STUDENTS' PERCEPTION ON THE USE OF KAHOOT

(A Study at English Language Education Department of UIN Ar-Raniry)

THESIS

Submitted by:

PUPUT MAULIDYA

NIM. 170203019

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M / 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh* in Partial Fulfillment of the Requirements for The Bachelor Degree of Education in English Language Teaching
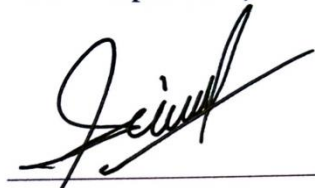
by:

PUPUT MAULIDYA
NIM. 170203019

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Dr.phil. Saiful Akmal, MA
Date: 24 / 06 / 2021

Co-Supervisor

Rita Hermida, M.Pd
Date: 17 / 06 / 2021

ii

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
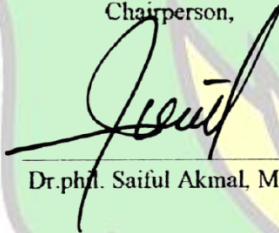for the Bachelor Degree of Education in English Language Teaching

On

Tuesday, 06 July 2021
25 Dzulqaidah 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Dr.phil. Saiful Akmal, M.A

Secretary,

Yuliar Masna, M.TESOL

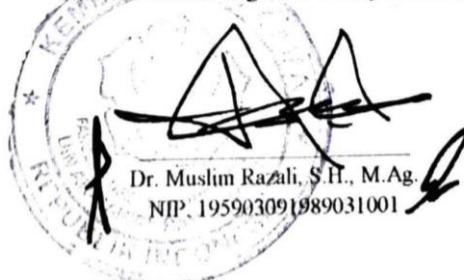Member,

Rita Hermida, M.Pd

Member,

Mulia, M.Ed

Certified by
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

iii

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama   : Puput Maulidya

NIM   : 170203019

Tempat/tanggal lahir   : Banda Aceh, 28 Agustus 1999

Alamat   : Jl. Cut Nyak Dhien, Desa Ajuen

                                      Laksamana, Kec. Peukan Bada, Kab. Aceh

                                      Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perception on the Use of Kahoot (A study at English Language Education Department of UIN Ar-Raniry)

adalah benar-benar karya saya, kecuali semua referensi dan kutipan yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Juni 2021

Yang Menyatakan,

Puput Maulidya

ACKNOWLEDGEMENT

Alhamdulillahirabil'alamin, all praises to the Almighty Allah SWT, who has always giving me blessings, strength, health and ability so that I can finish writing this study. Peace and Salutation be upon our beloved prophet, Muhammad SAW, who has brought us to the light path, the world full of goodness, and taught us all the good things in life.

I would like to express my sincere gratitude and appreciation to my main thesis supervisor, Dr.phil.Saiful Akmal, M.A., for his support, guidance, motivation, and valuable knowledge in completing this thesis. My appreciation also goes out to my co-supervisor, Rita Hermida, M.Pd, who have helped and guided me on writing this thesis. My appreciation to all the lecturers of Department of English Language Education who has enhanced my knowledge since the first time I enrolled in this department. Furthermore, my recognition and gratitude to all the participants of this research who were the students of PBI batch 2017 for their cooperation during the data collection.

In addition, I would like to thank the most important and precious people in my life, my beloved father, the late Jailani M. Ali, who has been a true guardian, supporter, and the best man in my life, and my mother, Agustina, S.PdI. who is always taking care of me, supporting me and loving me unconditionally. I would not be who I am today without them, and I will never be able to repay their kindness. Words are not enough to describe how amazing they are. May Allah always blesses them and grants them Jannah.

I would also like to express my deepest gratitude to all of my best friends, Ghinan, Sulthan, Iqbal, Bang Azmi, Moi, Haya and all of my friends who have supported, helped, and shared their advices to me since the day one. In addition, I want to thank my dearest sister, Riazhul Jannah who have supported me and helped me a lot during this hard times. I would not be able to finish this thesis without their endless help and support.

I hope this thesis can be beneficial for the future researchers who focus on the same topic and for the improvement of PBI students. More importantly, I hope my study can give at least a slight knowledge to whoever is reading this thesis.

Banda Aceh, 24 June 2021
The researcher,

Puput Maulidya
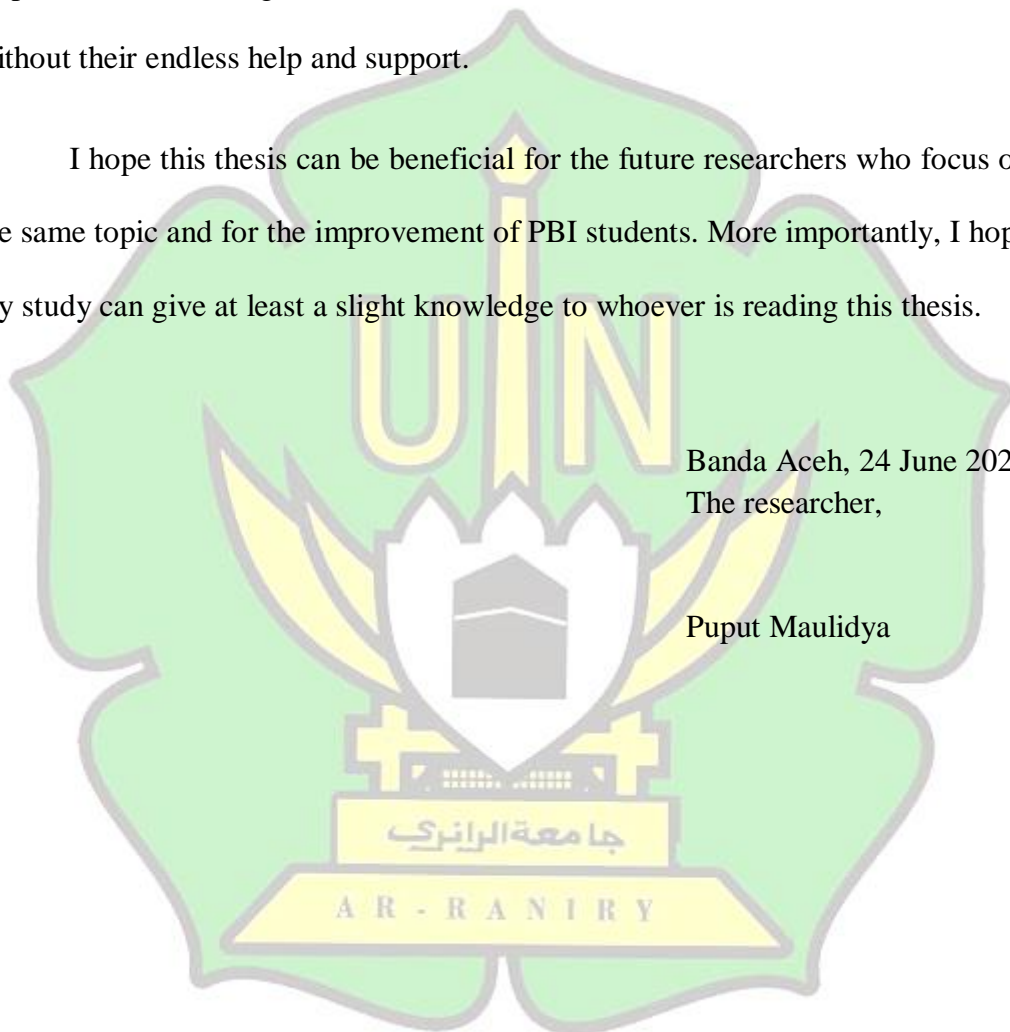
ABSTRACT

Name   : Puput Maulidya

NIM   : 170203019

Faculty   : Fakultas Tarbiyah dan Keguruan

Major   : Department of English Language Education

Thesis working title   : Students' Perception on the Use of Kahoot (A Study at Department of English Language Education of UIN Ar-Raniry)

Principle supervisor   : Dr.phil. Saiful Akmal, M.A

Co-supervisor   : Rita Hermida, M.Pd

Keywords   : Kahoot, Students' Perception

This research aims to investigate the students' perception on the use of Kahoot in their learning as well as the benefits and the drawbacks they experienced while using it. The samples of this study were six students of English Language Department of UIN Ar-Raniry who has experienced the use of Kahoot. This qualitative research used purposive sampling to obtain the data through interview. The results showed that Kahoot provides many positive effects towards the students' learning. It is found that the students perceive Kahoot as an interesting online game-based learning platform that improves their knowledge, as well as boosts their motivation and enthusiasm which leads to active learning. Moreover, this study found the obstacles that the students experienced while using Kahoot, such as anxiety due to the time limitation and poor internet connection.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

The growth of technology has made a huge impact to human lives in every aspect, including in education. It is undeniable that technology has reached its popularity in education since it has enhanced the quality of the learning process by providing materials and ideas for the teachers as well as the learners. Technology is being used as an innovative tool in assisting the teaching-learning process because it has the potential to innovate, enrich and develop the students' ability, as well as motivate and engage the students to participate in the classroom (Altun, 2015).

One of the biggest influences that technology has offered is the use of internet in the field of education. The integration of internet in the classroom was quickly widespread as the digital world have developed rapidly. Moreover, the need of online learning in this era increased rapidly due to certain conditions happening in the world (Rambe, 2021). A study conducted by Mada & Anharudin (2019) revealed that using technology makes the learning activity more interesting because conventional teaching by writing on the board or lecturing is considered outdated. Students of the 21st century are known as "digital natives" because they were born within the era during which the advancement of technology gained prominence. Therefore, many teachers and lecturers have coorperated with the use

of technology in their teaching in order to adapt with the students' world and preferences.

The example of the use of internet and technology in the learning process is the emerge of learning platforms and media. Many learning platforms have developed simultaneously on the internet to improve the excellence of education. Learning platforms inlcude games that can be used as a media in the classroom to improve the students' performance as well as their motivation. Games are known to be a helpful and interesting media to use in the classroom. With the increasing popularity of technology, digital games have already replacing the traditional ones in language education. Ebrahimzadeh & Alavi (2017) claimed that game-based learning context can help to motivate students to engage in the learning process. In addition, the application of digital games can enhance learners' enthusiasm to be involved in learning (Hakulinen, Auvinen & Korhonen, 2015; Lee & Hammer, 2011). To get the effectiveness in the learning process, it requires students' active participation and learner engagement which also leads to successful learning outcomes. That is, the more students involved in the learning process, the more progress they can make in their learning.

Many research have shown that online learning platforms have the potential to boost students' motivation, performance, and engagement in the learning process. Among those digital games used in language learning, Kahoot is one of the examples of popular games based on Classroom Response System (Fies & Marshall, 2006). Kahoot, which is published in 2013, has become a well-known online game used by instructors as a media to check learners' knowledge and

increase their involvement in learning. Kahoot is an online game-based learning platform which acts as an online test. Kahoot can amazingly turn a boring classroom situation into an active and fun learning condition (Thomas, 2014). The goal of Kahoot is to increase engagement, motivation, enjoyment, and concentration to improve learning performance and classroom dynamics. Furthermore, Kahoot can be an assessment tool since it allows the teachers to give quizzes or tests for the students. Many lecturers have used online evaluation instead of the paper-based test (Mada & Anharudin, 2019).

Kahoot can be accessed by visiting www.kahoot.it by using smartphone and with the support of internet connection. The teacher plays as the host and share the PIN to the students to join the game. It is displayed by a projector so that the students are able to see the questions because the questions are not shown in their devices. The students only see the answers in symbols (round, square, triangle) in their devices. Kahoot allows the instructors to make multiple choice quizzes / questions that can be answered together at the same time. The main difference between Kahoot and other platforms is that Kahoot urges the participants to answer questions quickly and correctly. Because there is competition from participants to answer faster than other participants, Kahoot is considered as an exciting, challenging and fun game for learning (Mada & Anharudin, 2019). That way, Kahoot motivates the learners to attempt to get the answers right so that their names show on the leader board. Ever since it was first introduced, Kahoot has shown many positive impacts in the classroom of different levels.

A number of studies have shown that Kahoot can improve students' learning motivation and performances in the classroom. One of them was written by Mada, R., D., Anharudin, A. (2019), titled "How Online Learning Evaluation (Kahoot) Affecting Students' Achievement and Motivation (Case Study on Informatics Engineering Students)" conducted in Banten. The students is the first semester students who learn Internet course with Kahoot. The research shows that students' motivation and achievements was improved after using Kahoot as a game-based learning platform in the class. Based on this recent study, it proved that students prefer to use online platform rather than conventional ways. Furthermore, the use of Kahoot as games in the classroom can greatly change the classsroom environment to be better which leads to the engagement of students as well as their achievement.

