AN ANALYSIS OF STUDENTS' PERCEPTION IN LEARNING ENGLISH WITH KAHOOT AT SMAN 3 PEKANBARU

A THESIS

Intended to Fulfill One of Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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166310590

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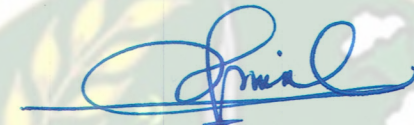**PEKANBARU**
2021

THESIS APPROVAL

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"AN ANALYSIS OF STUDENTS' PERCEPTION IN LEARNING ENGLISH WITH KAHOOT AT SMAN 3 PEKANBARU"

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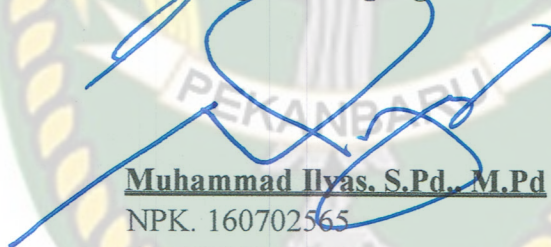Study Program   : Teacher Training and Education

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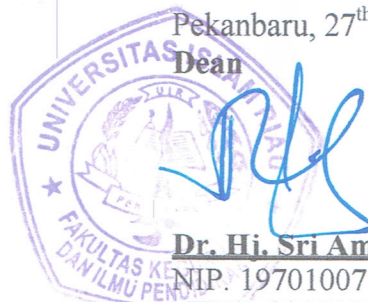
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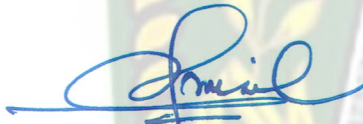
THESIS

**AN ANALYSIS OF STUDENTS' PERCEPTION IN LEARNING ENGLISH
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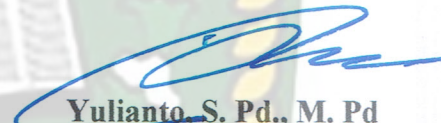Faculty   : Teacher Training and Education

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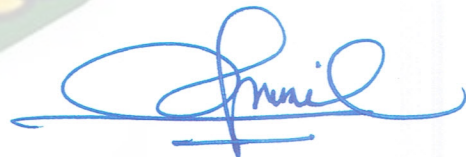
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Judul Tugas Akhir   : Analisis Persepsi Siswa dalam Pembelajaran Bahasa Inggris dengan Kahoot di
                                   SMAN 3 Pekanbaru

Judul Tugas Akhir   : An Analysis of Students' Perception in Learning English with Kahoot at SMAN 3 Pekanbaru
(Bahasa Inggris)

Lembar Ke   : 1 (satu)

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	31st October 2019	Title	ACC Title	
2	7th October 2019	Chapter I	Revised Chapter I	
3	22nd February 2020	Chapter II	Revised Chapter II	
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10	27th January 2021	Join the Thesis Examination	Join the Thesis Examination	

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, 27th January 2021

The researcher

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The researcher realizes that this thesis still far from the perfection. Remaining errors are the researcher's own. Therefore constractive criticism and suggestions will be highly appreciated.

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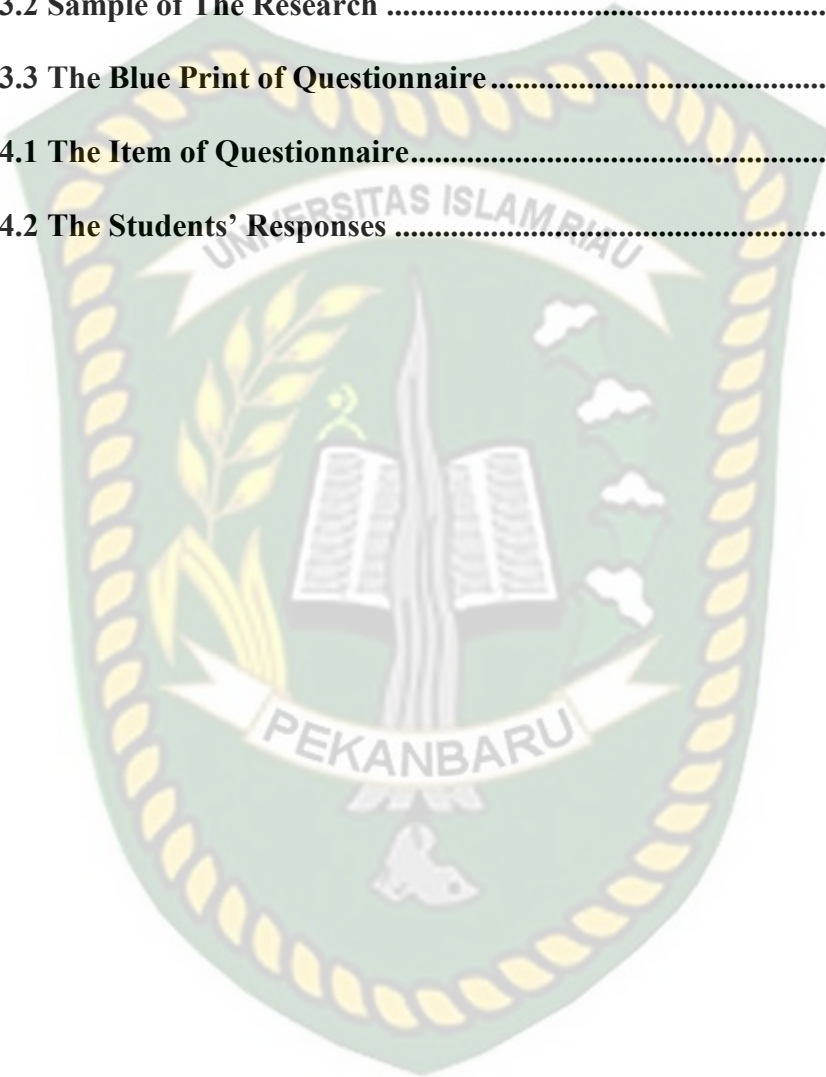
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ABSTRACT

Cut Fatimah. 2021. An Analysis of Students' Perception in Learning English with Kahoot at SMAN 3 Pekanbaru. Thesis. Pekanbaru: English Language Education, Teacher Training and Education Faculty, Universitas Islam Riau.

