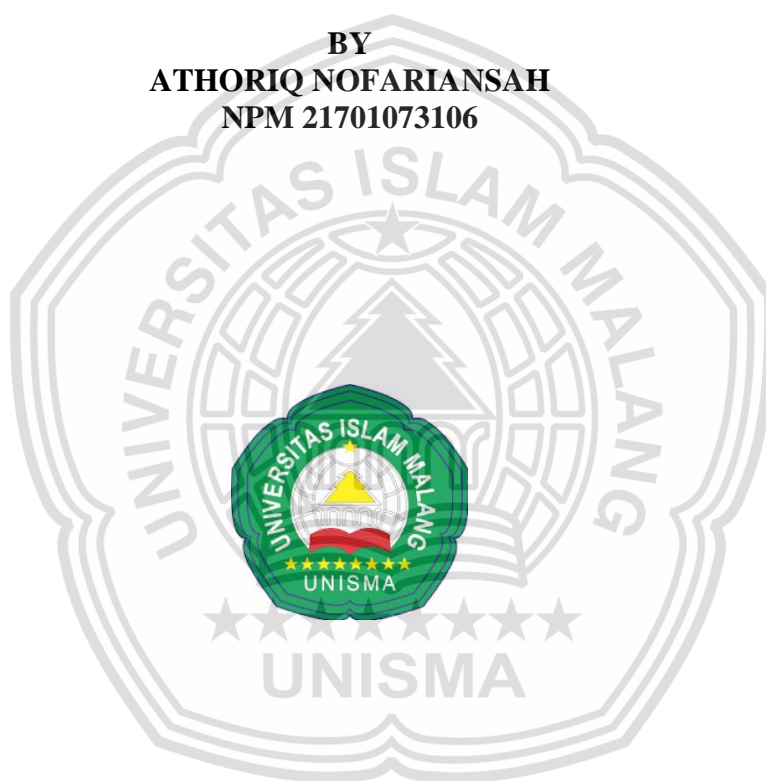




STUDENTS' PERCEPTION OF USING *KAHOOT!* IN WRITING COURSE

SKRIPSI

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JULY, 2021**

ABSTRACT

Nofariansah, Athoriq. 2021. *Students' Perception of Using Kahoot! in Writing Course*. Skripsi, English Education Department, Faculty of Teacher Training and Education, Islamic University of Malang. Advisor I: Eko Suhartoyo, S.Pd., M.Pd; Advisor II: Atik Umamah, S.Pd., M.Pd

Keywords: Students Perception, Game-Based Learning. *Kahoot!* in Writing.

The use of game-based learning in language education can be an innovation in learning especially in the writing course. One of the most used game-based learning is *Kahoot!*. *Kahoot!* is gradually used by the Writing I and Writing II lecturer in the English department of the Universitas Islam Malang to support learning. This study used qualitative method with the interview as the data collection technique. The researcher investigated the benefits and obstacles perceived by the students when they used *Kahoot!*. The findings revealed several points, those are *Kahoot!* has been frequently used by the writing course lecturer, the purposes of using *Kahoot!*, the positive impacts of *Kahoot!* on the students, the benefits that students get after using *Kahoot!*, the obstacles that students faced when they used *Kahoot!*, and students' suggestions for effective use of *Kahoot!*. From this research, it still needs improvements from several aspects. It is suggested for further researcher to study more deeply the use of *Kahoot!* in the specific writing course materials.

ABTRAK

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Penggunaan pembelajaran berbasis game dalam pendidikan bahasa dapat menjadi suatu inovasi dalam pembelajaran khususnya pada mata kuliah menulis. Salah satu pembelajaran berbasis game yang paling banyak digunakan adalah Kahoot!. Kahoot! secara bertahap digunakan oleh dosen Writing I dan Writing II di jurusan Bahasa Inggris Universitas Islam Malang untuk menunjang pembelajaran. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data wawancara. Peneliti menyelidiki manfaat dan hambatan yang dirasakan siswa saat menggunakan Kahoot!. Temuan tersebut mengungkapkan beberapa poin, yaitu Kahoot! sudah sering digunakan oleh dosen mata kuliah menulis, tujuan penggunaan Kahoot!, dampak positif dari Kahoot! pada siswa, manfaat yang diperoleh siswa setelah menggunakan Kahoot!, hambatan yang siswa hadapi saat menggunakan Kahoot!, dan saran siswa untuk penggunaan Kahoot! yang efektif. Dari penelitian ini masih perlu perbaikan dari beberapa aspek. Disarankan bagi peneliti selanjutnya untuk mengkaji lebih dalam penggunaan Kahoot! dalam materi kursus menulis tertentu.