The phenomenon of the lack of motivation in learning can be seen vividly in students who learn English as a foreign language. Most teachers acknowledge that it is a challenge to keep the students' motivation, engagement, and concentration over time in a lecture. Lack of motivation can result in a reduction of learning outcomes and a negative atmosphere in the classroom (O. L. Liu, Bridgeman, & Adler, 2012). Similarly, lack of engagement can decrease the effectiveness of learning process (Heaslip, Donovan, & Cullen, 2014). To tackle this problem, many teachers and lecturers have used Kahoot as a digital learning media in the classroom in order to improve the learning environment, students' motivation and engagement during the lesson.

From the previous research, it is believed that Kahoot can act as a helpful tool in learning that can improve the learning environment. It is a multifunction learning platform that can be used as a games as well as an assessment tool. Due to its simplicity and effectivity, it can be used in every level of students from elementary school, secondary school, to university. Such what Budiati (2017) has found, the use of Kahoot can help to improve the students' performance in learning English. Meanwhile, this research focuses on investigating college students' perception about the use of Kahoot in their learning despite from any subject they experienced it in. The researcher chooses English Language Education (PBI) students' to be the partisipant of this study. PBI (Pendidikan Bahasa Inggris) is one the departments of UIN Ar-Raniry Banda Aceh in which the students learn English as the main course and trained to be an English teacher. Many PBI students are familiar with Kahoot since it is being used in the classroom, whether it is used as a learning media, games, or as an assessment tool to record their score.

Therefore, this study aims to find out about English Language Education students' perception or opinion on the use Kahoot in the classroom, whether or not it can improve their learning motivation as well as their engagement in the classroom, and how it can help them in understanding the lesson. Furthermore, this study wants to find out whether or not Kahoot is recommended to use in the classroom.

B. Research Questions

Based on the background of study that has been mentioned above, the present study focuses on the following these research questions:

1. What are PBI students' perception on using Kahoot in their learning?

2. What are the benefits and the drawbacks of Kahoot toward their learning?

C. The Aims of Study

Based on the formulation of the problem as mentioned above are:

1. To find out what are PBI students' perception on using Kahoot in their learning

2. To find out the benefits and the drawbacks of Kahoot toward their learning

D. Significance of Study

1. For Students

This study is to find out PBI students' perception towards the use of Kahoot in the classroom. The focus of this study is to see how the PBI students perceive the use of Kahoot in the classroom, whether it can help them in understanding the material, improving their motivation and their score in the subject.

2. For Teachers

The results of this study expected to give ideas for teachers to integrate more technology in the classrooms since this era has become a rich-technology era where students are advanced in using technology. Fun and engaging media in the classrooms is known to be able to enhance

the students' motivation as well as their active participation in the class. Therefore, the teachers can use this strategy by providing online learning platform to improve the learning process.

3. For Other Researchers

The researcher hopes that this study can be beneficial for the next researchers who are trying to find the reference for the same case study. However, I believe that this study still far from perfect, therefore I do hope that the future researchers can fill the gap for this study.

E. Terminology

In order to avoid the readers' misunderstanding, it is important to explain the specific terms according to the valuable references:

1. Perception

Perception is the way of regarding, understanding, or interpreting something. It is also can be defined as the awareness or the mental impression of something. According to Cherry and Gans (2020), perception is the sensory to recognize the environmental stimuli and the act to response to the stimuli.

Ou (2017) described that perception is the process of sensing the outside world and things that happens in the surroundings, which allows human to recognize and identify the stimuli and then make the evaluation to get the meanings of them.

Perception is the feeling of acknowledging which is obtained through the sense of seeing or understanding something. Furthermore, Perception is the result of view and opinion based on the experience towards things or circumstances. In this study, the researcher aims to found out the students' perception. They are the students of Department of English Language Education student at Ar-Raniry State Islamic University, the academic year 2017. Thus, students' perception in this study focuses on the students' opinion, attitude, judgement towards the use of Kahoot in their learning.

2. Kahoot

Kahoot is a game-based learning platform that enables instructors to create quizzes on it. It is played by PC or smartphone supported with internet connection. Kahoot has been used as a media in learning, especially in language learning. Kahoot can be used for free, but Kahoot offers Kahoot Plus or Kahoot Pro which are paid with monthly fee. Kahoot enables the instructor to create quizzes for students, share our quiz to others, or even use other's quizzes. It supports images and videos in the quiz created, and the participants' answers can also be documented. Thus, it eases the lecturer in evaluating the scores without having to create another evaluation report. (Mada & Anharudin, 2019).

Kahoot is a very easy application to use. The tools requires to play Kahoot are projector and a smartphone for each player. The instructor is

the host of the game and students can join the game by entering PIN game in their smartphones. The player has to visit www.kahoot.it to enter PIN game and the quiz will be displayed with the projector because the students are only able to see the answers only in their devices. When the question shows up, the students have to answer correctly and quickly, and the one with the highest score will win the game. Kahoot sets a timer for each question so that makes it fun and challenging game that can engage the students to compete with each other.

Teachers and educators have struggled with the lack of motivation and performance of the students in their learning. Since Kahoot is very popular among other digital games, it has been widely integrated in the learning process to boost the students performance in the classroom. Moreover, Kahoot can be played by students from every level starting from the young age to the adult. Therefore, this research will analyze how does the impact of Kahoot towards university students' performances in learning.
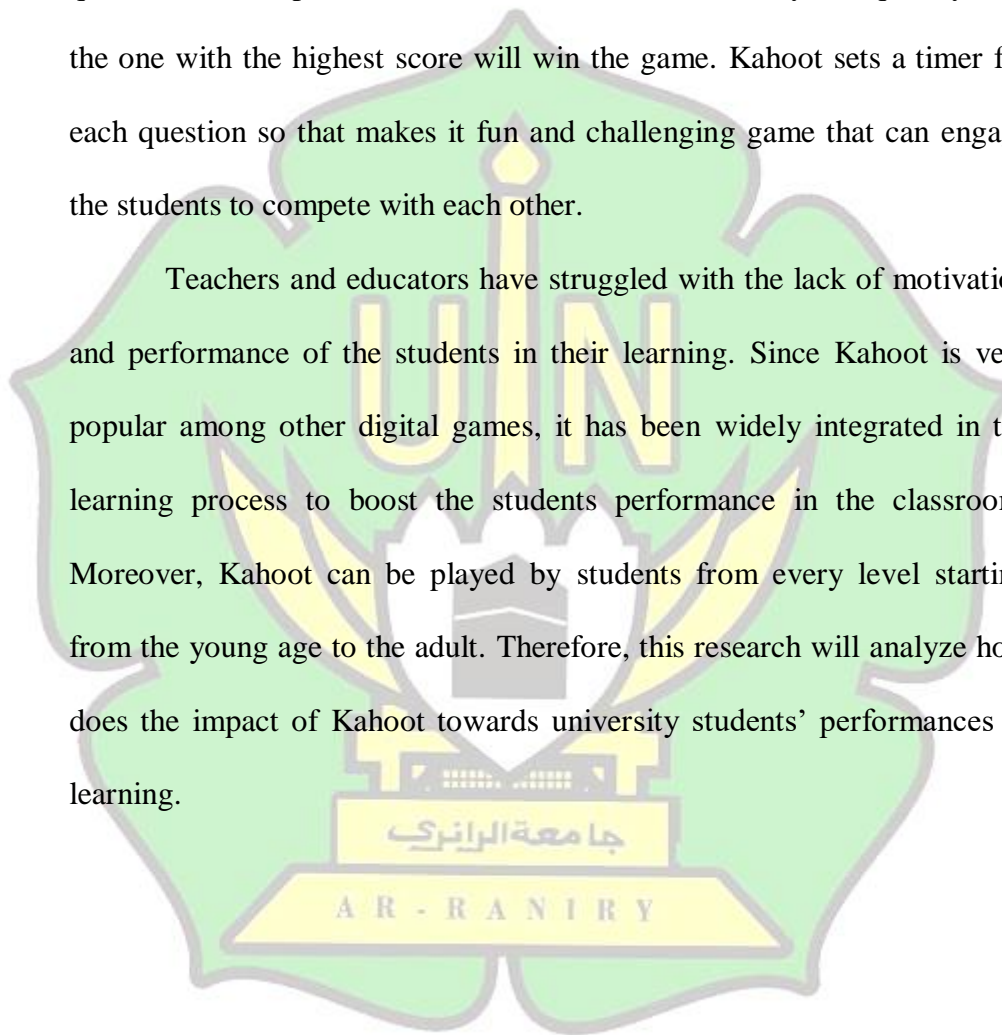
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides the explanation about literature related to the study.

A. Perception

1. Definition of Perception

Perception is a term that commonly used to define someone's opinion and attitude towards something. The word "perception" comes from the Latin words *perceptio, percipio*, which means "receiving, collecting, action of taking possession, and apprehension with the mind or senses." In terminology, Longman Dictionary of Contemporary English defines "Perception" as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly." Perception is strongly connected to psychology as it is based on someone's sensory that senses, see, feel, and reflect on the phenomenon that is happening around.

To provide a clearer picture of the term "perception", the following are the definitions according to the experts. According to Walgito (2010), perception is a sensing process, or also known as sensory process, in which the stimuli are received by individuals through the senses. Therefore, perception is the ability of mind that allows the individual to recall and sense the stimulus that has happened.

Koentjaningrat (2010) defined that perception is the relialization of human brain process which appears as a view about phenomenon.This process is supported by many factors such as feeling, needs, motivation, educational background, experiences, etc. Then the process is followed by a process which a person's brain arrives at meaningful interpretation of stimuli.

In conclusion, perception can be interpreted as an opinion about the phenomen or sensation that occured which is sensed by human through five senses (seeing, hearing, touching, tasting, and smelling).

2. Process of Perception

Perception happens through a certain process. It started with the stimuli of an object that is sensed by human organ and then transferred into the brain which then followed by thinking and interpreting the meaning. In relation to the process of perception, Ou (2017) explained that are three stages of the process:

a. Selection

Selection is the first stage in which environment stimuli is converted into meaningful meaning. In everyday situation, human encounter many phenomenon from the surroundings and therefore each one of them is waiting to be processed. Human brain can get overloaded due to the amount of stimuli and that is when the selection comes to play to select certain information, usually interesting or important ones, to be processed.

b. Organization

After selecting information, it needs to be organized in some way by finding certain meaningful patterns. This stage helps human to organized the stimuli that

has happened and therefore it allows human to ease the process of gaining back the information that has stored. This stage of process includes two characteristics. First, the organizing process provides perception structure by transferring the stimuli into meaningful incident. Second, the process shows that human perception possesses stability because the selected stimuli become durable after it is geting organized.

c. Interpretation

Interpretation refers to the process of making meaning to the selected stimuli. The selected stimuli which have been categorized and organized into stable patterns are attempetd to give meanings to them. Giving interpretation can be different to every person. It depends on each individual's sense and perception towards the things around.

3. Types of Perception

Irwanto (2002) as cited in Said (2020) divided perception into two types, namely positive perception and negative perception:

a. Positive perception

Positive perception is the perception that gives positive views or opinions towards the received stimuli. Aprianto (2017) claimed that "positive perception is a personal judgement about a certain object positively or as expected about the certain object" (p.6). Positive perception comes from someone's satistfaction towards the object that he/she perceived.

b. Negative perception

Negative perception is the perception that gives negative views or opinions towards the received stimuli. Negative perception comes from someone's dissatistfaction towards the object that he/she perceived.

4. Factors of Perception

Slameto (2010) explained that there are factors that influenced someone's perception, those are as follows:

a. Internal Factors

Internal Factor is the factor which comes from the inside of someone. It includes psychological aspects such as feeling, need, thoughts, attention, and motivation. Every individual has different thoughts and characteristics based on their environment.

b. External Factors

External factor is the factor which comes from the outside world (not from the individual's themselves). External factors can greatly give impact to someone's perception. It includes the stimulus from the outside object which affects the interpreting process of someone. The stimulus is then carried to the sense of organ, in which the process of interpreting happens when the organ connects the stimulus from the object of the outside world.

B. Islamic University Students

Islamic university derives from Arabic terms called *madrasah jāmiʿah*, used to describe secular educational institutions that integrated Islamic teaching in

the curriculum. The word "*madrasah*" can refer to an Islamic educational institution of any level, while the word jāmiʿah simply means "university."

Indonesia has 58 islamic universities, which divided into three categories, 1) 17 Universitas Islam Negeri (UIN), 2) 34 Institut Agama Islam Negeri (IAIN), and 3) 7 Sekolah Tinggi Agama Islam Negeri (STAIN). In this research, the study is conducted in UIN Ar-Raniry Banda Aceh which is located in Darussalam, Banda Aceh, Aceh. It was established in 1960, and now it has 9 faculties.