Keywords: Learning English, Perception, Kahoot

Media education is a set of tools or equipment used by teachers or educators in order to communicate with students. The tools called media educational, while communication is the delivery system. The media used by researchers is Kahoot in exercises for learning English. This research aims to describe perception in learning English with Kahoot at SMAN 3 Pekanbaru.

This descriptive research employed qualitative research. The population of this research was the second grade students at SMAN 3 Pekanbaru,$^{n= (247)}$ while the sample was selected that of 35 students. The data were collected from the questionnaire that distributed online through Google Form. The questionnaire were Adopted from Bicen & Kocakoyun.

The result showed that the students have interest or satisfaction in the English exercise using Kahoot. It can be seen from students' answer the quistionnaires, the total high score of the color harmony of the buttons in the application is remarkable is 74%. Then, total high score the scoring system of Kahoot increases the ambition of students to be a top-fives scorer is 74%. While the total high score Kahoot improves the rapid-thinking abilities of students is 71%, and total high score using Kahoot in education increases student motivation is 71%. In other words, students' perception in learning English with Kahoot in the English class helps foster positive attitudes, increases student motivation levels, and they are very interested in joining the class, and they pay more attention in learning English with Kahoot application.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of the foreign languages that is used internationally as a communication tool because nowadays a large number of people are learning English that people can easily interact with other people even though they come from different countries. In addition, many companies require employees with good English skills. Thus, it is necessary for people to master English.

In Indonesia, English is the first foreign language that is taught at school from Junior High School until University levels because the government wants to help the people to have good English skills. One important aspect is the linguistic aspect which includes grammar, vocabulary, pronunciation, structure, and so on. In addition to these aspects, students also need to master language skills such as listening, writing, reading, and speaking.

Furthermore, along with the times and technological advances, researchers want to utilize technology media in the teaching and learning process in the classroom. So students do not only use textbook or LKS (lembar kerja siswa) when the learning process in class. Therefore, the researcher wants to take advantage of the facilities provided by the school to students, which are projectors available in each class, and besides that every student already has a smartphone or

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mobile phone. With this facility, researchers can use digital technology media for learning English.

The use of technology media is expected to create a more interesting, fun, and not boring learning atmosphere. So that it can increase students' interest and motivation in learning, and also make it easier for them to understand the material. Demands for teachers are able to master a variety of teaching media and can determine which media are suitable for use in learning. According to (Danim, 2013) media education is a set of tools or equipment used by teachers or educators in order to communicate with students. The tools called media educational, while communication is the delivery system. The media used by researchers is Kahoot in exercises for learning English.

Nowadays, Kahoot can be accessed via the internet on any gadget or by using a laptop. Each application has its own uniqueness but among the best is Kahoot because it can be easily accessed many times in Google. What's more, the application is easy to use and it can make students feel they want to read more about English with the teacher when the application tells students to answer the questions given by the teacher.

Therefore, the researcher was interested to conduct research entitled **"An Analysis of Students' Perception in Learning English with Kahoot at SMAN 3 Pekanbaru"**.

1.2 Identification of the Problem

Based on the background above, there are some problems stated in this research.

Firstly, Generally, teaching and learning activities are supported by books, the delivery of material from the teacher, and doing exercises in writing or orally. This kind of learning method is monotonous. With the development of technology and the internet as educators, it is only natural to take advantage of technology-based online learning applications, one of which is the Kahoot application.

Secondly the students feel lazy to learn English, because they think learning English is one of the lessons that students dislike can be seen from the students attitude. The students are lazy to learn English because of their lack of understanding. They get lazy can be defined as the students who have intellectuals but never realize that they to achieve their learning goals.

Thirdly, the students are usually given exercises in textbook or LKS (lembar kerja siswa). So that makes students bored, lazy, and sometimes do not want to work on it. The students also often cheat the results of their friends' work, which makes them not necessarily understand the material taught.

The last, the researcher uses media of Kahoot application to exercises students in class. Kahoot application is one of the media that can make students more interesting in learn English. So, Kahoot can solve the students' problem their is make them interested in learning English.

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1.3 Focus of the Problem

Based on the identification of the problem above, the researcher will focus on Analysis of Students' Perception in Learning English with Kahoot at SMA N 3 Pekanbaru.

1.4 Research Questions

How are the students' perception in learning English with Kahoot at SMAN 3 Pekanbaru?

1.5 Objective of the Research

To find out the students' perception in learning English with Kahoot at SMAN 3 Pekanbaru.

1.6 Significance of the Research

The benefits of this research are;

1.6.1 For Students: to get more knowledge exercises by using kahoot application in learn English.

1.6.2 For Teacher: to get as a reference in their teaching and learning process, choosing the most appropriate in teaching and learning method based on the students' problem.