CHAPTER 1

INTRODUCTION

This chapter explains the introduction of the study. There are some points related to this chapter, they are the background of the study, research problems, objective of the study, significance of the study, scope, and limitation of the study, and the definition of key terms.

1.1 Background of the Research

The advance of technology nowadays leads humans to an easier life, especially in education. With the rapid growth of education, people compete to present the learning tool known as media. By enclosing media in learning, students are expected to receive and absorb the material easily. Soeprapto (2019) explained that the students' lesson results can be reached from a good teaching and learning process. That good teaching and learning process is achieved through using innovative and interactive learning. During the process of acquiring the lesson, the use of learning media facilitates the students to be associated with the material (Soeprapto, 2019).

There are numerous kinds of technology in education, such as educational websites, learning media, devices, and online applications. As a view, education websites that can be used to look for material are Google, Wikipedia, and YouTube. Then some learning media which can be applied to support learning are screen and projector. Moreover, several devices which can be utilized by the student are a laptop, a personal computer, and a smartphone. And then online

applications which can be exploited by the student to enhance their knowledge are Duolingo, *Kahoot!*, and many others.

One application that is frequently used in learning is *Kahoot!*. *Kahoot!* is an online application that can be used as an English learning media tool due to its freedom for the teacher to search and edit the material. In *Kahoot!*, the teachers are able to provide, explain, and deliver the material according to the way they want. It is usually used as a brainstorming, game, or test. The use of *Kahoot!* in learning is a companion tool to expand student's motivation and understanding through game-based learning. Tahir and Wang (2020) found that the use of *Kahoot!* in learning has some purposes, such as expanding engagement, student motivation, fun, and concentration so that the purpose of learning can be reached and get better. The use of this application is suggested after students obtain the material so that they can rearrange their critical thinking, reviewing, and assessing their understanding. The teacher can directly choose or look for the material which will be tested from the searching bar or the teacher can create his or her questions on *Kahoot!*

As a result of the research conducted by Wang and Tahir (2020), *Kahoot!* has a positive impact on the student in learning. It significantly improved students' attendance, participation, attention, satisfaction, and motivation. As well as the research conducted by Dwiastuti (2019) produced the result from students' perception of *Kahoot!*, she concluded that *Kahoot!* has four advantages: those are to help students remember the material, to measure the student's knowledge, to motivate the students to learn, and to build the atmosphere in class. Those

researches above peeled *Kahoot!* in general discussion, not in specific content. Although several researchers found positive perceptions and results, it is still needed to know the potential of using *Kahoot!* in more specific concerns, especially in writing courses. The novelty of this research is to know the advantages and disadvantages of using *Kahoot!* in the Writing course.

Kahoot! is usually used for ice-breaking (brainstorming), deepening section, or final chapter test according to the researcher's experience in Writing I (in semester one) and Writing II (in semester two) courses. In the first semester, the Writing I course lecturer used *Kahoot!* as learning media to make it easier to set an example like the kind of paragraph or punctuation. While in the second semester, the Writing II lecturer gets used to using *Kahoot!* as an assessment tool. Sometimes the lecturer used *Kahoot!* as a brainstorming before the lesson in order to trigger students' critical thinking.

Kahoot! is used by one of the lecturers in Writing I (in semester one) and Writing II (in semester two). According to the researcher's experience, there are some problems related to the use of *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) courses. The main problem is, *Kahoot!* needs a stable signal. Because the basic form of *Kahoot!* is a competitive game, it needs a stable signal to send and receive the real-time data from *Kahoot!*. The student who answers the choice, but is constrained by a poor signal, will not get the score although his or her answer is actually correct. Sometimes it is annoying for students. Despite *Kahoot!* needs a stable signal, and some students are hindered by the signal, it does not reduce the fun of using *Kahoot!* during the writing class.