University students are students who are enrolled in university which is also known as college students. University students are students who continue their study after graduated from secondary school. University is considered as the optional level of education which means that it is not compulsory for every students to enroll in college. However, the amount of university students are growing every year since education is the most important aspect that every individual should experience. University will assist students in developing their self-esteem and independence. Students will have many chances to meet new people from various cultures and backgrounds. Living alone will help you develop a greater sense of responsibility.

C. Kahoot

1. An overview of Kahoot

In this digital era, technology has been a supporting tool in every aspect of life, including education. Almost all educators and learners all around the world

have the privilege to use the technology. The integration of Information and Communication Technology in education has taken the spotlight as it eases the learning process and makes the learning situation is more relaxed and engaging (Lee, 2016). As technology keeps growing each day, the birth of internet makes it even better to support and ease the learning process. It plays an important role in developing ways to enhance the quality of education as well as the learning outcomes. Technology has given the chance for the educators and learners to explore and use learning media in the teaching and learning process. According to Putri (2019, p.11), "the use of appropriate learning media will have a positive impact on the learning process and increase student learning achievement. There is no single group that is considered the best, and there is no single media that is suitable for all types of learning material. Demands for teachers are able to master a variety of teaching media and can determine which media are suitable for use in learning."

Ahmad (2012) argues that the response of EFL students to media technology can improve their accent in individual English words as well as their overal English skills. Today, EFL teachers are trained to be able to integrate media technology in the EFL classroom with the aim of increasing student motivation and enhance the learning environment for students. As students are advanced in using technology, the teachers are expected to integrate more media technology to suit their learning style and preferences. Moreover, Lee (2016) claims by utilizing new media technology in the classroom, students are highly motivated and can express great interest in the media literacy curriculum.

The use of games has widely given the major impact to the world of education. Starting from the very young age students level, kindergarten/pre-schools, EFL students show that they are interested in the use of games in the learning process because playing is just their nature (Akmal, Masna, & Nasution, 2021). Similary, students in secondary school and high school indicate the sign of interest toward games in their learning. Furthermore, the use of gamification in learning have given a positive impact to the level of university students who learn English as their foreign language (Wichadee, 2018). This phenomenon happens because students in this era, starting from kids, teenagers, and adults, are adapted to the digital world which played an important role in their lives, therefore it suits their needs and preferences.

There has been many online learning media to promote the effectiveness of EFL classroom. Among those digital media used in language learning, Kahoot is an example of a popular game based Classroom Response System. Kahoot is published in 2013 as an online learning platform that can be used by instructors as a learning media in the classroom. Kahoot offers a great opportunity for educators to engage and motivate the students through game-based quiz. It allows the educators to create quizzes and the students will compete in answering the questions. It shows that there is a competition in playing Kahoot and it help to boost the students' engagement and participation in the learning process (Budiati, 2017).

2. How to Use Kahoot

The users who play Kahoot require smartphones/PC/Laptop with the support of internet connection. Kahoot can be accessed by visiting www.kahoot.it or by downloading the application "Kahoot" from Google Play or iOS. Kahoot offers many free features that can be helpful to help students and teachers in the learning process, but Kahoot also offers premium features which can be accessed by doing payment in advance. The premium features offers more interesting and advanced features that can be used, but the free features are interesting and helpful enough to help the teachers and learners to have excellent and fun experiences in the classroom.

In playing Kahoot, the teacher acts as the host of the game while the students as the players. The teacher who acts as the host of the game join Kahoot by creating an account. After choosing the type of account, the teacher inserts email and password to create the account. Kahoot also allows the students to create an account, but it is not necessary since they only act as players.
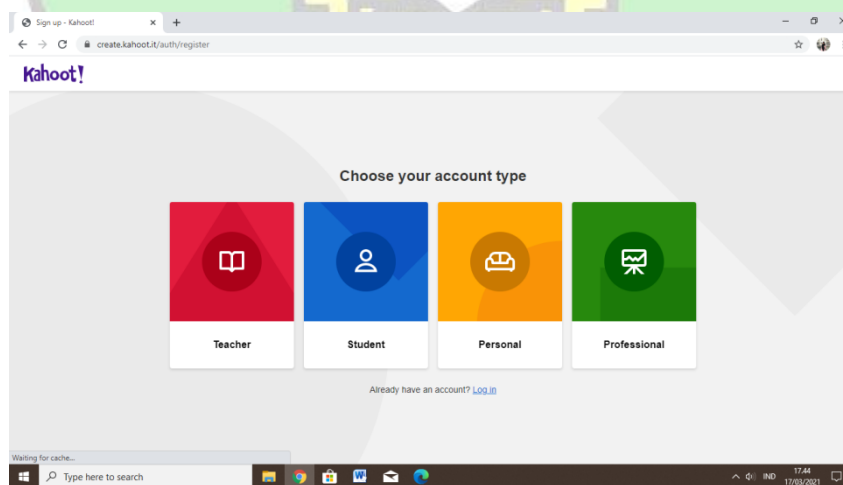
Figure 6. Choosing the type of account

After creating the account, the user will be brought to the homepage of Kahoot, which shows the features of Kahoot. Next to "Home", there is "Discover" feature which allows the user find quizzez and questions which have been created by other users. This feature is definitely helpful in case the teachers do not have time to create his/her own quizzez so they can use others based on the topic that they like. The quizzes can be searched by themes, such as Sciences, Arts, Movies, Songs, Grammar, Mathematics, and many more. Next to "Discover", there is the "Library" feature which shows the games/quizzez that have been saved or created by the user. Next, the "Reports" acts as the assessment tool in which it provides the students' score after each play. It is a very helpful tool for the teachers who use Kahoot as an assessment tool to get the students' score from quizzes.
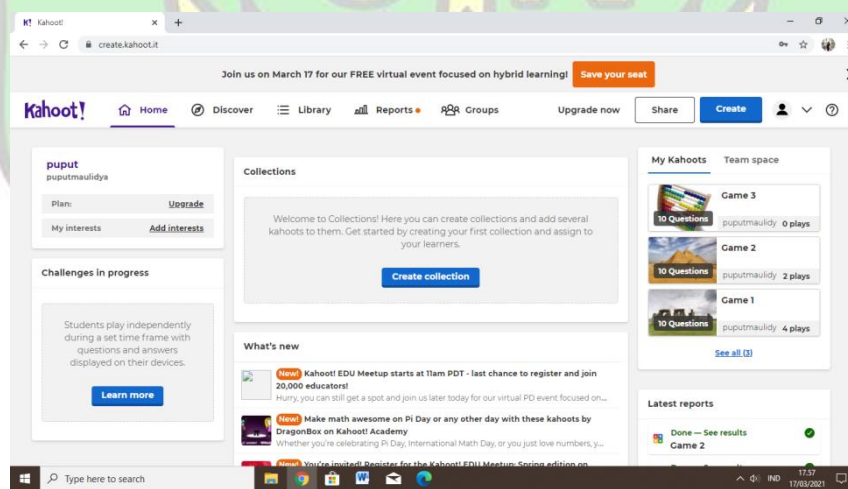
Figure 7. The homepage of Kahoot

The teacher can create his/her own quizzes by clicking the blue button "Create" at the right top corner. Each question can be set in different time limit (5,10,15 or 20 seconds) per question, depending to the difficulty of the question. The types of question differ from True or False question, or question with four options. The options are designed with different symbols and colors. The question

can also be supported by images or videos which makes it even better because teachers can add pictures so that it can attract the students' attention to the game.
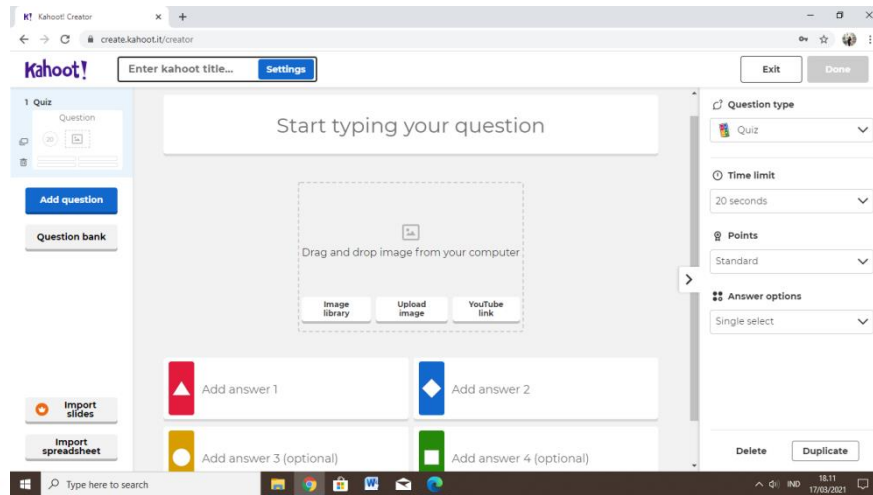
Figure 8. How create the quiz
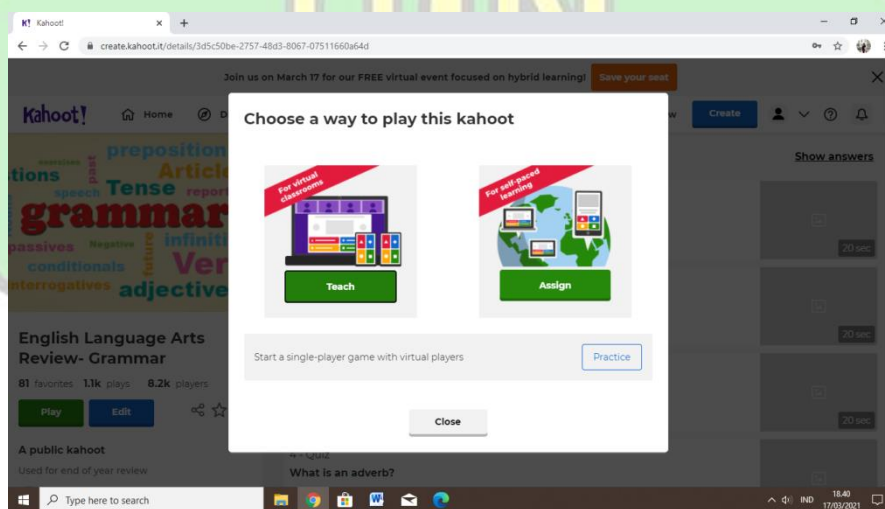
Figure 9. Two ways of playing Kahoot

The games can be played by sharing the link or PIN to the students. The teacher plays as a host of the game and share the PIN game to the students so that the students can join the game. Kahoot games can be played by two ways:

1. Teach, where the games are played directly in the classroom. To play Kahoot this way, ICT plays an important role to support the process. The teacher as the host requires a laptop, a speaker, and a projector, while the

students only need a device/smartphone with internet connection. The teacher share the PIN game and students enter the PIN to join. The questions are displayed through the projector because the students are not able to see the questions on their devices. They will only see the answers in symbols The students only see the answers in symbols (round, square, triangle, and hexagon) on their phones. That is why the students are forced to be focus while answering the question. What is interesting about this classroom face-to-face encounter is that the participants must answer questions quickly and correctly at the same time. After each question, the score of Top 5 will be shown. This break between question to question allows the lecturer to explain about the question and give feedback or explanation.

2. Assign, in which Kahoot can be played when the students and teacher are not in the same place. Therefore, this is the online system that helps to engage the teacher and students through different time and place. The teachers share the link of the games for the students. The teacher can also create the due date of the game.This way of playing still can create excitement since the timer of each question is on and the students are still able to see the scores after each question.

