaching-learning practices in the classroom.

Kahoot! is a platform that can make students able to collaborate as well as compete through interactive quiz-games [4]. It is as one of the media used as an ice-breaking session to carry online quizzes [5]. The recent study on Kahoot! purportedly offers a large number of advantages and enables teachers to be creative and students to be motivated, intrinsically and extrinsically [6]. Students were motivated to be attentive on the backdrop that they wanted to perform well in Kahoot!s. This, in turn, motivated students to engage with the lecturer, peers and lecture content. Kahoot! also motivated competition in the classroom, where students were driven to see their names at the top of the leaderboard, and thus, were more attentive during lectures and related discussions [7].

In affinity, Quizizz is one of many awesome tools for class quiz games [8]. Quizizz is as a fun multiplayer game platform or application classroom activity for quiz-games which students become a controller of their pace on game classroom activity [9]. Similar to Kahoot!, Quizizz also has some features are very salient more than Kahoot!. Quizizz provides students' answer-page to appear on each students' screen, so they can answer questions at their own pace and review their answer at the end [10]. Research on online quizzes as a teaching and assessment tool strictly conclude that the combination of quizzes with instructional activities/teaching strategies is favorable [11]. It helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement.

Due to the inclusion of Information and Communication Technology (ICT) in education and in making students enthusiastic, the English Education Department of STKIP PGRI Trenggalek has been attempting to implement Kahoot! and Quizizz in TLP especially in conducting quizzes. However, the implementation of those e-learning web-apps have not been figured out their efficacy and which one is better in making students' motivated based on the students' perspectives. Although, Kahoot! and Quizizz have slightly different features; the lecturers remain using them as e-learning web-app variations to quizzes in TLP.

With regards to some research reports on Kahoot! and Quizizz and in an attempt to prove out and compare the efficacy of Kahoot! and Quizizz, the present research tries to answer the following questions: (1) how are the students' perceptions of the Kahoot! and Quizizz's efficacy in their daily online quizzes?, (2) which one of the two e-learning web-apps (Kahoot! and Quizizz) do they think better?, and (3) Why do the students think so?

2 METHODOLOGY

The researchers utilized a qualitative research method concerning a phenomenological study to address the three research questions. A phenomenological study is designed to describe and interpret experience by determining the meaning of it as perceived by the people who have participated [12].

This research involved 250 students of English Education Department of STKIP PGRI Trenggalek, East Java, Indonesia by the end of the odd semester in the 2018/2019 AY. The students consisted of 182 females and 68 males taking lectures implemented Kahoot! and Quizizz in their daily online quizzes once a week of each platform, within one semester. Thus, the students had 14 Kahoot!s and 14 Quizizzs on average in one semester. Also, the web-app online quizzes (Kahoot! and Quizizz) were done in the multimedia laboratory, so there was not any issue concerning the internet connections.

The researchers collected the data of the students' perceptions of the Kahoot! and Quizizz's efficacy in their daily online quizzes, their choice between Kahoot! and Quizizz and the reasons for the choice from questionnaires. The questionnaires were divided into two; to have a depiction of the students' perceptions of the Kahoot! and Quizizz's efficacy in their daily online quizzes, and to figure out the students' choice between Kahoot! and Quizizz, and find out the reasons for the students' choice as well. Meanwhile, the perception in this research carries the meaning of the experience of the object, events, or the relationships obtained by inferring the information and interprets the message with the help of the senses [13] [14] [15].

Further, to assess the validity and reliability of the instruments, the researchers had piloted them before they were implemented to all of the students. By incorporating the Pearson Product Moment correlation at 5% level of significance (α), the researchers randomly took 60 students as the samples to test the validity of 45 items of the questionnaire. As a result, the coefficient of Pearson Product Moment correlation resulted from r_C (count) 0.254 which was higher than the r_T (table). Further, the reliability of the instruments was tested by incorporating Alpha Cronbach

Formula. The result of the reliability test of 60 question items was 0.974. The questions (instruments), they are said reliable if their Alpha Cronbach's score is higher than 0.7. Therefore, the research instruments were valid and reliable.

