Chapter Five

Conclusion and Recommendation

This chapter presents conclusion and recommendation of the study. The conclusion section discusses the summary of the overall finding and the discussion of the study. Furthermore, the recommendation section provides the further suggestion about this study for some parties related to this study.

Conclusion

Kahoot! is one of game-based learning applications used by teacher as an ice breaker and assessment tool in class. The researcher was interested in researching Kahoot*!* to see how it was implemented in class. The aim of this research aimed to know the students' perception on the use of *Kahoot!* in English language learning. There were two research questions which made the researcher wanted to know more about this research. Firstly, the researcher wanted to know the benefits of using *Kahoot!* in English language learning. Secondly, the researcher wanted to know the challenges of using *Kahoot!* in English language learning.

This research used descriptive qualitative method as the research design. The data collection was interview. Thus, the researcher interviewed four participants of ELED students of a private university in Yogyakarta.

Based on the finding, they were four benefits on the use of *Kahoot!* in English language learning. Firstly, *Kahoot*! could support the students to remember the previous material. Besides, the students could feel that quiz in

Kahoot! was able to help them to check their understanding about the previous material given by the teacher. By doing the quiz on previous material, it could help them to remember the previous material given by teacher. Secondly, the benefit of using *Kahoot!* helped the students measure the students' knowledge. Quiz in *Kahoot!* allowed the students to see how many score and how many correct answers which they could achieve. That way, it was able to help them to know how good their knowledge was by seeing the total of correct answers. Following this, the third benefit of using *Kahoot!* motivated the students to learn. Based on the students' feeling about the display in Kahoot!, scoring system was shown after the quiz end, music, picture, video and system in *Kahoot!* which allowed the students to do the quiz in group in order not to attract their attention to join the course. Thus, *Kahoot!* provided new quiz system while usually the old quiz given by teacher to answer and students could not show their score. As the fourth benefit of using *Kahoot!*, it could build good atmosphere in class. The system in *Kahoot!* allowed the students to do the quiz in group, and they agreed that it was able to help them to build the competition in class among the students. Also, it could help them to do the quiz in a serious way and force them to join the course.

In this research, the researcher had found three challenges faced by the students in English language learning. Firstly, unstable internet network hampered the use of *Kahoot!*. Since *Kahoot!* only could be accessed using internet, low internet connection would be a big problem for students to load the quiz. Secondly, *Kahoot!* did not enable the students and teacher to discuss the correct answers. After showing the questions, the students needed to quickly click the

answers, they could see the correct answers. As the problem, when the students needed brief explanation from the teachers, it could not be accessed; the teacher should click the next answer. There was no space for the students and teacher to discuss about the corect answers in *Kahoot.* As the thrid challenge of using *Kahoot,* scoring system in *Kahoot!* was not fixed. Quiz in *Kahoot!* allowed the students to see their score, but the score was in the thousands which was shown not a fixed number. Hence, it could make the students feel confused about the grade which they could receive.

Recommendation

Based on the findings of this research, the researcher proposes some recommendations for some parties related to this research. The recommendations are intended for lecturers, students, and further researchers. Therefore, the discussion of each recommendation to each person is elaborated in the following paragraphs.

For the teachers. Based on the result of this research, the teachers can know the benefits and challenges of using *Kahoot!* in English language learning process. By knowing the benefits of using *Kahoot!* as English learning media, the teachers can apply *Kahoot!* as teaching media to teach English. However, regarding the challenges found on using *Kahoot!* as English learning, the researcher recommends the teachers to prepare and make sure that *Kahoot!* comes as suitable teaching media for teaching English. Besides, the researcher also suggests the teachers to apply learning model by using online tool application

such as *Kahoot!* from the internet. Hence, it is one of the ways to engage the students' motivation to join the course.

For the students. This research has benefits for the students in learning English at the class. It is proved that the students will feel motivated after using *Kahoot!* in classroom activity, and it will create the class atmosphere to be interactive for the students to learn English. In addition, the researcher recommends the students to use *Kahoot* to enhance their motivation in learning English well. Besides, using *Kahoot!* will help the students to learn the material easily. Using *Kahoot!* will also be beneficial for the future teachers, ELED students. Therefore, *Kahoot!* can be one of learning media in teaching and learning process.

For other researcher. Regarding the research findings, other researchers finally know the students' perceptions of using *Kahoot* as learning media especially for teaching English. Also, the other researchers can know the benefits and challenges of using *Kahoot* in English language learning process. In addition, the researcher recommends other researchers to develop this research by adding some students' perceptions on using *Kahoot* as English learning media in order to gain deeper and better-off data results. Likewise, other researchers may use this research as the main topic to other investigations related to media in teaching especially ELED students. Therefore, the researcher also recommends other researchers to start working on other topics dealing with the factors of using *Kahoot* as learning media in order to know how the various factors in the use of *Kahoot* as teaching media occur.