For the students who play Kahoot, they do not have to create an account to play. They only have to access www.Kahoot.it in the web browser or thorugh the application and then enter the PIN game. After that, the player is required to

create a name, which makes it very easy for the teacher to track the students' score. That is why Kahoot is also can be used as an online assessment tool.
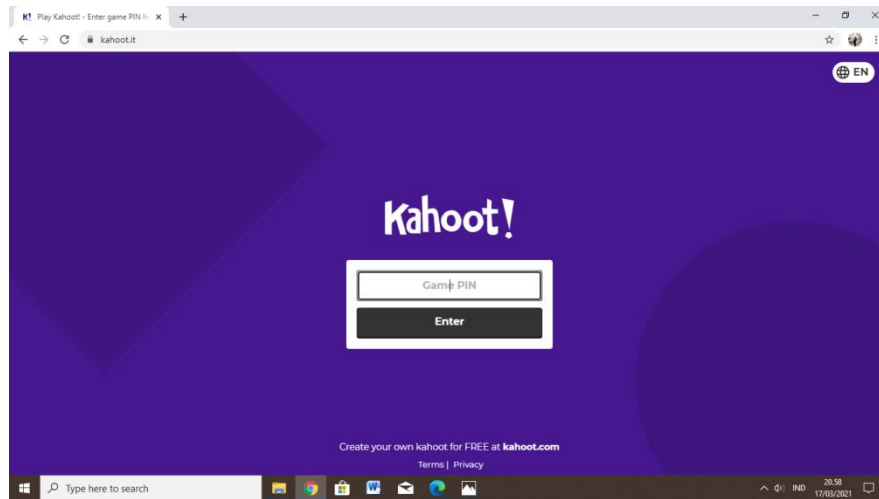
Figure 10. Entering game PIN to play

Kahoot presents the novelty in learning because college students are encouraged to participate more in the classroom, and therefore allows the lecturer to give the feedback (Bicen & Kocakoyun, 2018). The winner of the quiz is the one who answers the fastest with correct answer. Since Kahoot creates the competition atmosphere to the participants to answer faster than other participants, Kahoot is established an exciting, challenging and fun environment in the classroom because the students are attempting to answer the questions quickly and correctly so that their names (the top 5) will be shown on the board.

Ever since it was first introduced, Kahoot has shown many positive impacts in the classroom of different levels. Moreover, Kahoot is an effective online game-based learning media that can be used to check learners' understanding and increase their involvement in learning. Al-Hadithy (2018) states that Kahoot can grow students' intrinsic motivation and improve the learning progress by

involving students' participation. Many studies agree that Kahoot can amazingly turn a boring classroom situation into an active and fun learning condition.

Not only does the use of Kahoot can engage the students' active participation, it can also acts as a formative assessment for teachers by helping teachers monitor each student's progress towards learning goals, identify strengths and weaknesses, to identify their obstacles and challenges in learning, and to give reviews or feedbacks of basic knowledge for the subject (Putri, 2019).

3. The advantages and disadvantages of Kahoot

Kahoot provides many benefits to the user in every aspect of life, including in academic or non academic world. In terms of academic, many studies have proved that Kahoot can enhance the teaching and learning process by establishing a fun and active situation in the classroom starting from kindergarten to the students ov university level. It is because Kahoot is considered as a fun game-based learning platform that suits the students' preference and learning style in which they are adapted to the digital world full of technology and internet. Kahoot provides the features which are interesting and unique which help to engage the students and boost their performance in learning (Budiati, 2017).

The students who experienced the use of Kahoot in their learning agree that Kahoot brings many benefits toward their improvement in gaining knowledge and help them in understanding material better after playing Kahoot. It is because Kahoot shows the answer of each question right away, therefore the students can revise and learn while answering the quiz in Kahoot that relates to their material of study (Bicen & Kocakoyun, 2018). Furthermore, Kahoot creates the

competition between students, which leads to the improvement of students' engagement in the classroom. They put more attention to the class and put their effort to win the game.

Another advantage that can be seen from the integration of Kahoot is the rise of the students' motivation to join the class (Mada & Anharudin, 2019). The students' feel motivated because Kahoot acts as the booster in their learning process which ease and reduce the boredom in the classroom. It can be inferred that Kahoot can help the students as well as the teacher to make a better situation in the teaching and learning process.

As stated above, Kahoot also provides benefits for the teachers in the teaching process. Kahoot provides a feature which can record the students' score form the quizzez. This helps the teachers to do the assessment toward the students' knowledge without having to do traditional paper-based examination. As stated by Rambe (2021), designing online assessment is very different from the face to face learning. Therefore, Kahoot can be a great tool to help the teachers evaluate the students understanding through its features.

In contrast, it is inevitable that Kahoot also has the disadvantages in coorporating it in the learning process. The most common difficulties faced by the students and teacher who use Kahoot in their learning is the error while playing due to the poor network connection. It is essential that while using Kahoot, it takes the proper preparation such as the projector, laptop, smartphones, and stable internet connection to apply Kahoot without having to encounter this problem. This is one of the main difficulties why Kahoot cannot be easily be applied in

remote areas due to the lack of equipment. Therefore, the use of Kahoot can be integrated with the preparation from the teacher, students, as well as the institutions to provide better support such as the projector and wifi.

D. Relevant Studies

Many studies have been conducted to find out the use Kahoot in the classroom. In a research written by Wichadee (2018) titled "Enhancement of Performance and Motivation through Application of Digital Games in An English Language Class", he discussed about how Kahoot can create an impact towards university students' learning performances as well as their motivation to learn. The study focuses on grammar and pronunciation development by comparing experimental and non-experimental group. It is found that the experimental group who involved Kahoot in their learning process has better performances and higher motivation in learning than the control group who used paper-based quiz.

Another study written by Putri (2019), investigates the use of Kahoot as an alternative strategy in English Language Teaching (ELT). The study is conducted by collecting data from related literature on the application of online media in English classrooms, by using descriptive qualitative method. The students' responses recorded from the interviews showed that they have higher motivation whenever the teacher uses Kahoot in the learning process.

Another study about Kahoot has also been conducted by Wibisono (2019) which sees the result of Kahoot used in teaching reading skills to high school students. The study employed two classes of high school students, one class as an experimental group, and the other as a control group. The results found that

learning reading comprehension by using Kahoot provides more positive effects on cognitive, psychomotor, and affective aspects to lead the students' reading comprehension better by enhancing their active thinking and boosting their enthusiasm in the learning process.

According to the studies above, the studies have shown that Kahoot is an excellent media that can be used in English classrooms since it provides many benefits not only for the students, but also the teacher. Kahoot help to boost the students learning motivation and enthusiasm in the classroom. Therefore, Kahoot help the process in ELT by helping the students to have better experience in the classroom and they do not feel the same situation because the integration of Kahoot. After discussing the positive references in regard to the use of Kahoot above, the researcher expects to have same good results in a way that Kahoot can increase and enhance the learning process of university students.
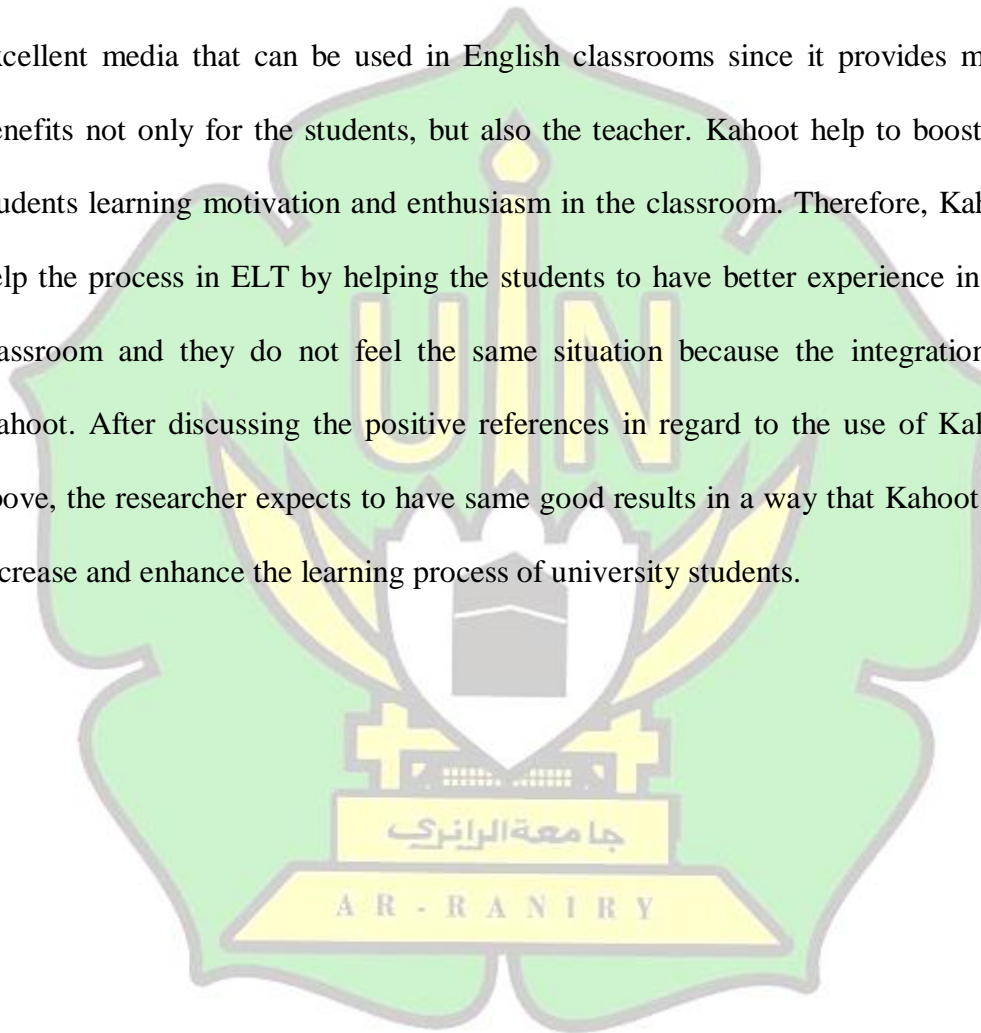
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures used in this study in order to find the answer to the research questions previously stated in chapter one. This chapter includes research design, the research participants, the technique of data collection, and the technique of data analysis.

A. Research Design

Leavy (2017) defines research design as a structure or plan for to conduct a research. Research design is used according to the topic of the research. It can be qualitative, quantitative, or mixed between qualitative and quantitative. Based on the research questions, the approach employed in this research is qualitative research because the focus of this study is the students' perception. Qualitative research is one type of research designs that collects non numerical data with the purpose to explore, describe or explain. Qualitative approach is used to explore, investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life (Leavy, 2017). The values underlying qualitative research include the importance of people's subjective experiences and meaning-making processes and acquiring a depth of understanding (i.e., detailed information from a small sample). In accordance to

this, qualitative research usually involves fewer participants to get the data rather than using a large group of participants. (Mackey & Gass, 2005).

From six types of qualitative research design, this research employs case study which involves an in-depth examination of an individual or a small group of individuals. The goal of case study is to produce the accurate description of the case and to provide an insight towards attitude or behaviour of an individual. According to Creswell (2014), the structure of case study should involve the problem, the context, the issues, and the lesson.

B. Research Participants

The participants of this study are obtained by using purposive sampling technique, because the researcher set certain criteria for the participants. According to Bryman (2012), purposive sampling technique is used to select people, organizations, documents, departments, and others that are directly related to the research questions. Purposive sampling is based on the idea that finding the best cases for a study that generates the best data, and that the cases sampled directly affect the results (Patton, 2015).

In selecting the participants, the researcher chooses homogeneous sampling technique in which the participants are selected based on the same characteristics they share in order to obtain the detailed information and in depth examination (Patton, 2015). The participants were six of PBI students of UIN Ar-Raniry who have experienced the use of Kahoot during their learning in campus

(UIN Ar-Raniry). They are students in the final year of study from batch 2017. The participants were chosen because of several reasons:

1. The students have experienced the use of Kahoot.

2. The participants received an A from the subject and participate actively during the subject in which Kahoot is integrated.

3. The participants are accessible because all those are students of English department.

The data of the participants who experienced the use of Kahoot in their learning can be seen in the table below.

Table 1.1 *The research participants*

No	Students' Number	Students' Initial	Gender	Unit
1	170203083	P1	Female	03
2	170203131	P2	Male	04
3	170203107	P3	Female	05
4	170203139	P4	Female	04
5	170203222	P5	Female	07
6	170203020	P6	Female	01

C. Method of Data collection

This study uses interview in collecting the data. Creswell (2012) explained that interview is used when researcher asked the participants to get the the in-depth information about their thought, knowledge, belief, opinion, and feeling about the topic and recorded the responses. Interview happens when two person

meet face to face or through virtual meetings to communicate based on a particular topic and obtain the information and idea through questions and answers (Easwaramoorthy & Zarinpoush, 2016).

Interview is divided into structured, semi structured and unstructured interview (Edwards & Holland, 2013). The researcher uses semi structured interview to obtain the data for this research. Semi structured interview is a type of interview which questions have been outlined, but impromptu questions can be added in between the interview to gain more detailed answer from the participant (Stuckey, 2013).

The flexibility of semi structured interview can be used either in groups or individually, but the researcher chooses to use one-on-one interview, in which one partisipant are interviewed at one time. Anozie (2017) claimed that "the advantage of dealing with an individual conforms to the title 'in-depth interview', whereby the researcher can go deeper and highlight on personal issues" (p.89).