To analyze the collected data from the questionnaires, the researchers made use of Likert scale requiring the respondents' perceptions and/or opinions in the form of five statements [16]; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) of the 250 students toward Kahoot! and Quizizz's efficacy (Q1), their choice between Kahoot! (K) and Quizizz (Q) and the reasons for the choice (K or Q).

Then, the researchers carried out the following procedures in analyzing data from the Likert Scale. First, scoring each item in the scale; 5 (SA), 4 (A), 3 (N), 2 (D) and 1 (SD). Second, calculating the score range for each set of questionnaire as follows; maximum score (Q1/K/Q) = $250 \times 5 = 1250 \times 15 = 18.750$, Minimum score (Q1/K/Q) = $250 \times 1 = 250 \times 15 = 3.750$ and Score range (R) (Q1/K/Q) = $18.750 - 3.750 = 15.000$. Third, determining the criteria of score interpretation of each questionnaire set;

Table 1. Total Score Interpretation

Score Q1/K/Q	Interpretation
18.750 – 15.001	Strongly agree
15.000 – 11.251	Agree
11.250 – 7.501	Neutral
7.500 – 3.751	Disagree
3.750	Strongly disagree

Fourth, drawing a continuum diagram for the score interpretation as the following:

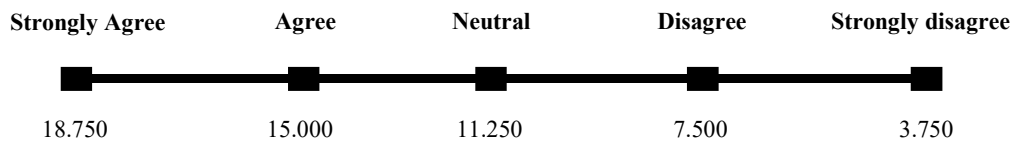


Figure 1. Continuum Diagram

3 FINDINGS AND DISCUSSION

Table 2 and figure 2 below summarize the result the students' perceptions of Kahoot! and Quizizz's efficacy in their daily online quizzes.

Table 2. Students' perceptions of Kahoot! and Quizizz's efficacy in their daily online quizzes (Q1)

	ITEM	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item Score
1	I find Kahoot! and Quizizz exciting, interesting, motivating & fun.	2	6	32	113	97	1047
2	I look forward to playing Kahoot! and Quizizz	7	7	87	134	15	893
3	I feel positive when playing Kahoot! and Quizizz	4	3	49	93	101	1034
4	I focus on the questions in each Kahoot! and Quizizz session.	4	6	11	162	67	1032
5	I respond to each question in each Kahoot! and Quizizz session.	4	11	84	80	71	953
6	I respond as quickly as possible to each question in each Kahoot! and Quizizz session.	7	6	4	21	212	1175

7	I respond as accurately as possible to each question in each Kahoot! and Quizizz session.	3	5	17	200	25	989
8	I like the collaboration & competitiveness in Kahoot! and Quizizz sessions	3	7	4	76	160	1133
9	I am motivated to win all these Kahoot! and Quizizz sessions.	9	6	7	111	117	1071
10	I pay more attention during lectures because I hope to win in the Kahoot! and Quizizz sessions.	8	12	13	59	158	1097
11	I am eager to learn via Kahoot! and Quizizz	12	10	18	83	127	1053
12	I prepare better to win in the Kahoot! and Quizizz sessions	18	21	18	132	61	947
13	Kahoot! and Quizizz create an energetic classroom atmosphere	6	6	21	108	109	1058
14	I don't want to miss any Kahoot! and Quizizz sessions	11	13	9	155	62	994
15	Kahoot! and Quizizz must be used in daily online quizzes	13	9	30	103	95	1008
TOTAL SCORE		111	128	404	1630	1477	
TOTAL Score X Option Value (1,2,3,4,5)		111	256	1.212	6.520	7.385	
TOTAL SCORE Kahoot! and Quizizz				15.484			