1.6.3 For Next Researcher: to get as a reference to write about Kahoot Application especially in learn English.

1.7 Definition of the Key Term

1.7.1 Hornby (1995:13) in (Hestiyani, 2018) **Analysis** is study of something by examining its part. It means to Analyze and to break a topic or concept down into its parts in order to inspect and understand it, and to restructure those part in away that makes sense to you.

1.7.2 (Qiong, 2017) **perception** is the process of attaining awareness or understanding of sensory information. How the individual perceives or interprets something is called perception.

1.7.3 (Rahmah, 2011) learning English is defined especially as a teaching and learning activities in classroom which is involves students who learn and teachers who teach them English as a subject. It means learning English a process of learning and teaching English to understand English as a foreign langange.

1.7.4 (Pretorius, 2016) states that **Kahoot** is Kahoot! is a web-based application that is used to create multiple-choice quizzes or surveys in a game-like environment. The web-based application for create multiple-choice quizzes or games called Kahoot.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the researcher discuss about some related information topic of the recent study. It is intended to provide some theoretical concept which could support this investigation. This discussion is presented under the following sub heading: relevance theories, relevance studies, conceptual framework and assumption.

2.1 Relevance Theories

In this subchapter, the researcher presents some theories related to the research. There are four main point to be discuss in this subchapter. They are theory of leaning, theory of evaluation, theory of media, and theory of kahoot.

2.1.1 Learning

Learning becomes important source for the learner. It is a process that done by the learner to get knowledge, especially in learning English. Moreover, learning is needed very much for the people to increase their live become well in the future.

In addition, according to (Rahmah, 2011) defined learning is the process in which a person's behavior originates and is then changed through practice or training. According to (Armstrong, 2012) said learning is the way that humans learn since birth. In other word, learning is self-motivated and self-directed.

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Furthermore, according to (Aprila, 2018) stated learning is process to get knowledge in behavior as a result of experience and change of behavior. Meanwhile, according to (De Houwer et al., 2013) defined learning is a change in behavior that result from experience or mechanistically as changes in the organism that result from experience.

According to (Sequeira, 2012) learning is arelatively permanent change, usually brought about intentionally. Then, according to Brown (2007:7) as cited in (Aprila, 2018) explained learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

Based on explanation above, learning is a process carried out by each individual to get a change in behavior, both in the form of knowledge, skills, attitudes, and positive values as an experience of various materials that have been learned.

2.1.2 Perception

According to (Mcdonald, 2011) Perception is a personal manifestation of how one views the world which is colored by many sociocultural elements. Meanwhile, (Sarkol, 2016) stated perception is not only to have an opinion about something, or have a belief about something or think that something is true, correct or real but also hope and demand expect a good thing to happen in the future. In other words, perception is information that enters the human brain is obtained through someone who the individual thinks is good and can be useful in the future.

In addition, (Démuth, 2012) said perception is a highly active process of extracting sensory stimuli, their evaluation, interpretation and backward organization of sensory stimulus. Then according to (Lewis, 2001) explained perception is that there is an experiencing person or perceiver; secondly, that something is being perceived (either an object, person, situation or relationship); thirdly, there is the context of the situation in which objects, events or persons are perceived and finally, there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of perceptions. It means perception is the process of entering messages or information into human brain from an activity that is carried out in the social environment.

Whereas, according to (Bargn, 2005) perception is the service of functional behavior responding to the environment, and comprehension. Moreover, according to (Qiong, 2017) stated perception is receiving, collecting, action of taking possession, and apprehension with the mind or senses. In other words perception is the process by which humans receive information from understanding with their own thoughts or senses that are obtained from the environment.

Based on the explanation above, perception generally consists of observing a situation or environment. This definition can be understood as person's ability to see, hear, feel, present or to understand what they feel about their environment, their social life physically and mentally.

2.1.3 Media

Media is any device which is used for particular purpose. According to (Arsyad, 2013) that in teaching and learning process, media are tools or device in forms or graphics, photographics and electronic equipments used to capture, process and rearrange any information in visual an verbal forms.

Then, according to (Baidawi, 2016) explained media are aid tools which are necessary for English learning. In other words, according to (Naz & Akbar, 2010) media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed.

In addition, according to (Sadirman, Arief S; Rahardjo, R; Haryono, 2009) media are all physical tools that can present messages and stimulate students to learn. (Baidawi, 2016) states media are everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity.

Therefore, according to (Kozma, 1991) media can be defined by their technology, their symbol systems, and their processing capabilities. According to (Suhefridal; Yulmiati; Sevrika, 2016) media is everything that is used by the teacher in the learning process to support and to help them in delivering materials to their students. It means media is a tool to help teacher and students make teaching and learning easier and more interesting. So, the researcher using technology media in the form of Kahoot to exercises students.

2.1.4 Kahoot

One game that appears on the learning platform used in educational institutions is Kahoot. Kahoot is an online quiz application that can be developed and presented in the "game" format. Points are given for correct answers and participating students will immediately see the results of their responses. Game-based learning has the potential to be an effective learning tool because it stimulates visual and verbal components.

Additionally, according to (Iwamoto et al., 2017) Kahoot is an online application where quizzes can be developed and presented in a "game-show" type format. Points are awarded for correct answers and participating students will immediately see the results of their responses. (Mansur & Fadhilawati, 2019) states Kahoot is one of game-based learning that could be applied by the teacher in teaching English. It can be used by the teachers for creating interesting quizzes, discussions, and surveys. (Wired UK, 2015) explained Kahoot is available to the public for free and currently boasts user numbers of over 50 million, with the target group being the education sector.