Due to the COVID-19 pandemic, face to face interview cannot be conducted. Therefore, the interview is undertaken through phone calls to get the information from the participants. Telephone interviews are allowed in a research when the researcher and the participants are unable to meet in a location to do the face-to-face encounter (Bryman, 2012). The researcher called the participants one by one within the duration of 10-15 minutes on average. Before starting the interview, the researcher firstly conveyed brief information to the participants about the study's background, the purposes of the study, the significance of the study, the research procedure, and the participants' protection of confidentiality.

Here are the list of interview questions used by the researcher as the research instrument of this study. This list consists of 8 questions which address the participant's experiences on the use of Kahoot in the learning process. The questions are adapted from the questionnaire of the research written by Mada, R., D., Anharudin, A. (2019), titled How Online Learning Evaluation (Kahoot) Affecting Students' Achievement and Motivation (Case Study on it Students). Each participant will be interviewed within the duration of 10-15 minutes through phone calls. The questions are as follows:

1. In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in the learning process? (for research question no. 1)

2. What do you think about the use of Kahoot in the classroom? Does it help the learning process? (for research question no. 1)

3. What is the impact that you feel while playing Kahoot? (for research question no. 2)

4. Do you think there is any benefit from Kahoot towards your learning? What is it? (for research question no. 2)

5. What do you like about Kahoot? (for research question no. 1)

6. What do you dislike about Kahoot? (for research question no. 2)

7. How do you feel about the environment of the class when Kahoot is being used? (for research question no. 1)

8. Do you recommend the use of Kahoot in the classroom? Why? (for research question no. 2)

D. Methods of Data Analysis

Data analysis is the process of extracting the data to find out the result. Trent and Cho (2014) defines data analysis as "Summarizing and organizing data" (p. 652). The data of interview which is the responses from the participants are transcribed into words in narration. The result of data is analyzed qualitatively and descriptively by using analysis written descriptive. The descriptive analysis is an excellent method used in analyzing and collecting the data of interview since it allows the researcher to obtain detail and in depth description of the data. To avoid misinterpretation in analyzing the data, the interview was recorded to help the researcher in the process of analyzing the data.
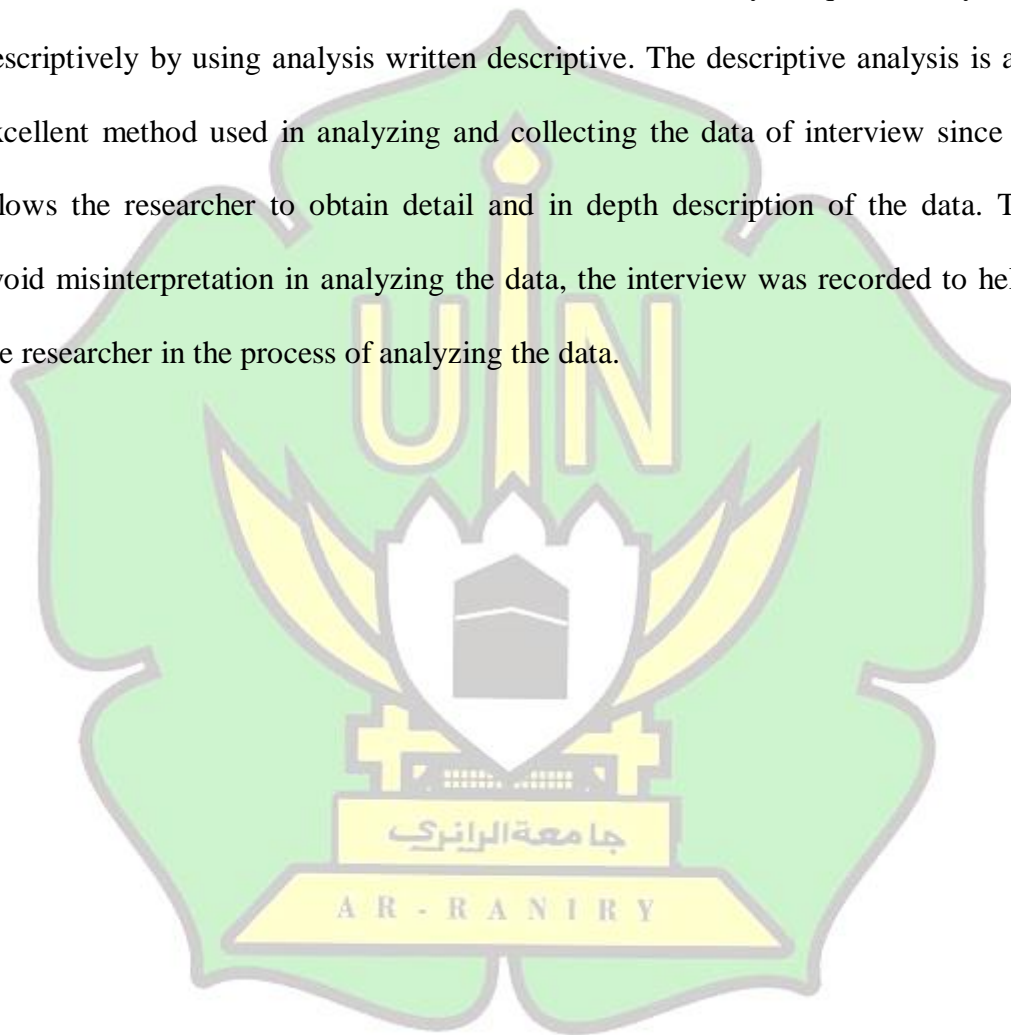
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the findings of the research based on the data collection. The findings are meant to asnwer the research questions in chapter one: 1) What are PBI students' perception on using Kahoot in their learning. 2) What are the benefits and the drawbacks of Kahoot towards their learning.

A. Research Findings

This research aims to find out PBI (Pendidikan Bahasa Inggris) students' perception on the use of Kahoot in their learning. It includes the impact, the benefit, the drawbacks and the challenges of the use of Kahoot based on their experience. From the phone calls interview, six participants who had the experience of Kahoot in their learning shared their opinions and thoughts on Kahoot.

In regard to the first research question, this study found that all of the students interviewed showed positive responses toward the use of Kahoot. They claimed that Kahoot is an innovative and novel application that has ever been integrated in their learning which can be an absolute tool in enhancing the learning dynamics. It can be inferred that students enjoy the uniqueness of Kahoot since it offers the awesome and unsual features which makes it very different from any other learning applications.

Furthermore, regarding the second research question, the participants mentioned the advantages and disadvantades of Kahoot. All of the students claimed that Kahoot has given many useful benefits for them, which includes the

advancement of knowledge, the improvement of classroom dynamics, as well as the enhancement of the students' active participation. However, it is undeniable that every application have its own defect, and so does Kahoot. The participants revealed that they have experienced the trouble in using Kahoot, such as the error while playing due to bad internet connection, the disturbance while answering the questions due to the music, and the anxiety that happens due to the timer in each question.

1.1 The Students' Perception on the Use of Kahoot

Each participant have used Kahoot on different subjects, therefore the researcher found a variety of responses based on their experience.

1.1.1   *Kahoot is an excellent, fun, and attractive learning platform*

The participants explain about the impression that Kahoot gave when they used it for the first time. They agreed that Kahoot is a new learning media that makes them excited to learn and use it because it is very different from other applications that they have encountered.

As participant 1 explained :

> Based on my experience, the use of Kahoot at the first time I experienced is in English for Business subject. And in this subject, the lecturer introduced Kahoot to us for the first time. We were very atrracted to it because it is new to us, and the lecturer use Kahoot very well and make the class more funny.

Participant 3 also stated :

> Well, the most obvious thing is that it feels so fun when I played it. It really attracts us because Kahoot was new for us at that time so we were very intrigued by it and and we feel really excited every time we play.

From the answers above, the researcher can conclude that Kahoot gives an excellent first impression to the students. It can attract the students' excitement due to its unique and innovative features and students found it as a new media that can make them excited to experience it. All of the participants agreed that Kahoot is a fun and exciting learning platform that they have ever come across.

1.1.2 Kahoot increases the students' motivation

Motivation is the desire to do something or to behave in particular ways. It is a process within an individual to accomplish the goals. In learning context, motivation is the core element of someone's effort to be willingly engaged. Thohir (2017) defines motivation as some internal drive which encourages someone to do certain things in order to achieve the goal. Four of six participants stated that they feel the improvement of their motivation in learning because of Kahoot.

Participant 1 stated :

> When we're talking about impact, I think about the motivation to learn. So, every time we are about to join this class, it motivates us because we remember about how fun Kahoot is. So, that is the main impact that I feel. And, because Kahoot also acts as a game, I realized that I gain new vocabulary while playing Kahoot. So, I can say Kahoot gives a very positive impact.

Participant 4 also claimed:

> Well, it is very obvious that the motivation is rising. Because Kahoot is very unique, colorful, so it makes us excited and encouraged in answering the questions. Furthermore, the ranking system that Kahoot provides really motivated us to get the highest points since the winners name are shown in the board.

Based on the participants' responses, the researcher found the idea that Kahoot can improve their motivation in learning because they feel excited to play Kahoot, and therefore they will be excited to join the class. In addition, the motivation also pushes them to get the highest score and therefore, they try their best to concentrate more and put their attention in the class.

1.1.3 *Kahoot boosts the students' confidence and enthusiasm*

The use of Kahoot can boost the students' enthusiasm to learn better and pay attention to the lecturer because the students are competing with each other to be the winner. Kahoot also allows the students to create fake names, therefore the students can be confident in answering the questions.

Participant 5 stated:

> What I like about Kahoot is that it allows us to play anonymously, so I can be confident while playing. I also like how Kahoot turn the class to be active so that the learning process feels easy and excited. In short, I can say that it feels like we are learning without even realizing it because we were having fun.

Participant 3 argued that Kahoot improves the enthusiasm in learning because of the competitive side that Kahoot provides:

> Well, I really like the competitive side that Kahoot offers, because we have to compete with each other to win the game. When I play it, I feel so eager to win and I feel very enthusiastic in answering the questions. Therefore, I put my attention more in the class and also I try to concentrate as best as I can, so that I can get all the answers correct.

From the participants' explanation above, the researcher can conclude that Kahoot can boost the students' confidence and enthusiasm in answering the questions. It is usually found in classses where students feel hesitate and

demotivated in answering questions, but Kahoot gives every student freedom and opportunity to be active and confidently participate in the class.

1.1.4 *Kahoot establishes active learning*

Many previous research about Kahoot has proven that Kahoot can promote classroom dynamics. It is shown by the fact that Kahoot can create active learning environment. Active learning means that the students are participating actively in the class by following and putting the effort to engage in the learning process. All of the participants agreed that Kahoot can help to create the active learning in the class.

Participant 1 agreed:

> Ya, I think Kahoot is, um, very good, I think the use of Kahoot in the class makes the class more interactive, and makes the students encouraged to learn because Kahoot is a new thing to us, so it makes it creative and it can actually keep our focus in the class.

Participant 5 also said:

> It can be seen clearly that the class become more active, because everyone is interested to play and so no one is being passive. Moreover, when we play Kahoot as a game, we can discuss about the answer together and so it really makes the situation of the class feel alive and all of us are trying our best to win the game.

From the answers of participant 1 and 5, it can be concluded that Kahoot is able to make the students participate more and engage in the class because they are attracted to the game and therefore they put their effort and attention to the class. This perception of Kahoot has been shown by all of the participants that they feel active because they want to answer the questions and win the game.

1.1.5   *Kahoot is very simple and easy to use*

One of the best things from Kahoot is that it is very ease to access. Students and teachers can easily access Kahoot by only visiting the link of Kahoot on Google or download the application on their devices. It does not require any account to play which clearly explain the easiness in accessing it.

Participant 4 agreed that:

> What I like the most is it is very easy to access wince we only have to to the link. Also, this online application is different to us, because we usually have quiz by writing in papers, so Kahoot really helps us to not waste paper as well as energy.

Also, participant 6 stated that:

> I love how Kahoot is free and the access to play Kahoot is very easy. We do not have to download the application, we can instantly get in by only go to the link and then enter our name. The features of Kahoot are also fun and colorful, it can shows picture which is very amazing in my opinion.

All of the participants claimed that they love how Kahoot is free and can be accessed anytime and anywhere via their smartphones or PCs by only visiting the link or downloading the app without having to create account.

1.2 The benefits and the drawbacks of Kahoot

1.2.1   The benefits of Kahoot

1.2.1.1 Improving knowledge

Kahoot is an online learning platform that can act as a game that can measure the students' understanding as well as improving their knowledge about the material. Two of the participants stated that Kahoot helped them in

comprehending the material as well as strengthening their retention towards the material that they have learned.