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

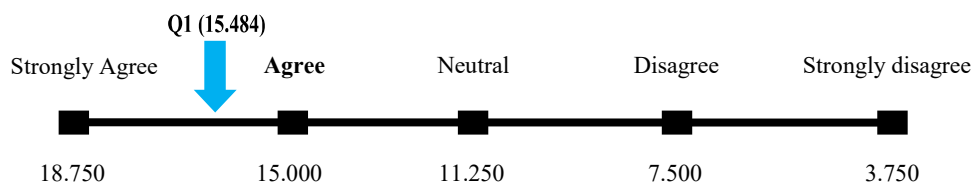


Figure 2. Continuum Diagram of Kahoot! and Quizizz's efficacy (Q1)

By referring to the table 2 and figure 2, it proved that the incorporating Kahoot! and Quizizz as web-apps in the students' daily online quizzes was effective. Fortunately, the need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. It resulted in a total score of 15.484 in the 'strongly agree' range of the score interpretation. From the given table, the questionnaire item number 6 got the most supportive response from the students (1175, strongly agree). It implied the students were challenged to compete by answering the questions as fast as possible to lead the leaderboard. It was also supported by the questionnaire item number 8 (1133, strongly agree) as the 2nd highest score which says "I like the collaboration & competitiveness in Kahoot! and Quizizz sessions". Meanwhile, the lowest score was gained by the questionnaire item number 2 (893, Agree/nearly neutral) which says "I look forward to playing Kahoot! and Quizizz". It implied that the students were eager to have other Kahoot!s and Quizizzs in the next quizzes sessions, however, if it is seen in a different view as the lowest score and since the inclusion of Kahoot! and Quizizz in the next quizzes sessions, here, the item result number 2 strengthened the second research aim to be answered which was to figure the students' choice between Kahoot! and Quizizz.

Regarding table 2 and figure 2 as a partial result of the present research, it is not hesitant to say that the implementation of Kahoot! and Quizizz as the daily online quizzes brings an overwhelming efficacy. This result has supported and strengthened other researches on the inclusion of ICT in TLP. However, the present research once proved that Kahoot! and Quizizz are engaging, addicting and motivating the students. Kahoot! and Quizizz make them pay more attention during lectures in the classroom as well as their autonomous learning at home. They

enhance the students' classroom participation, collaboration & competitiveness. The students continuously pertained to their focus in Kahoot! and Quizizz thus they strongly agree that Kahoot! and Quizizz are the must-have web-apps in organizing online quizzes.

Meanwhile, the following table 3 and 4 and figure 3 display the summary of the Students' perceptions of Kahoot! and Quizizz in their daily online quizzes (K and Q) and the comparison of the total score in the Continuum Diagram of Kahoot! (K) and Quizizz (Q).

Table 3. Students' perceptions of Kahoot! in their daily online quizzes (K)

	ITEM	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item Score
1	I find Kahoot! exciting, interesting, motivating & fun	3	6	42	156	43	980
2	I look forward to playing Kahoot!	11	24	90	97	28	857
3	I feel positive when playing Kahoot!	9	11	84	116	30	897
4	I like the collaboration & competitiveness in Kahoot! sessions	3	7	4	169	67	1040
5	I am eager to learn via Kahoot!	4	8	44	148	46	974
6	Kahoot! create an energetic classroom atmosphere	7	7	31	160	45	979
7	Kahoot! tends to be under students' control (Students directed/paced)	67	76	81	20	6	572
8	Kahoot! is quite (concentration/focus disturbance)	39	57	77	48	29	721
9	Kahoot! doesn't give any chance to cheat	47	67	67	39	30	688
10	Kahoot! final leaderboard satisfies you	13	26	121	42	48	836
11	Kahoot! has some special challenging features	20	29	83	69	49	848
12	I find Kahoot! reveal the real students' competence	47	36	100	37	30	717
13	I feel Kahoot! familiar and simple to do	15	18	90	85	42	871
14	Kahoot! feedback for questions is engaging	38	78	66	49	19	683
15	Kahoot! is better than Quizizz	46	83	111	10	0	585
	TOTAL SCORE	369	533	1091	1245	512	
	TOTAL Score X Option Value (1,2,3,4,5)	369	1066	3273	4980	2560	
	TOTAL SCORE Kahoot!			12248			