Furthermore, according to (Susanti, 2017) Kahoot is a collection of questioners on specific topics. Created by teachers, students, and social user, they are asked in real-time, to an unlimited number of "players", creating a social, fun, game-like learning environment. In other words, (Medina & Hurtado, 2017) Kahoot is an evolution of the previous clicker technology with the exception that

it is free and easy to learn and use. Kahoot is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use.

Based on the explanation above, Kahoot is collection of questions with certain topics that can be accessed easily and for free. As well as creating a fun learning environment, it can be easily learn and use.

2.1.4.1 The Direction and Procedure of Kahoot

Quiz, discussion, and survey, they are three types of Kahoot. Quiz is the most often type used in learning process. Below is appearance you can find on the teachers' screen.

Figure 2.1 the teacher's screen

To be able to play the games, the teacher as a leader of the game needs a laptop as a server, LCD projector and also speaker and for the player. It is needed

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smartphone or laptop that has an internet or Wi-Fi network. On the screen of player it will appear like this.
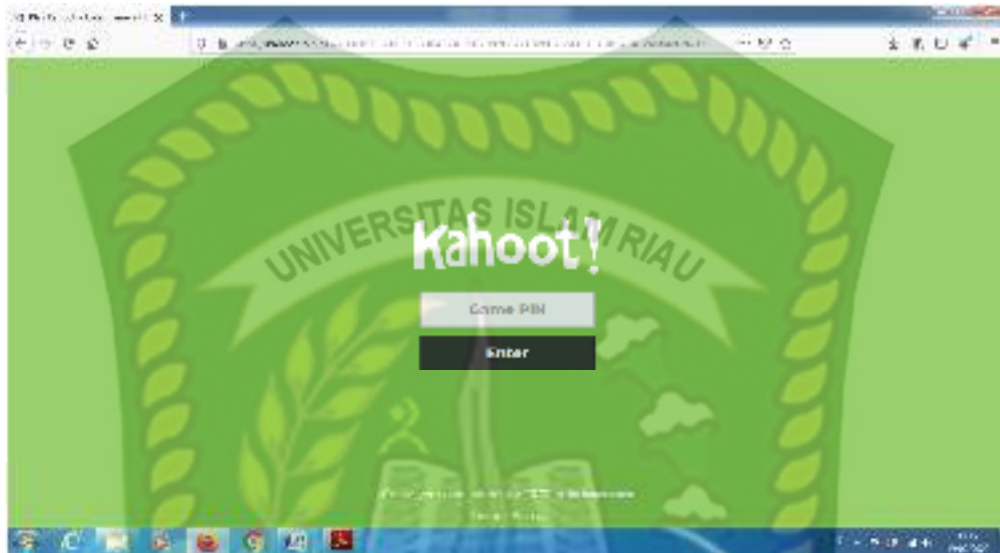
Figure 2.2 the screen of player

The players then will be asked to enter the PIN and nickname. This is the most common type of Kahoot, to blended learning. There is no limit to the number of questions in a quiz. Each question can put picture or video, and 2-4 multiple choice answers. There must be at least one correct answer 9 but more be chosen), and time-limit for each question can be individually set from 5 seconds to 2 minutes.

The quizzes can used formatively assess the knowledge of each student in the room, and adapt their learning accordingly. They can be used to see the progress of students over time, and inspire the students to enquire further by creating their own quizzes.

Players answer questions displayed at the front of the classroom on their personal device, motivated to answer correctly and score the most points. The

faster someone answers a question correctly, the more points they get. The top 5 highest point scorers are displayed on the leaderboard at the front in- between each question, and the ultimate winner is shown at the end.

According to (Said et al., 2018) these were the steps that the students should do to join Kahoot:

1. We have to registered our account in Kahoot and sign in
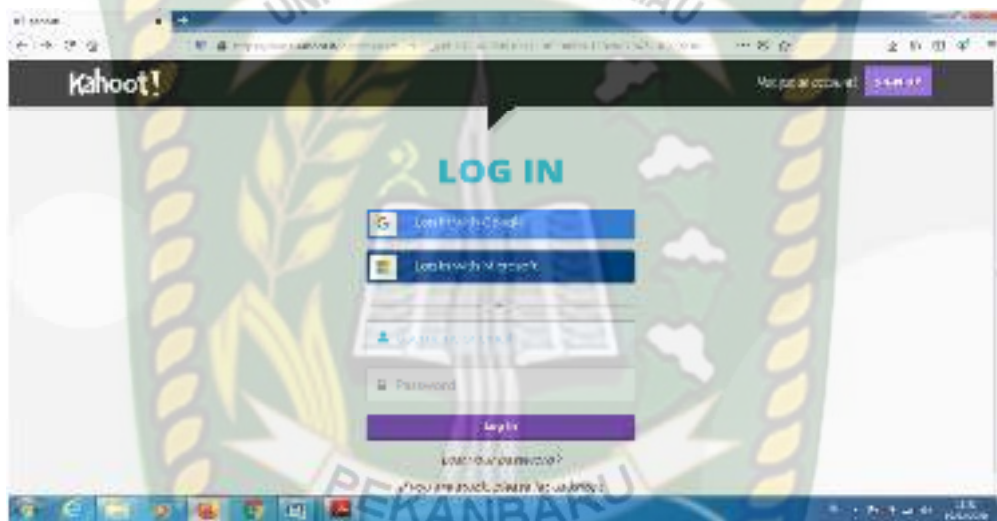
Figure 2.3 the screen of register an account and sign in

2. We could create our own question with media that provided in Kahoot or we just follow some account to play question interestingly.