Participant 3 stated that:

> And yes, it does help the learning process because in my experience, Kahoot is used to sharpen our knowledge by answering the questions that are related to our material. So it does sharpen our understanding of that material. So yes, it really helped a lot in the classroom.

Participant 6 also supports the idea of how Kahoot can improve their understanding by saying:

> I think it is safe to say that I really get the positive impact from Kahoot. Obviously, it can improve my knowledge about that subject because we are constantly answering questions about our material.

From the participants' answers, the researcher believes that Kahoot can help to improve the students' understanding of the material of the study, epecially because of the immediate feedback that they get after each question, so between questions, the lecturer can discuss about the answer of every question. Four of six participants stated the same thing about this benefit that Kahoot provides, that it helps to deepen their understanding because they are answering the questions about the material of the study.

1.2.1.2 Providing the immediate feedback

The main difference of Kahoot and any other applications is that Kahoot allows the students to get the immediate feedback right after each question. This is such a helpful feature which enable the students to know the right answers without having to wait.

Participant 2 stated that:

> The most interesting thing that I found in Kahoot is the immediate feedback that I get from Kahoot. So, we know that after each question Kahoot will show the right answer of the question which helps us to know the right answer.

Similarly, participant 4 also stated:

> The most beneficial thing that I experienced is the immediate feedback after answering each question. So, I do not wonder about my answer, whether it is right or wrong, because I can instantly know the right answer.

Based on the answers, the researcher can conclude that the immediate feedback which Kahoot offers really can be beneficial for the students since they can know the right answer right away, and also it enables them to revise and re-learn about the content that they just have learned at that time of the day.

1.2.1.3 Establishing fun and positive atmosphere

All of the participants agreed that Kahoot can create a fun, exciting, and active environment during their learning.

Participant 3 told that:

> To be honest, I notice that this class is quite silence since the materials are not familiar to us, but since Kahoot is applied, I do feel the class feel more alive, active, and fun. Even if the material is quite boring, Kahoot can easily turn the class to be fun and exciting. That's what I felt the most. So the environment of the class is very positive and alive when Kahoot is being integrated in the class.

Moreover, participant 6 also stated that:

> I feel like the class gets very much better, which means that the class feels very energetic, active, and high spirit. Because everyone is competing with each other to be the winner, so it challenges us to win the game. In addition, the lecturer likes to give fun quizzes so that the the situation of the class feels very fun and entertained.

From the participant 3 and participant 6, it showed that Kahoot can instantly change the atmosphere of the class to be better. Especially if the class is boring, Kahoot can help to take the boredom away and make it fun. This theory is supported by a study conducted by Goehle (2013), who claimed that digital games provides better learning environment as well as the student' active engagement.

1.2.2   The drawbacks of Kahoot

1.2.2.1 Error while playing due to bad network connection

To play Kahoot, it requires the help of network connection. Sometimes, low connection can cause the error in playing. Four of six participants who experienced Kahoot agreed that it is one of the most commonly occured drawbacks while playing Kahoot if they do not have a stable connection.

Participant 1 argued that:

> Based on my experience, what I dislike about Kahoot is the connection. Sometimes, Kahoot can be slow and error. For example, I found that when the winner board is shown, it is different from my phone and the lecturer's. So we were confused who the winner is. So, i feel like it is more because of the instability of the network connection.

Participant 2 also agreed:

> Well, I think for those who live in remote area, they might be facing difficulties in accessing Kahoot due to the poor network. So, sometimes we do experience that. That is why we really need a great support from high internet connection. So yes, I think Kahoot needs to adjust that to minimize this obstacle. I also found that sometimes there can be an error while playing Kahoot.

Based on the answers of the participants, the challenge that is found the most in playing Kahoot is the error due to connection. It means that Kahoot needs the support of strong internet connection to be able to run it smoothly without any disruption.

1.2.2.2 Anxiety in answering of the questions due to the timer

The features that Kahoot has includes the timer applied in every question which creates competition between students in answering the questions. However, this timer can make some students feel anxious and panic because they are afraid if they do not have time to think and if they get the answers wrong. Two of the participants of this study experienced this anxiety while playing Kahoot.

Participant 4 stated that:

> To be honest, I do not like the timer in Kahoot. It can be quite scary sometimes, and also makes me panic, because we play Kahoot as quiz in which the score is kept by the lecturer.

Participant 6 also stated:

> Well, I do not like about the timer. I feel like it is very short. So for example, if the lecturer gives a question where we have to think, sometimes I feel like the lack of time.

From these answers, the researcher can see that some students dislike the timer on Kahoot, because somehow the timer can make them anxious and panic. From this drawback, the researcher can also conclude that Kahoot is best used for short-answer questions because of the timer, meanwhile for questions which needs long analysis can not be used in Kahoot.

1.2.2.3 The disturbance toward concentration

Kahoot has sound effect which can be considered as the fun part of this application. However, one of the participants claimed that the music disturbs the concentration while answering the questions. Furthermore, since Kahoot enables to change the classroom situation from silent to be fully active, some students feel the lack of concentration because of the noise created by this situation.

Participant 4 who got disturbed by the music stated:

> I do not like the music because somehow it can disturb my concentration in answering the question. It makes me even anxious when I know that my answer is wrong. I feel worried if I get a lot of wrong answers.

Meanwhile, participant 5 who got distracted by other students' noice stated:

> However, I do sometimes feel the situation becomes too noisy because everyone is so excited, and therefore, I lose my concentration and I cannot focus while answering.

Regarding this, it can be concluded that the students can lose their concentration in asnwering the questions in Kahoot because of two reasons: 1) the music from Kahoot, and 2) the noise created by other students. However, this situation rarely happens and it only happens to a very little number of students.

B. Discussion

This research aimed to find out the how the students' perceive the use of Kahoot in their learning, in spite of any subject they are experienced it in, whether they experienced it as a game while learning or as an assessment tool to record their score. This discussion is based from the result of the interview of the six participants. The researcher found various opinions and reponses from every participant which will be elaborated and analyzed below to answer the research questions of this study.

The first research question is about the students' opinion of Kahoot. From the responses, there are five major opinions that they have on Kahoot; it is an excellent, fun, and attractive learning platform, it increases their motivation, it

improves their confidence and enthusiasm, it helps to establish active learning in the class, and it is a very simple and easy to use. At the first time the lecturer introduce Kahoot to them, all the participants agreed that they instanly feel excited and interested in Kahoot. This is because Kahoot acts as a game-based learning platform which has fun features that are not usual and different from any other learning platforms. Games are known as a helpful tool in learning which can boost students' engagement and motivation in learning. This idea is supported by Dörnyei and Ushioda (2011), that motivation and engagement is related to each other. This study revealed that the students are motivated to learn because the fun atmosphere they get from integration of Kahoot, and therefore it is more likely that they will engage more in the class. The motivation that they have can definitely attract their attention more to the class.

Kahoot can also improve the students' confidence in aswering the questions because the winners (Top 3) will be shown at the end of the game. In relation to confidence, it is a common situation in which there are some students who feel lack in confidence to be active in the class, but Kahoot unintentionally forces them to be active because they have the freedom to answer questions with fun atmposphere so they do not feel the tension. In addition, this study found out that students who play Kahoot in groups claimed that it helped them to interact and work together in a team, which creates an active learning process. Active learning is very crucial in order to reach the outcome from the learning process and to create the better environment in the class. Kahoot is believed to be able to stimulate the students' active participation because every student are excited to

play. Reeve (2012) stated that "engagement refers to the degree to which a learner exhibits his/her dynamic participation, attentiveness, enthusiasm when he/she becomes involved in the process of learning, which can contribute to satisfying learning performance" (p.13).

The second research question focuses on the benefits and the drawbacks of Kahoot that are faced by the students. The students agreed that there are many benefits of Kahoot in their learning; it improves their knowledge, it provides immediate feedback, and it creates fun and positive atmosphere. This research found that the students' knowledge get improved because they are answering the questions that has been learned which leads to deeper understanding of the material. The immediate feedback after every question allows the students to revise and comprehend about the learning material. According to Wichadee (2018), Kahoot makes the lessons more interesting, giving all students an opportunity to participate and get feedback or results at once. This theory is in line with the findings of this study, which showed that the students enjoy playing Kahoot very much because they can get the immediate feedback after each question. This can help them improving their understanding and knowledge of the material because they will know the right answer right away without having to wait for the long time. Moreover, the lecturer can also explain about the answer in between questions while Kahoot is diplaying the right answer.

Another benefit of Kahoot that the students mainly feel is the change of the environment of class. When Kahoot is being coorporated, the boring situation of the class can amazingly turn into a fun and engaging atmosphere. Since Kahoot

creates a competition, it makes every student feel excited and eager to win. Leaning (2015) argued that coorporating game can be valuable since the engagement of the students are based on the educational context, it is obvious that the students can improve their knowldege while playing, and therefore they feel relaxed in their learning due to the fun environment.

In contrast, it is inevitable that every learning platform has its drawbacks. The findings revealed that students also experienced the difficulties while playing Kahoot; they experienced error while playing due to poor network connection, they feel anxious because the timer and they feel the distraction toward their concentration. The most common thing that happened while playing Kahoot is the error due to the unstable connection. However, this obstacle can be avoided if the players have stable internet connection. Therefore, the preparation to play Kahoot is very crucial to prevent the error in playing.

It is also found that some students are bothered because of the timer in Kahoot. Though the timer is one of the special features of Kahoot which creates the competition vibes because the students have rush in answering the question quickly yet correctly, somehow it makes some students feel panic and anxious. It is because they need more time to think and they feel that the panic can affect them and make them lose concentration while answering the questions. This findings is related to the previous study by Mada & Anharuddin (2019) who found that the students feel the anxiety because of the timer.

Another disadvantage of Kahoot found in this study is the disturbance toward students' concentration. Two of six participants claimed that they feel disturbed

because of the music and the noise from others. It is found in some situation in the classroom where the students tend to be noisy while playing because they get too excited while playing, therefore it affects the other students who cannot concentrate because of the noise. However, this situation do not happen in every classroom, it depends on the students behaviour themselves.

Based on the findings and discussion, it can be concluded that the implementation of Kahoot as the educational games in the classroom acts as a great helpful learning media that can improve the students' engagement, performance, motivation and classroom environment. Though the lecturer use Kahoot as an assessment tool to measure the students' understanding and record their score, the benefits of Kahoot are still applied for the students. It shows that Kahoot is not only beneficial for the students, but it is also can also be a tool to help the instructors to do the summative assessment. Furthermore, Kahoot is able to minimize classroom disruption because the students are attracted and focus on the game, thereby it is improving the quality of teaching and learning beyond what is provided in conventional classrooms. However, it is undeniable that Kahoot has drawbacks that can be faced in some circumstances. In this study, it is found that poor network connection can cause error in playing Kahoot. Thus, to avoid this problem, the students are required to have stable network connection.

CHAPTER V
CONCLUSIONS AND IMPLICATIONS

This chapter presents the conlusions and the recommendations of this study. The conlusions are drawn based on the data analysis of the research findings on the previous chapter. Meanwhile, the recommendations are written to improve the future research of this field.

A. Conclusions

Based on the findings and discussion on the previous chapter, the conlusion can be drawn that the students perceive Kahoot as an excellent media on their learning. Kahoot, an online game-based learning platform, suits the lifestyle of students nowadays where technology plays a big part in their lives. In the learning process, Kahoot can be used as a game, in which the lecturer gives questions to make the students engage more, create a better and fun atmosphere, and repel the boredom away. Besides that, Kahoot can also be used as an assessment tool, in which the lecturer use Kahoot to check the students' knowledge and then keep their score for the class. Whether it is used merely as a game or as an assessment tool, the students feel the positive impact in playing Kahoot.

Kahoot gives a very good impression toward the students in the class due to its awesome features and uniqueness . Furthermore, Kahoot helps the students in the learning process by improving their knowledge, boosting their motivation, pushing them to be confident and ambitious, and emerging active learning in the classroom. The students' knowledge can be improved by the use

47

Kahoot because they immediately get the feedback after playing, resulting the students to know the right answer and make them learn more about the subject matter.

The other main benefits of Kahoot that can be vividly seen are the engagement of the students and the fun atmosphere while Kahoot is being played. Because students are competing with each other to win the game, it causes the students to be active learners. However, Kahoot requires good internet connection to overcome the error while playing. It is a challenge that faced by students when they have poor connection. Overall, this research proved that the students' perception on the use of Kahoot are positive, and Kahoot can be considered as an excellent online learning platform that can help to improve the teaching and learning process.

B. Implications

The researcher would like to give some recommendations for students, lecturers, and next researcher. For the students, Kahoot can be a great online learning media that acts as a game that allow the students to learn and improve their knowledge while playing. It is enable the students to deepen their understanding and also revise about the material of their study. It can also help to boost their motivation and enthusiasm because Kahoot is a fun learning platform that attract the students.