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

Table 4. Students' perceptions of Quizizz in their daily on line quizzes (Q)

	ITEM	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Item Score
1	I find Quizizz exciting, interesting, motivating & fun	3	6	18	80	143	1104
2	I look forward to playing Quizizz	6	12	24	63	145	1079
3	I feel positive when playing Quizizz	9	11	29	109	92	1014
4	I like the collaboration & competitiveness in Quizizz sessions	27	57	79	71	16	742
5	I am eager to learn via Quizizz	5	7	18	78	142	1095
6	Quizizz create an energetic classroom atmosphere	5	21	44	94	86	985
7	Quizizz tends to be under students' control (Students directed/paced)	4	13	22	88	123	1063
8	Quizizz is quite (concentration/focus disturbance)	7	27	33	92	91	983
9	Quizizz doesn't give any chance to cheat	5	5	23	127	90	1042

10	Quizizz final leaderboard satisfies you	9	18	46	110	67	958
11	Quizizz has some special challenging features	17	23	91	69	50	862
12	I find Quizizz reveal the real students' competence	8	11	21	89	121	1054
13	I feel Quizizz familiar and simple to do	10	11	47	140	42	943
14	Quizizz feedback for questions is engaging	3	6	16	124	101	1064
15	Quizizz is better than Kahoot!	7	11	21	133	78	1014
	TOTAL SCORE	125	239	532	1467	1387	
	TOTAL Score X Option Value (1,2,3,4,5)	125	478	1596	5868	6935	
	TOTAL SCORE Quizizz						15.002

Note: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)

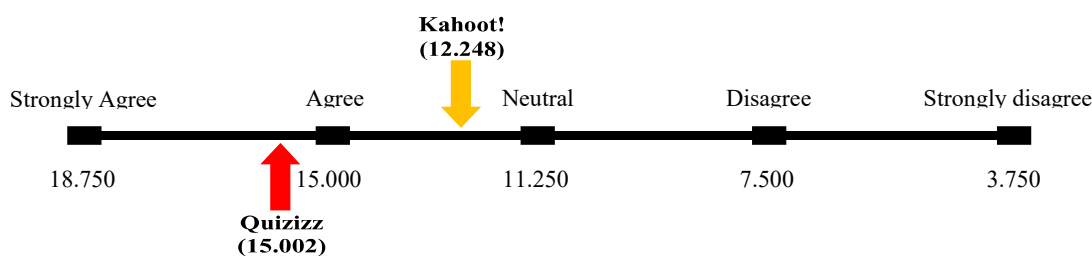


Figure 3. Continuum Diagram of Kahoot! (K) and Quizizz (Q) Total Score

According to table 3 and 4 and figure 3, Kahoot! resulted total score of 12.248 and Quizizz scored 15.002. There was a slight difference with 2.754 range between Kahoot! and Quizizz. However, the slight range between Kahoot! and Quizizz were able to reveal the students' preference for Quizizz over Kahoot!. Focusing on the last questionnaire item of each in which explicitly states "*Kahoot! is better than Quizizz*" and the contrary, the Kahoot! has gained a total score of 585 and the Quizizz 1014. Hence, the students believe that Quizizz is a better choice for the web-app online quizzes than Kahoot!.