Figure 2.4 the screen to create own question

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3. Open the question there will be pin number to enter the game.

4. Choose option individual or group (freely)

Figure 2.5 Choose option individual or group

5. Students should have application in their phone and copied pin number to enter the game

Figure 2.6 the screen of pin number to enter the game

6. After all students input the pin and enter the game teacher might start

7. Students will start the game, after they pass one question the score and rank will appear.

Figure 2.7 the screen of the score

8. Teacher is able to assess the students with their score and rank that appeared in scoreboard.

Figure 2.8 the screen of the rank

9. Teacher is able to share students score to another account.

This is the player screen   This is the teacher's screen

Figure 2.9 the player   **Figure 2.10 the teacher's screen**

screen

2.2 Relevance Studies

There are some previous studies that have some similarities with this research, they are:

1. (Sari, 2020), her research is the use of Kahoot! Media in Teaching Reading (A Case Study at the First Grade of SMA Hang Tuah Belawan in Academic Year 2019/2020). She said the objectives of this research were to find out the potential of Kahoot media to increase students' motivation in reading and to find out the students' difficulties in reading. This research was conducted by applying classroom action research (CAR). From the results classroom Kahoot can make the learners be active in learning English and also to show their ability in reading comprehension. In other words, teaching reading by

Classroom Kahoot was successfully done and brings good improvement to the students' reading achievement.

2. (Chotimah & Rafi, 2018), his thesis is the effectiveness of using Kahoot as a media in teacher reading. He said this research focuses on the use of Kahoot as a media in teaching reading for the English Department students of STKIP PGRI Jombang in academic year 2017/2018. The method used is experimental research with quasi experimental design. The result shows that the significant value is 0.02; it is lower than the significance level 0.05. It means that the use of Kahoot as a media for the English Department students of STKIP PGRI Jombang influence their reading skill.

3. (Budiati, 2017), her thesis is ICT (Information and communication Technology) Use: Kahoot Program for English Students' Learning Booster. She said Kahoot that is designed as a combination of ICT use in education and games is very applicable in an English classroom for boosting the students' learning. This study discusses the use of Kahoot to boost the English students' learning. The study is about a descriptive quantitative and qualitative research. The result shows that after using Kahoot for teaching, the students are very interested in joining the class; they are more eager in coming to the class; they pay more attention in English and they are interested in learning more about what they had learn and want to tell others about it.

Based on the three of relevance studies above, the researcher want to investigate about " An Analysis of Students' Perception in Learning English with

Kahoot at SMAN 3 Pekanbaru". The researcher described about how are students'

perception in learning English with Kahoot at SMAN 3 Pekanbaru.

2.3 Conceptual Framework

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        ┌─────────────────────────┐
        │      Questionnaire       │
        └─────────────────────────┘
                    │
                    ▼
┌──────────────────────────────────────────────────────┐
│  Finding the students' perception in learning English  │
│  with Kahoot                                           │
└──────────────────────────────────────────────────────┘
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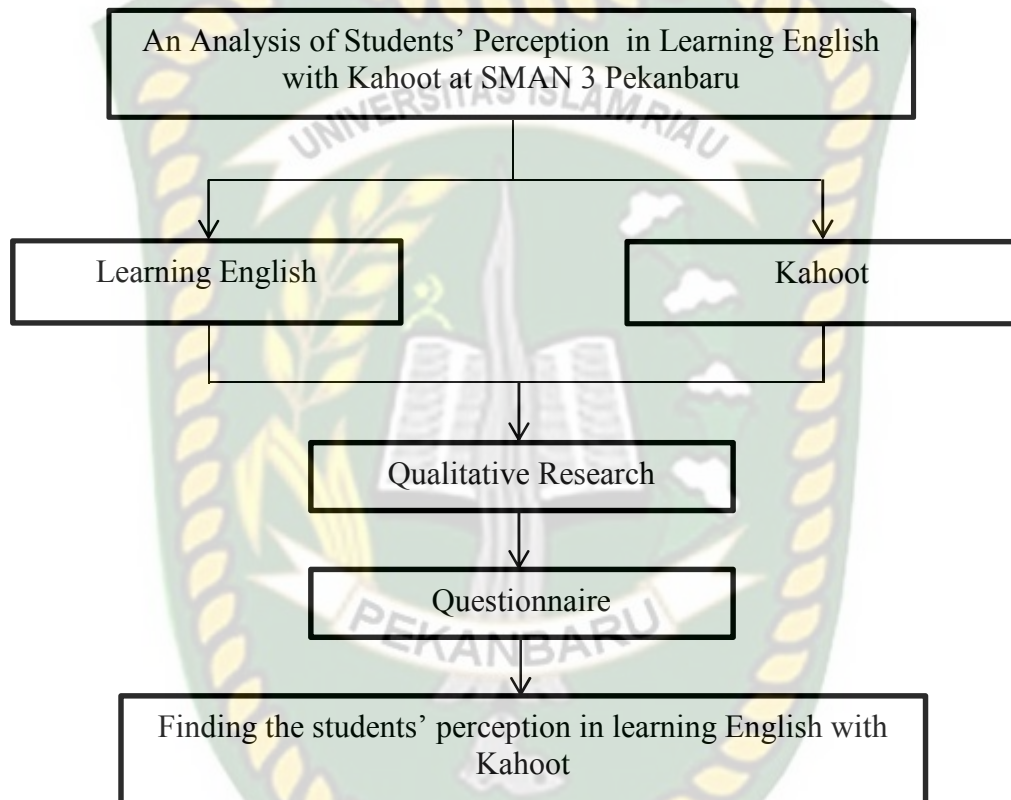
Figure 2.11 Conceptual Framework

Based on conceptual framework above, the researcher focused on

students' perception in learning English with Kahoot at SMAN 3 Pekanbaru. The

researcher use qualitative research and then give the questionnaire to find the

students' perception in learning English with Kahoot.