Kahoot is believed to be a helpful learning tool that suits the learners' model because of the students in this digital era are immersed to the technology

which plays a big part in their everyday life. For the lecturers and teachers, Kahoot can definitely help to enhance the teaching process because it helps to establish active learning in which the students will get engaged and participate more in the class. Moreover, the lecturer can use Kahoot to get the students' score for the subject from the quizzes given on Kahoot, so it helps the teachers and lecturers in doing assessment.

The researcher hopes that this research helps the next researcher to do the research on the same case about students' perception on the use of Kahoot in their learning or at least, this research can be a reference or a source to the next researcher to do their research on this case. There are many limitations of this research, therefore the researcher hopes that this research can be continued by other researcher to study deeper into this research. Lastly, the researcher recommended investigating the lecturers' perception on the use of Kahoot toward the teaching and learning process.
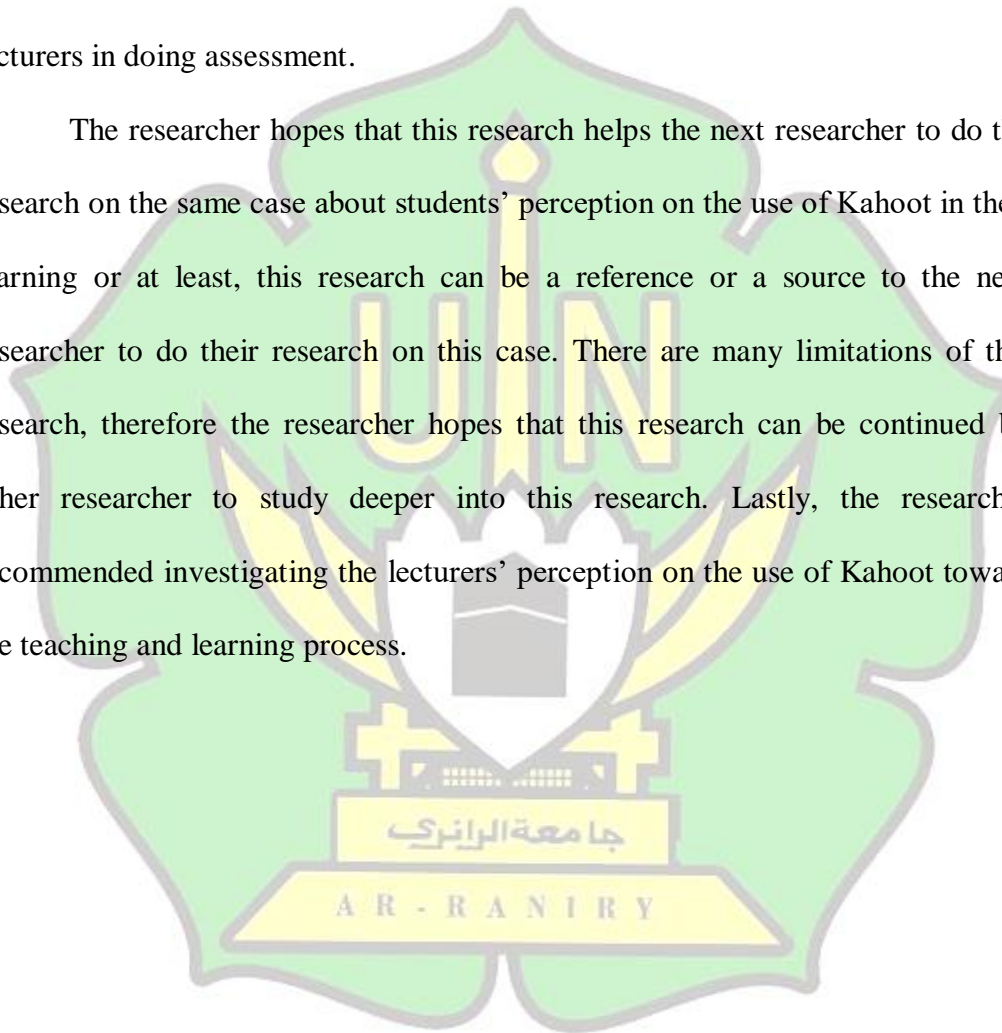
REFERENCES

Ahmad, J. (2012). English Language Teaching (ELT) and Integration of Media technology. *Procedia-Social and Behavioral Sciences*, *47*(2), 924-929.

Akmal, S., Masna, Y., Nasution, L. A. (2021). Engaging to Nurturing: English Language Teaching (ELT) Strategies and Constraints for Very Young Muslim Learners at Kindergarten. *Jurnal Ilmiah Islam Futura*, *21*(1), 46-62.

Al-Hadithy, T. (2018). Gamification In Learning English For Academic Purposes: Designing Assessment For Learning Using Kahoot With Uae Undergraduate Law Students. *International Journal of Management and Applied Science*. *4*(5), 66-70.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education, 1*(1), 11-15.

Altun, M. (2015). The Integration of Technology into Foreign Language Teaching. *International Journal on New Trends in Education & their Implications (IJONTE)*, *6*(1), 10-21.

Anozie, C. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education, 9*(3), 86-97.

Bicen, H., & Kocakoyun, S. (2018). Perceptions of Students for Gamification Approach: Kahoot as a Case Study. *International Journal of Emerging Technologies in Learning*, *13*(2), 28-40.

Broussard, S. C., & Garrison, M. E. B. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary School-aged Children. *Family and Consumer Sciences Research Journal*, *33*(2), 106–120.

Brown, H.D. (2001). *Teaching by Principles: An interactive approach to language pedagogy (2nd ed).* New York, NY: Longman.

Budiati, B. (2017). ICT (Information And Communication Technology) Use: Kahoot Program For English Students'learning Booster. *Proceedings Education and Language International Conference*, *1*(1), 80-101.

Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, *47*(1), 1-32.

Cherry & Gans. (2020). *What is Perception?*. Retrieved from https://www.verywellmind.com/perception-and-the-perceptual-process-2795839

Creswell, John W. (2012*). Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. University of Nebraska-Lincoln.

Daskalovska, N., Gudeva, L., Ivanovska, B. (2012). Learner Motivation and Interest. *Procedia - Social and Behavioral Sciences 46 (2012) 1187 – 1191.*

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation* (2nd ed.). Harlow: Pearson Education.

Ebrahimzadeh, M., & Alavi, S. (2017). The effect of digital video games on EFL students' language learning motivation. *Teaching English with Technology, 17*(2), 87-112.

Easwaramoorthy, M. & Zarinpoush, F. (2016). *Interviewing for research*. Canada: Avenue University.

Fies, C., & Marshall, J. (2006). Classroom report systems: A review of the literature. *Journal of Science Education and Technology, 15*(1), 101-109.

Gass, S. M., & Selinker, L. (2001). *Second Language Acquisition: An introduction course* (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates.

Goehle, G. (2013). Gamification and web-based homework. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, *23*(3), 234-246.

Hakulinen, L., Auvinen, T., & Korhonen, A. (2015). The effect of achievement badges on students' behavior: An empirical study in a university-level computer science course. *International Journal of Emerging Technologies in Learning*, *10*(1), 18-28.

Heaslip, G., Donovan, P., & Cullen, J. G. (2014). Student response systems and learner engagement in large classes. *Active Learning in Higher Education*, *15*(1), 11-24.

Lai, Emily R. (2011). *Motivation: A Literature Review*. Research Report. Retrieved from: http://www.pearsonassessments.com/research

Leaning, M. (2015). A study of the use of games and gamification to enhance student engagement, experience and achievement on a theory-based course of an undergraduate media degree. *Journal of Media Practice*, *16*(2), 155-170.

Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press: New York, London.

Lee, A. Y. (2016). Media education in the School 2.0 era: Teaching media literacy through laptop computers and iPads. *Global Media and China*, *1*(4), 435-449.

Lee, J. J., & Hammer, J. (2011). Gamification in education: what, how, why bother? Definitions and uses. *Exchange Organizational Behavior Teaching Journal*, *15*(2), 1-5.

Legault, L. (2016). *Intrinsic and Extrinsic Motivation*. Springer International Publishing AG 2016

Mackey, A., Gass, S. M. (2005). *Second Language Research: Methodology and Design*. Mahwah, New Jersey: London.

Mada, R., D., Anharudin, A. (2019). How Online Learning Evaluation (Kahoot) Affecting Students' Achievement and Motivation (Case Study on it Students). *International Journal for Educational and Vocational Studies, 1*(5), 422-42.

Ou, Q. (2017). A Brief Introduction to Perception. *Studies in Literature and Language, 15*(4)*,* 18-28.

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: SAGE.

Putri, N. S. (2019). Kahoot Apps in English Language Teaching (ELT) Context: An alternative Learning Strategy. *ELSYA: Journal of English Language Studies*, *1*(1), 11-15.

Rambe, S. L. (2021). Creative techniques for online learning assessment. *Englisia: Journal of Language, Education, and Humanities, 8*(2), 138-147.

Reeve, J. (2012). *A self-determination theory perspective on student engagement*. In S. L. Christenson, A. L.

Reschly, & C. Wylie (Eds.). *Handbook of Research on Student Engagement.* New York: Springer.

Said, N. R. (2020). *Students' Perception on English for Islamic Studies Course*. UIN Ar-Raniry Banda Aceh.

Stuckey, H. L. (2013). Three types of interviews: Qualitative research methods in social health. *Journal of Social Health and Diabetes*, *1*(2), 56-59.

Trent, A., & Cho, J. (2014). Evaluating qualitative research. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 677–696). New York: Oxford University Press.

Ur, P. (2009). *A Course in Language Teaching. Practice and Theory*. UK: Cambridge University Pres.

Wibisono, D. (2019). The Effects of Kahoot! In Teaching Reading to Tenth Grade Students. Magister Scientiae. ISSN 2622-7959

Wichadee, S. (2018). Enhancement of Performance and Motivation through Application of Digital Games in an English Language Class. *Teaching English with Technology*, *18*(1), 77-92.

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-12753/Un.08/FTK/KP.07.6/11/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2020

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-12753/Un.08/FTK/KP.07.6/11/2020** tanggal 19 November 2020

KEDUA :

Menunjuk Saudara:
1. Dr.phil.Saiful Akmal, MA   Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Puput Maulidya**
NIM	:	**170203019**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on the Use of Kahoot (A Study at Department of English Language Education of UIN Ar-Raniry)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Maret 2021
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-8140/Un.08/FTK.1/TL.00/05/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **PUPUT MAULIDYA / 170203019**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Cut Nyak Dhien, No.3, Gampoeng Ajun Laksamana, Kec. Peukan Bada, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Students' Perception on the Use of Kahoot (A study at English Language Education Department of UIN Ar-Raniry)***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 03 Mei 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 09 Agustus 2021

Dr. M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor: B-255/Un.08/PBI/TL.00/06/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-8140/Un.08/FTK.I/TL.00/05/2021 tanggal 03 Mei 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Puput Maulidya
NIM   : 170203019
Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Students' Perception on the Use of Kahoot (A Study at English Language Education Department of UIN Ar-Raniry)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Juni 2021
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Interview Protocol

Project: The Students' Perception on the Use of Kahoot (A Study at English Language Education Department of UIN Ar-Raniry)

Date : -

Place : -

Interviewer : Puput Maulidya

This is a research study about the students' perception on the use of Kahoot in their learning. The purpose is to find out the students' perception on the use of Kahoot, whether they like it or not, and also to find out the advantages and the disadvantages they experienced in using Kahoot. The data is collected through a semi-structure interview which is recorded and only used for the research purposes to protect the interviewee's confidentially based on informed consent. The interview process will take about 15-20 minutes.

Questions :

1. In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in the learning process?

2. What do you think about the use of Kahoot in the classroom? Does it help the learning process?

3. What is the impact that you feel while playing Kahoot?

4. Do you think there is any benefit from Kahoot towards your learning? What is it?

5. What do you like about Kahoot?

6. What do you dislike about Kahoot?

7. How do you feel about the environment of the class when Kahoot is being used?

8. Do you recommend the use of Kahoot in the classroom? Why?

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 1

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : Okay, thank you for the question. Um, based on my experience, the use of Kahoot is implemented in subject English for Business. And in this subject, the lecturer introduced Kahoot to us for the first time. We were very atrracted to it because it is new to us, and the lecturer use Kahoot very well and make the class more funny. Um, actually, at first, she gave us the material of the meeting, and the Kahoot is used as a quiz.

   Q : So Kahoot is used for quizzez for scoring or just as a game in the class?