To explain further, regarding to table 3 and 4; item comparison between Kahoot! (K) and Quizizz (Q), here some reasons reveal the students' preference for Quizizz over Kahoot!. First, Quizizz is more exciting, interesting, motivating & fun (Q1 = 1104, K1 = 980); second, Quizizz is more addictive (Q2 = 1079, K2 = 857); third, Quizizz make students more confident/positive (Q3 = 1014, K3 = 897); fourth, Quizizz is more eager (Q5 = 1095, K5 = 974); fifth, Quizizz creates more energetic classroom atmosphere (Q6 = 985, K6 = 979); sixth, Quizizz allows students to finish the quiz more independently (Q7 = 1063, K7 = 572); seventh, Quizizz makes students more focus in doing the quiz (Q8 = 983, K8 = 721); eight, Quizizz results more fair and objective score (Q9/10/12 = 1018, K9/10/12 = 747); ninth, Quizizz is more familiar and simpler (no need more body movements) (Q13 = 943, K13 = 871); lastly, the tenth, Quizizz questions feedbacks (memes) are more engaging (Q14= 1014, K14 = 683) .

Despite all reasons why Quizizz is better than Kahoot!, the findings of the research had also proven a students' preference for Kahoot! over Quizizz and some students' nearly the same preferences. Kahoot! is more collaborative & competitive (Q = 742, K = 1040), then, Kahoot! is as energetic as Quizizz, Kahoot! has some same special challenging features with Quizizz, and Kahoot! is as familiar as Quizizz.

Given the results of the research, it is noteworthy to discuss with the related theories. As mentioned by a recent study on ICT, the functions of ICT in education especially for students are replacing the orthodox method of teaching-learning, to be an effective assisting tool to write assignments, collecting data and search engine for research, making students as an independent

learner, providing the platform for online discussion and free consultation with subject experts, making the real classroom and source to run a global varsity by the global teacher to the global students [17]. Meanwhile, it has proven that the students made a positive perception of the effectiveness of online quizzes towards language skills and components [18]. They find the student positively appreciate the online quizzes' feedback; the students are motivated and encouraged.

Moreover, the presence of the quizzes was essential to help students to be in contact with the subject, and to feel more confident to take the quizzes. Similarly, the present research has proved that incorporating Kahoot! and Quizizz brings overwhelming efficacy. Fortunately, the need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. However, the present research once also has proven that Kahoot! and Quizizz are engaging, addicting and motivating the students to learn and achieve more. In line with it, motivated learners tend to show a favorable attitude toward the subject, engage and interest to shows favorable attitude and will to exert the goal of learning [19].

To discuss further, is Quizizz better than Kahoot? Some reasons why Quizizz is better than Kahoot for the students [8] [9] [20]. First is the engagement; Quizizz is more engaging for it does not split the students' concentration during the quiz. It allows the students to see the questions and all possible answers on their own devices and it is likely students self - directed quiz which the students might complete the quiz at their own speed and therefore remain highly engaged during the quiz. Second, a more fair result; questions and answers are shuffled for each student. Therefore they have no chance to cheat each other. Third, since the questions and answers are shuffled for each student, they keep focusing on doing their own work. Fourth, more entertaining. Quizizz has memes, funny pictures shown after each question, as the questions' feedbacks. In these lines, from the students' view as the result of the present research, students' preference for Quizizz over Kahoot! has some reasons. First, Quizizz is more interesting, motivating and fun. Second, Quizizz is more addictive. Third, Quizizz makes students more confident/positive. Fourth, Quizizz makes students more eager to grasp the lessons in the classroom or autonomous learning at home. Fifth, Quizizz creates a more energetic classroom atmosphere. Sixth, Quizizz allows students to finish the quiz more independently. Seventh, Quizizz makes students more focus on doing the quiz. Eight, Quizizz results from a more fair and objective score. Ninth, Quizizz is more familiar and simpler (no need more body movements). Lastly, the tenth, Quizizz questions' feedbacks (memes) are entertaining.