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2.4 Assumption

In this research, the researcher assumed that the students in SMAN 3 Pekanbaru, they are usually given English exercises in textbook or LKS (lembar kerja siswa). It means that, makes students bored, lazy, and sometimes do not want to work on it. So, the researcher assumed that in giving students' exercises with Kahoot application can make students feel interested in learning English.
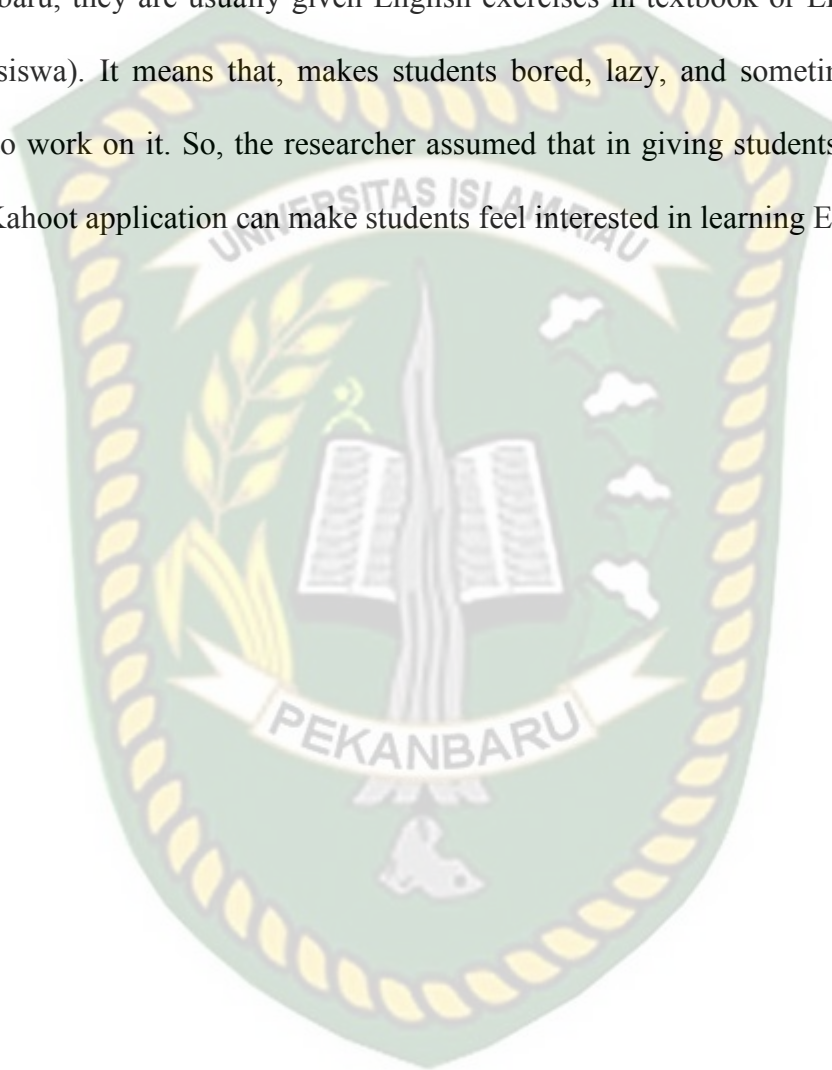
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discusses several sub chapters, the research design, source of data, data collection technique, and data analysis. All of those parts present as follow:

3.1 Research Design

In this research, the researcher used qualitative research. According to (Creswell, 2014) qualitative research is an approach for exploring and understanding the meaning individual or groups ascribe to a social or human problem. (Kothari, 2004) stated qualitative research is of great important in behavior science where the goal is to discover the motives underlying human behavior.. In other words, according to (Putra, 2014) qualitative approach is the design of research which in analyzing it always explains and describes in detail the data obtained from the sample, informants, and research objects, through sentences and clauses of a language.

Based on the definition above, it can be conlcuded that qualitative research. The researcher applied only one variable that is analysis on students' perception in learning English with Kahoot at SMAN 3 Pekanbaru.

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3.2 Source of Data

The population of this research used at the second grade students of SMAN 3 Pekanbaru. There are 247 students occupying seven classes. The distribution of the research population can be seen below:

Table 3.1 the distribution of the members of population by class

No	Class	Number of Students
1	XI MIPA 1	36
2	XI MIPA 2	36
3	XI MIPA 3	36
4	XI MIPA 4	35
5	XI IPS 1	35
6	XI IPS 2	35
7	XI IPS 3	34
	TOTAL	247

Based on the table above the researcher think the numbers of the second grade students of SMAN 3 Pekanbaru were large, so the researcher took sample. According to (Arikunto, 2013) sample is a portion or representative of population under study. In addition, according to Surakhmad (1998) in (Yosi, 2018) states if the population is homogeneous enough, for the population that is less than 100 person, the sample taken is 50%, but is more than 100 person, the sample taken is at least 15%. In this research, the total numbers of the population of the second grade of SMAN 3 Pekanbaru consists 247 students. The researcher used 15% sample of population, so that the sample consists of 35 students.

Based on the explanation above, the researcher took XI IPS 2 as a sample. Furthermore, the sample which is a part of population be composed of 35 students.