   A : um, based on my experience, the score of the quizzez is being kept, but only as the additional scoring (nilai harian).

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : Ya, I th ink Kahoot is, um, very good, I think the use of Kahoot in the class makes the class more interactive, and makes the students encouraged to learn because Kahoot is a new thing to us, so it makes it creative and it can actually keep our focus in the class.

3. Q : What is the impact that you feel while playing Kahoot?

A : when we're talking about impact, I think about the motivation to learn. So, every time we are about to join this class, it motivates us because we remember about how fun Kahoot is. So, that is the main impact that I feel. And, because Kahoot also acts as a game, I realized that I gain new vocabulary while playing Kahoot. So, I can say Kahoot gives a very positive impact.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

   A : Yea, sure. The benefits are the motivation to learn, the change of atmosphere in the class, and I can be more active in the class.

5. Q : What do you like about Kahoot?

   A : the main thing I like about Kahoot is how fun the sound of the music is. It creates positive atmosphere and excitement for me. And also, because Kahoot is played in groups in this class, I feel more excited because we can work together in answering the questions.

6. Q : What do you dislike about Kahoot?

   A : Based on my experience, what I dislike about Kahoot is the connection. Sometimes, Kahoot can be slow and error. For example, I found that when the winner board is shown, it is different from my phone and the lecturer's. So we were confused who the winner is. So, i feel like it is more because of the unstability of the network connection.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

   A : well, it is very clear that the class is more alive, interactive, and active. We feel very excited to answer the question, so the class is full with happy atmosphere.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

A : definitely. Because Kahoot is a new thing for us, and it is very innovative. As I said earlier, our motivation clearly improved while using Kahoot. Also, Kahoot is very relevant to students like us who are adapted to the world of technology.

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 2

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : the first time when I use or experience Kahoot is when I take English Language Assessment class, exactly in the sixth semester. So, the lecturer use Kahoot as san assessment tool in which he used Kahoot to measure our ability in comprehending the material. Our lecturer use Kahoot to passes exam, such as daily quizzes and midterm test.

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : yes, it is quite interesting, because it has the ability to allow the students to get the immediate feedback, which is the result that students get right after the class end. So we can re-learn about the materials that we didn't understand, so we do not have to wait for the long feedback.

3. Q : What is the impact that you feel while playing Kahoot?

   A : The main impact that I found of Kahoot is the rise of motivation. Because it makes us encouraged to learn and also, Kahoot provides a competitive atmosphere against each student, so it feels more intense.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

A : considering to all the compabilities that Kahoot has, I would say yes. One of the compabilities is that Kahoot is very practical. What I mean by practical is that Kahoot can be access in almost any circumstance, like in anytime or anywhere. So, we only have to get a good network.

5. Q : What do you like about Kahoot?

A : The most interesting thing that I found in Kahoot is the immediate feedback that I get from Kahoot. So, we know that after each question Kahoot will show the right answer of the question which helps us to know the right answer. And also, I like how Kahoot is very practical, which can be accessed easily. We do not have to download the apps or anything.

6. Q : What do you dislike about Kahoot?

A : Well, I think for those who live in remote area, they might be facing difficulties in accessing Kahoot due to the poor network. So, sometimes we do experience that. That is why we really need a great support from high internet connection. So yes, I think Kahoot needs to adjust that to minimize this obstacle. I also found that sometimes there can be an error while playing Kahoot.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

A : What I noticed the main thing is that, I noticed that in the class where Kahoot is being used, it feels more intensified and more encouraged because the students are competing with each other in answering question. So, the class feel more motivated and active.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

A : I do recommend using this platform, but under certain circumstances. If the class has good connection and supporting facilities such as projector and devices to play Kahoot, then yes, Kahoot can be a good platform to use in this class.

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 3

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : I experience the use of Kahoot for the first time in English for Business class. So, it was about one year ago. The lecturer divided us into a group, and we play Kahoot in groups, it was really fun and interesting. So, Kahoot is played as a game in which the questions are related to the subject and the materials that we have learnt. So after we learn about certain topics, the lecturer used Kahoot to check our understanding about that topic.

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : I really how Kahoot provides fun and interesting features. And also what I like the most about the use of Kahoot is that we can play in groups, so we can discuss in answering the question. And yes, it does help the learning process because in my experience, Kahoot is used to sharpen our knowledge by answering the questions that are related to our material. So it does sharpen our understanding of that material. So yes, it really helped a lot in the classroom.

3. Q : What is the impact that you feel while playing Kahoot?

   A : well, the most obvious thing is that it feels so fun when I played it. It really atrracts us because kahoot was new for us at that time so we were very intrigued by it

and and we felt really excited every time we play. I also realize that I can comprehend more about the material because of Kahoot since I can recall the material. So, we are basically learning while playing.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

A : I think the benefits are very vivid. We can improve our understanding of the material, and also we get to be more active and get involved in the class. I also found that Kahoot is very beneficial for the lecturer as well, because Kahoot can engage and stregthen the bond between the lecturer and the students in learning because of the fun atmosphere that Kahoot created.

5. Q : What do you like about Kahoot?

A : well, I really like the competitive side that Kahoot offers. Because we have to compete with each other to win the game. when I play it, I feel so eager to win and I feel very enthusiastic in answering the questions. Therefore, I put my attention more in the class and also I try to concentrate as best as I can, so that I can get all the answers correct.

6. Q : What do you dislike about Kahoot?

A : Well, so far I do not have anything that I do not like about Kahoot. So far, so good.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

A : To be honest, I notice that this class is quite silence since the materials are not familiar to us, but since Kahoot is applied, I do feel the class feel more alive, active, and fun. Even if the material is quite boring, Kahoot can easily turned the class to be fun and exciting. That's what I felt the most. So the environment of the class is very positive and alive when Kahoot is being integrated in the class.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

A : Definitely, I really recommend the use of Kahoot in the classroom. Because it can help the students to engage and participate more in the class. Even if the material is difficult, Kahoot can make it easier and it really helped a lot in the learning process.

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 4

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : At that time, I happened to use Kahoot in Mr. Erry's class, English Language Assessment class. So, he would use Kahoot to share the quiz after we learn about a certain topic. So the questions in Kahoot are related to our topic in that meeting. And also, the score of the quiz is taken as our additional score.

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : Yes, I think so. Because Kahoot is very easy and simple to use, and therefore the questions in Kahoot are easy and short questions, so it is a good support for us in understanding and remembering the materials that we have learnt. And it also allows us to know the correct answer right away, it really helps a lot.

3. Q : What is the impact that you feel while playing Kahoot?

   A : well, it is very obvious that the motivation is rising. Because Kahoot is very unique, colorful, so it makes us excited and encouraged in answering the questions. Furthermore, the ranking system that Kahoot provides really motivated us to get the highest points since the winners name are shown in the board.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

A : The most beneficial thing that I experienced is the immediate feedback after answering each question. So, I do not wonder about my answer, whether it is right or wrong, because I can instantly know the right answer.

5. Q : What do you like about Kahoot?

A : What I like the most is it is very easy to access wince we only have to to the link. Also, this online application is different to us, because we usually have quiz by writing in papers, so Kahoot really helps us to not waste paper as well as energy.

6. Q : What do you dislike about Kahoot?

A : To be honest, I dont like the timer in Kahoot. It can be quite scary sometimes, and also make me panic, because we play Kahoot as quiz in which the score is kept by the lecturer. Also, I do not like the music because somehow it can disturb my concentration in answering the question. It makes me even anxious when I know that my answer is wrong, I feel worried if I get a lot of wrong answers.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

A : As we know that there is competition while playing Kahoot, I feel like the class is noisy and shows the signs of excitement because everyone wanted to win. I can say that the atmosphere is good since the class is active but it is also can be bad because it can disturb the concentration while answering.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

A : Yes, I do. Because it is fun, new, easy to use, and can extract our excitement.

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 5

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : I experienced it the first time in CALL. So the lecturer use Kahoot as a game to refresh our minds, but it is great because we can learn about our material while playing. It is really fun to use.

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : i think it really helps the learning process. Because it can improve the encouragement in learning, and also give positive environment in the class. To be honest, it also makes me excited in learning more, and every one can participate well in the class

3. Q : What is the impact that you feel while playing Kahoot?

   A : I feel very challenged while playing Kahoot, because I wanted to win the quiz. I have a very strong urge to win therefore I try my best to get all the answers right.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

   A : yes, of course. I feel like Kahoot can reduce the boredom that I face in the class, because it is so fun. I also feel like I feel less stress in answering the question, unlike the paper test which makes me anxious sometimes. I also can deepen my understanding of the material because of Kahoot.

5. Q : What do you like about Kahoot?

A : What I like about kahoot is that it allows us to play anonymously, so I can be confident while playing. I also like how Kahoot turn the class to be active so that the learning process feels easy and excited. In short, I can say that it feels like we are learning without even realizing it because we were having fun.

6. Q : What do you dislike about Kahoot?

A : What I dislike about Kahoot is sometimes there can be an error while playing. Maybe because of the low connection that we have in the class. So, I really suggest we have strong internet connection while playing Kahoot. I also do not like the music because it can make me lose my focus while I am answering the questions.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

A : It can be seen clearly that the class become more active, because everyone is interested to play and so no one is being passive. Moreover, when we play Kahoot as a game, we can discuss the answet together and so it really makes the situation of the class feel alive and all of us are trying our best to win the game. However, I do sometimes feel the situation becomes too noisy because everyone is so excited, and therefore, I lose my concentration and I cannot focus while answering.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

A : absolutely yes, I do recommend this application because it makes studying can be very fun, excited, innovative, and effective. Students can engage more with each other as well as bonding with the lecturer because of this application.

INTERVIEW TRANSCRIPT

Project : Students' Perception on the Use of Kahoot

Interviewer : Puput Maulidya

Interviewee : Participant 6

Interviewee : Student of PBI

1. Q : In what subject did you first experienced the use of Kahoot? How did the lecturer use Kahoot in this class?

   A : I knew Kahoot for the first time in CALL subject, Computer Assisted Language Learning. The lecturer use Kahoot as a game as well as quizzes at the end of the meeting. The quizzes is about the material in that subject. But, sometimes, the lecturer also gave us questions that are not related to that subject, so for example, the quiz can be about math, grammar, or even other topics, which makes it even better because we feel like playing a game to win.

2. Q : What do you think about the use of Kahoot in the classroom? Does it help the learning process?

   A : I think it is very great, Kahoot is one of the best learning tools that can help me improve my understanding in learning. Furthermore, it can entertain us when the classroom is getting boring. So, yes, I think that Kahoot is a very helpful application in learning.

3. Q : What is the impact that you feel while playing Kahoot?

   A : I think it is safe to say that I really get the positive impact from Kahoot. Firstly, it can improve my knowledge about that subject because we are constantly answering questions about our material, and also, because Kahoot sets a timer for every question, it makes us compete to be the winner. So, I feel very excited and motivated to win the

game. therefore, I try to concentrate as much as I could to get all the answers right. But sometimes, if the material is difficult, or when I am losing, I do feel demotivated.

4. Q : Do you think there is any benefit from Kahoot towards your learning? What is it?

   A : I do think that there a lot of benefits from Kahoot in our learning. What I feel the most as students is that, I feel like I engage more in the class because I enjoy it so much because of the visual, as we know that Kahoot is very different from other applications. In my experience, the lecturer also liked to give us random quizzes about other materials that are not really related to our subject, but I think it is great because it can improve my knowledge.

5. Q : What do you like about Kahoot?

   A : I love how Kahoot is free and the access to play Kahoot is very easy. We do not have to download the application, we can instantly get in by only go to the link and then enter our name. The features of Kahoot are also fun and colorful, it can shows picture which is very amazing in my opinion. I also like how Kahoot allows the lecturer to find and use quizzes that has been made by other users. So we can play about any topic that we like. It makes the class feel active and not boring.

6. Q : What do you dislike about Kahoot?

   A : Well, I do not like about the timer. I feel like it is very short. So for example, if the lecturer give a question where we have to think, sometimes I feel like the lack of time. Also, I think it would be great if Kahoot can upgrade the application to be more advanced, so if Kahoot can only insert picture, I think it would be so much better if it allows the insertion of videos as well.

7. Q : How do you feel about the environment of the class when Kahoot is being used?

   A : I feel like the class gets very much better, which means that the class feels very energetic, active, and high spirit. Because every one is competing with each other to

be the winner, so it challenges us to win the game. In addition, the lecturer likes to give fun quizzes so that the the situation of the class feels very fun and entertained.

8. Q : Do you recommend the use of Kahoot in the classroom? Why?

   A : yes, I do. I recommend it to be used once in a while as an ice-breaker, but I do not really recommend it to be used every meeting because the students might get distracted.