4 CONCLUSIONS

Hence, the conclusion hold is incorporating Kahoot! and Quizizz as the inclusion of ICTs or web-apps in the students daily online quizzes brings an overwhelming efficacy, Quizizz is better than Kahoot and the students' preference for Quizizz over Kahoot! has some reasons. The need for Kahoot! and Quizizz in the students' daily online quizzes was one point on which they do really agree. Kahoot! and Quizizz are engaging, addicting and motivating the students to learn and achieve better. However, from the students' view, the absence of Kahoot!'s features make them not a better choice than Quizizz. The one and the principal point that makes Kahoot! is not a better choice than Quizizz is its application that also affects others. Kahoot! is designed to show multiple choice questions on a large screen, and the students respond by clicking buttons on their devices that correspond to the answers they want to choose all at the same time with the same questions and possible answers. Kahoot! can get a little nasty when everyone looking on the screen and celebrating at the same time. However, this design might unite the lesson and encourage players to look up. So, if the goal is active classroom engagement, then Kahoot is probably the better choice. Despite all reasons why Quizizz is better than Kahoot!, the findings

of the research proved the students' preference for Kahoot! over Quizizz which Kahoot! is more collaborative & competitive. Kahoot!'s feature (live game - team mode) allows the students to lively collaborate and compete among groups in an energetic classroom atmosphere as well.

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1st AUTHOR BIODATA

Yudi Basuki was born in Trenggalek, East Java, on July 22, 1985, to Ibu Suhartatik and Ayah the late M.Faris. He is married to Yeni Nurmala Hidayati, a lecturer of IIK Bhakti Wiyata Kediri. His formal education is started from SDN Bodag II Panggul (graduated in 1998), SMPN 1 Trenggalek (graduated in 2001), SMKN 3 Boyolangu Tulungagung (machinery, graduated in 2004) to a bachelor degree in English education of STKIP PGRI Tulungagung (graduated in 2010). He finished his master degree in English education from Universitas Islam Malang in 2012. From 2010 up to the present, he has been a lecturer of English in STKIP PGRI Trenggalek. In 2017, with Drs. Fahrudin, M.Pd., he published his first book entitled "*Dictionary of English – Indonesian Terminology: Health and Medical Edition*". Some of his published research articles are *The Use of Peer Assessment of Reading Aloud To Improve The Students' Motivation on Pronunciation Class (2016)*, *The Requisite Vocabulary I Material For College Students of English Education Department (2017)*, *The Use of Drilling Method To Improve Students Phonetic Transcription And Word Stress Mastery (2018)*, *Analyzing EFL learners needs for vocabulary learning materials (2018)* and *Vocabulary Coursebook for EFL Learners of Higher Education in Indonesia (2018)*. In 2018, he successfully published his second book entitled "*Buku Ajar Vocabulary 2: Bridging Language Acquisitions from basic*". In 2017, he became a keynote speaker in an international seminar "*Understanding the Global Business Competition Though Leadership, English and Transformation of Students' Mindset*" with other keynote speakers from USA, UK, Singapore, Nepal and Indonesia. At the end of 2018, he was invited as a speaker in an international conference; ICRTEL 5th (*International Conference on Research in Teaching Education and Learning*) held in NUS (The National University of Singapore) in Singapore.

2nd AUTHOR BIODATA



Yeni Nurmala Hidayati was born on January 10, 1986, in Trenggalek, East Java, Indonesia. She is the third child of Soerachmo (now deceased) and Sri Hartati. She is married to Yudi Basuki, a lecturer in English Education Department of STKIP PGRI Trenggalek and a proud mother to her son, Nayotama. She graduated from State Senior High School 1 Trenggalek in 2004 and continued her study to STKIP PGRI Tulungagung, majoring in English Education Department. In 2016, she officially graduated from Islamic University of Malang (UNISMA), majoring in Magister of English Education.

From May 2016 up to the present, she has dedicated herself as an English lecturer in Institut Ilmu Kesehatan Bhakti Wiyata in Kediri. Her educational background has given her a chance to run

the Language Center in this college since April 2018. English Teaching, English for Specific Purposes, Research and Development have been her interest and enthusiasm. She contributed her first article entitled *ESP Materials for Medical Records Students: an Evaluation Study* in *Lingua Litera*, the journal of English teaching, learning and literature in November 2018.