3.2 Sample of the Research

No	Class	Number of Students
1	**XI IPS 2**	**35**

The instrument of this research, the researcher gave the questionnaire contained questions about students' perception in learning English with Kahoot. According to (Hariyadi, 2011) states questionnaire is a list of question where each question has been provided for answers to be chosen, or is provided to fill in the answers. Questionnaire are efficient to be measured and know what can be expected from the respondents.

Table 3.3 The Blueprint of Questionnaire

No	Statements	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1
1	Lessens performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments					
2	Kahoot increases interest in the lesson					
3	Kahoot improves success					
4	Activities created using Kahoot are more interesting					
5	Using Kahoot makes for more effective collaborative learning					
6	Kahoot increases the effectiveness of the lessons					

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7	Kahoot allows for comfortable self-expression					
8	Using Kahoot in education increases student motivation					
9	Kahoot enable active learning					
10	Questioner techniques in the activities performed by Kahoot provided the students with different perspectives					
11	Kahoot improves the rapid-thinking abilities of students					
12	Kahoot provides permanent learning in classroom activities					
13	Timely questions in Kahoot activities increase student excitement					
14	Kahoot gives students the opportunity to deliver richer content					
15	Sharing activities via social media increase motivation					
16	The scoring system of Kahoot increases the ambition of students to be a top-five scorer					
17	The use of Kahoot in the classroom encourages learners					
18	The active use of Kahoot builds student courage to participate in					

	activities					
19	Activities performed using the Kahoot application allow for easy learning of the topic					
20	The color harmony of the buttons in the application is remarkable					

<div align="right">Adopted by (Bicen & Kocakoyun, 2018)</div>

3.3 Data Collection Technique

In collecting the data, the researcher applied the questionnaire to the students. The questionnaire gave to the respondent at the second grade students of SMAN 3 Pekanbaru to answer items available in the questionnaire and the respondents have time 20-30 minutes for completions.

3.4 Data Analysis Technique

The questionnaire the students' perception in learning English with Kahoot analyzed by formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of items

F= Number of Frequency

N= Total number of respondent

<div align="right">(Sudijono, 2009)</div>

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CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This research was conducted by using Qualitative research. The research presented the result of the data based on the formula that had been told before. The result of the data presented clearly with the procedure of conducted data in first grade students at SMAN 3 Pekanbaru. The researcher took 35 students to be sampling for this research. The researcher explained the result to find out the students' evaluation in learning English with Kahoot.

The researcher was took 35 participants as sample. So, the research supported by the existence of the questionnaire were Adopted by (Bicen & Kocakoyun, 2018) given by online that designed by Google Form. The questionnaire has 20 questions. The numbers 1-4 are items for interest, the number 5-6 are items for effective, the number 7-8 are items for motivation, the number 9-12 are items active, the number 16 is for scoring system, and the number 17-120 are items for enjoyment.

4.2 Data Analysis

Based on the result of the questionnaire to subjects, the researcher found data that was relevant to research problems.

The items used in this study can be found in the following table below:

Table 4.1 the item of Questionnaire

No	Items
1	Lessens performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments
2	Kahoot increases interest in the lesson
3	Kahoot improves success
4	Activities created using Kahoot are more interesting
5	Using Kahoot makes for more effective collaborative learning
6	Kahoot increases the effectiveness of the lessons
7	Kahoot allows for comfortable self-expression
8	Using Kahoot in education increases student motivation
9	Kahoot enable active learning
10	Questioner techniques in the activities performed by Kahoot provided the students with different perspectives
11	Kahoot improves the rapid-thinking abilities of students
12	Kahoot provides permanent learning in classroom activities
13	Timely questions in Kahoot activities increase student excitement
14	Kahoot gives students the opportunity to deliver richer content
15	Sharing activities via social media increase motivation
16	The scoring system of Kahoot increases the ambition of students to be a top-five scorer
17	The use of Kahoot in the classroom encourages learners
18	The active use of Kahoot builds student courage to participate in activities
19	Activities performed using the Kahoot application allow for easy learning of the topic
20	The color harmony of the buttons in the application is remarkable

The responses of the students can be seen the table below:

Table 4.2 the students' responses

No	Responses				
	1	2	3	4	5
1	3	6	16	9	1
2	1	5	8	16	5
3	0	6	11	15	3
4	2	1	8	16	8
5	0	5	9	19	2
6	1	5	13	15	2
7	2	6	15	10	2

8	0	4	6	19	16
9	1	3	11	18	2
10	1	3	8	21	2
11	2	3	5	21	4
12	1	9	15	9	1
13	0	7	9	16	3
14	1	3	18	13	0
15	2	3	8	16	6
16	0	4	5	16	10
17	1	3	11	20	0
18	0	5	8	20	2
19	1	5	14	15	0
20	0	1	8	18	8

Table **4.2** above presents the participants' responses on the five items regarding to students' evaluation in learning English with Kahoot. There are five options and one of the options must be selected by each participant. The responses are strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5). The responses are categorized into three groups, (1) high responses, (2) average responses, (3) low responses. The high responses mean that the participants are strongly agree and agree, because it shows the students positive response towards the statement. Positive here means the students are agreeing with the statement because they can relate to it. While the average responses are based on the participants undecided, because it represents the students neither agree or disagree response towards the statement. It means the students feel they can relate or not with the statement. The last, for low responses refer to disagree and strongly disagree responses given by the students because it shows the students negative response towards the statement. Negative here means the students disagree with the statement because they did not find it relatable with their learning routine.

