

Students' Perception on the Use of Kahoot! in English Language Learning.

A Skripsi

Submitted to the English Language Education Department in Partial Fulfillment
of the Requirements for Degree

Sarjana Pendidikan



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2019

Approval Sheet

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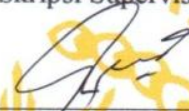
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October 21, 2019



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Abstract

One of game-based learning applications used by teacher in English language learning is *Kahoot!*. The use of effective *Kahoot!* can increase significant effect towards language learning. This research used descriptive qualitative method as the research design. The data collection method in this research was interview. Besides, this research utilized the interview guideline as the research instrument. The number of participants in this research was four students of English language education department. This research revealed that the benefit of using *Kahoot!* could help the students remember the previous material, measure students' knowledge, motivate students to learn, and build good atmosphere in class. In addition, the challenges of using *Kahoot!* were unstable internet connection which hamper the use of *Kahoot!*. Following this, *Kahoot!* did not enable the students and teachers to discuss, and scoring system in *Kahoot!* was not fixed yet.

Keywords: *Kahoot!*, game-based learning application, students' perception.

The Background of the Study

In today's technology focused world, teaching and learning cannot be separated from media. In the learning process, teachers usually use media to facilitate what students learn. Besides, the teaching and learning should integrate the technology. Moreover, education has to take a part using technology. Examples from technology are device, multimedia, and online application. The application of the use of technology in learning can be the use of devices such as gadget, tab, screen and the other things. In addition, learning can also use multimedia such as CD players, tape recorder, and others. Regarding the application used on online application, the teachers usually use in class are Padlet, Socrative, and *Kahoot!*.

Kahoot! is one of the online tool applications used in education in term of any part of the learning process. *Kahoot!* is used by the teacher as an ice breaker in class, formative assessment, and social learning in classroom Sabandar, Supit and Suyana (2018) supported that *Kahoot!* is one of game-based learning platform which is really useful for the users such as the teachers and students. This application is designed to review and assess the knowledge of students after learning. *Kahoot!* provides four kinds of form namely quiz, discussion, survey and jumbles. From the statement mentioned above, *Kahoot!* is an online application which can be used together in class. Therefore, the reseracher is interested in conducting the research on investigating the students' perception on the use of *Kahoot!* in English language learning focusing on the benefit and challenges .

Methodology

This research explored students' perception on the use of *Kahoot!* in English language learning. Besides, the researcher used qualitative approach in this research. Creswell (2012) stated that qualitative research is a design needed to explore a phenomenon from the students' perspective. Because this research explored students' perception on the use of *Kahoot!* in English language learning, the qualitative research was the best choice used as the research design.

The researcher conducted this research at ELED of a private university in Yogyakarta. As the reason why the researcher chose this university, *Kahoot!* had been used as one of teaching media in some courses such as Digital Technology in Education course, Language Research, Instructional Design and Academic Reading and Writing. Therefore, the university was suitable in order to conduct this research. The researcher had carried out this research at the university in July 2019.

The participants of this research were four students consisted of two female and two male ELED students in sixth semester from batch 2016. As the reason why the researcher selected these particular students to be the participants, they had already experienced *Kahoot!* in semester four.

In data collection method, the researcher used the interview as the instrument to gather the data. According to Cohen et al. (2011), the interview enables the participants to discuss and express how they consider a phenomenon from their own view.

There were some steps performed when doing the interview. Firstly, the researcher asked permission to the administration service at ELED, so the lecturer knew the illegible students as the participants of this study. After having the data of the participants, the researcher contacted the participant one by one to make an appointment regarding the interview via WhatsApp. Also, the researcher asked them whether they want to be a participant or not. After having four participants, the researcher decided the place and the time in conducting the interview. Then, the researcher interviewed and asked questions to the participants based on interview guidelines.

In data analysis, the researcher explained how the data being analyzed. Analyzing the data intended to identify and find out the answers regarding the research questions. The data analysis included transcribing, member checking, and coding.

Findings and Discussion

The Benefits of the Use of *Kahoot!* in English Language Learning.

***Kahoot!* support students remembering the previous material.** As the first benefit, *Kahoot!* could help the students to remember the previous materials which they had learnt. Besides, the quiz in *Kahoot!* was able to be used by the teachers in the early class after the material was given by the teacher. Also, it was used by the teacher to assess the students' grade. When *Kahoot!* was used after the material was given by the teacher meaning that the use of *Kahoot!* gave the students about the quiz related to the materials which they had learnt. Basically, the use of *Kahoot!* was to check the students' understanding about the material.

Then, by using *Kahoot!*, it could help the students to recall the previous material. Remembering the previous material, the students could understand about the material more.

***Kahoot!* help students measuring knowledge.** The second benefit of using *Kahoot!* helped the students measure their knowledge. By doing the quiz discussed the previous material, it could help them to remember what material has been learnt. After seeing the score in *Kahoot!*, the students could measure how good their knowledge is.

***Kahoot!* motivate students to learn.** The third benefit of using *Kahoot!* could motivate the students to learn. In *Kahoot!*, the students were able to see the colorful display and the combination with music while showing the question and answer. Also, it could help them to do the quiz with new style of learning compared with the old quiz style using paper. The scoring system in *Kahoot!* helped them to join the course, so it could appear after all the question was answered. Then, they were able to see their score while using the old-style quiz, but sometimes, they could not see their score. Lastly, the system to response in *Kahoot!* allowed them to do the quiz in team, so it could help them to build their competency. By building up the competence, it was able to help them to do the quiz in serious way because they should compete with their classmates. The display, scoring system, and also the way to response in *Kahoot!* were quite new for the students, so it could attract their attention to join the course by using *Kahoot!*.

***Kahoot!* build good atmosphere in class.** The fourth benefit of using *Kahoot!* could build good atmosphere in class. The system in *Kahoot!* allowed the

students to do the quiz together but in personal response, so it was able to build a competence between them. The atmosphere in class focused to the learning, and it was good to the learning process.

The challenges of the use of *Kahoot!* in English language learning.

Unstable internet networks hamper the use of *Kahoot!*. The first challenge found was unstable internet connection which hampered the use of *Kahoot!*. Mostly, the challenge faced by students on the use of *Kahoot!* was bad internet connection. Besides, *Kahoot!* could only be accessed by stable internet connection, so it would be able to distract the internet connection to be poor. There were four statements related to this finding.

***Kahoot!* does not enable students and teachers to discuss.** As the second challenge faced by students after using *Kahoot!*, the students and teacher could not discuss about the true answers through the application. The question in *Kahoot!* was quickly shown up after the screen displayed the answers. That way, there was no space for the teachers to discuss about the material to the students.

Unfixed scoring system in *Kahoot!*. As the last challenge faced by the students, *Kahoot!* could not show the fixed grade for students. The scoring of *Kahoot!* in the form of hundred points was not shown the fixed grade. It become thing that makes student confuse.

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