The detailed presentation of the students' responses toward the statement above can be seen in the chart below:
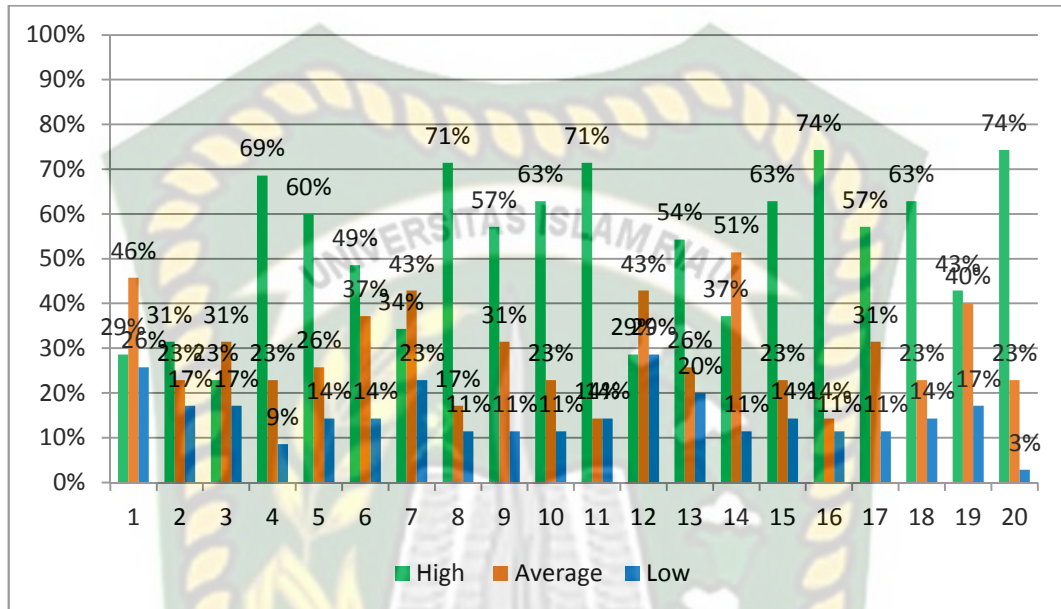
Figure 4.1 the percentage of students' perception in learning English with

Kahoot

Based on the finding in figure **4.1** the percentage of students' perception in learning English with Kahoot**.** The data show that using Kahoot provide more permanent learning compared to learning in a traditional classroom environment (H=29%, A=46%, L=26%). The result suggest that Kahoot application improves students' success levels (H=23%, A=31%, L=17%) enhances student interest in the lesson (H=31%, A=23%, L=17%). Activities created using Kahoot are more interesting for learners (H=69%, A=23%, L=9%) and it also fosters collaborative learning environment (H=60%, A=26%, L=14%). Kahoot increases the effectiveness of the lesson (H=49%, A=37%, L=14%) and it provides opportunity to students to express themselves in a comfortable atmosphere (H=34%, A=43%,

L=23%). Also the application contributes to enhance motivation (H=71%, A=17%, L=11%) and Kahoot provides active learning (H=57%, A=31%, L=11%). Question techniques in the activities performed by Kahoot provides the students with different perspectives (H=63%, A=23%, L=11%) and Kahoot application improves the skills of students in terms of rapid-thinking (H=71%, A=14%, L=14%). Kahoot also provides permanent learning in classroom activities (H=29%, A=43%, L=29%), and students feel excited because of time limitations in questions (H=54%, A=26%, L=20%). Students think that they have the opportunity to access a richer content with the help of this application (H=37%, A=51%, L=11%). According to the students, sharing activities on social media increases their motivation (H=63%, A=23%, L=14%) and the scoring system of Kahoot increases the ambition of the students (H=74%, A=14%, L=11%). Students believe that the use of Kahoot encourages students in class (H=57%, A=31%, L=11%) and it allows students to participate activities (H=63%, A=23%, L=14%). Using Kahoot application makes students learning easier (H=43%, A=40%, L=17%) and color harmony of the buttons in the application is remarkable according to the students (H=74%, A=23%, L=3%).

Based on the explanation above, this research has fostered positive attitudes and demonstrated a higher level of motivation towards language learning with the Kahoot game platform. The students' responses indicated that they felt motivated in learning English after engaging in the Kahoot.

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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from the pretending chapter and to recommend some suggestion concerning with the students' perception in learning English with Kahoot at SMAN 3 Pekanbaru.

5.1 Conclusion

Based on the result of students' answer the questionnaires, the researcher found that students have interest or satisfaction in the English exercise using Kahoot. Students also have the ambition to get the highest score in the top five on this application. And this application improves the ability of students to think quickly. Then, the color harmony of the buttons in the application is remarkable.

Therefore, it can be concluded that the total high score of the color harmony of the buttons in the application is remarkable is 74%. Then, total high score the scoring system of Kahoot increases the ambition of students to be a top-five scorer is 74%. While the total high score Kahoot improves the rapid- thinking abilities of students is 71%, and total high score using Kahoot in education increases student motivation is 71%.

Thus, it can be concluded that students' perception in learning English with Kahoot in the English class helps foster positive attitudes, increases student motivation levels, they are very interested in joining the class, and they pay more attention in learning English with Kahoot application.

5.2 Suggestion

The researcher would like to give some suggestions which described as follow:

5.2.1 For the teachers

It is hoped that the results of this research will be useful to educators and provide input for educators dedicated to teaching English.

5.2.2 For the students

The results of this study are intended to help students find different exercises using the Kahoot application, which is not only focused on using LKS or text books in learning English.

5.2.3 For the next researcher

The results of this study are expected to serve as a reference for conducting the same study for better results.

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