There are two previous studies which are related to this topic. The first study is conducted by Damara (2016). This study intended to find out student's perceptions of using *Kahoot!* as an ice breaker and how to improve the use of *Kahoot!* as an ice breaker in movie interpretation class. The result is that *Kahoot!* has a positive perception toward students as an ice-breaker in movie interpretation class. They feel motivated and enjoy using *Kahoot!* as an ice breaker. And then, the second study was conducted by Dwiastuti (2019). This study aimed to find out student's perception of using *Kahoot!* in language learning alongside with its benefits and challenges. the finding of this research is that the use of *Kahoot!* could help students to remember the previous material, make them more motivated, and also create a good atmosphere in the class. Thus, the challenges of using *Kahoot!* are unstable internet connection, students and the teacher cannot have the discussion, and the scoring system is not fixed yet. Those two previous studies investigated the students' perception of using *Kahoot!* in general aspects, but students' perception of using *Kahoot!* in the writing course is still unknown. The researcher would investigate this research gap alongside by *Kahoot!* benefits and obstacles in the writing course.

To sum up, *Kahoot!* is one of the most useful online applications which can be used to help students enhance their material understanding in a fun way. Although *Kahoot!* has numerous positive impacts, the impacts of using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) are still unknown. Furthermore, it required the perception of students who had experience in using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) courses

with an eye to get the maximal result. The researcher is curious about students' perception of using *Kahoot!* the writing course, in this case, is Writing I (in semester one) and Writing II (in semester two) courses, aligned by its advantages and disadvantages based on their experience in it so that the stakeholders in the university, especially in the writing course, can maximize the potency and benefits of *Kahoot!* in Writing I and Writing II courses.

1.2 Research Problems

Based on the explanation above, the research problems of this research can be formulated as follows:

1. To what extent using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) course benefits sixth-semester students at the English Department of the Universitas Islam Malang in the Writing learning?
2. To what extent using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) course hinders sixth-semester students at the English Department of the Universitas Islam Malang in the Writing learning?

1.3 Research Objective

Based on the research questions, the objective of this research can be formulated as follows:

1. To investigate the benefits of using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) courses as perceived by the sixth-semester students at the English Department of the Universitas Islam Malang

2. To describe the obstacles of using *Kahoot!* in Writing I (in semester one) and Writing II (in semester two) courses as perceived by the sixth-semester students at the English Department of the Universitas Islam Malang.

1.4 Significance of the Research

The implementation of this research aims to provide benefits and positive impacts to the teachers, students, and further researchers. For teachers, it is expected after knowing the perception of using *Kahoot!* in writing, the learning will be more innovative and attractive which blends between conventional learning and modern learning. Further, this research will give the teacher an insight into *Kahoot!*'s weaknesses so that they can prepare and avoid them. For students, it is expected after reading this research, they know the benefit of using *Kahoot!* in writing courses so that they can enjoy the writing class and be more motivated. Moreover, they can directly practice their understanding of the material taught by the teacher or lecturer in the learning session. For other researchers, it is expected after reading the research, they can dig up the potency of *Kahoot!* in learning then maximize its benefit. They can also use this research as a reference in future research in the use of *Kahoot!* related to the other aspects.

1.5 Scope and Limitation of the Research

The researcher focuses on the investigation of student's perception of using *Kahoot!* in writing course and then find out its advantages and obstacles. This investigation is aimed at only four students from the sixth-semester of the English Department of the Universitas Islam Malang. The limitation of this

research is, the researcher will interview four students in the same class only because other students in other classes did not experience the similar *Kahoot!* as a learning media.

1.6 Definition of Key Terms

To avoid misunderstanding or obtain the same perception used in this research, the following key terms definitions are given:

1. Perception

Perception in this study is a students' sight, experience, and point of view including the benefits and obstacles of using *Kahoot!* during Writing I (in semester one) and Writing II (in semester two) courses.

2. *Kahoot!*

Kahoot! in this study is a game-based online learning platform that is used in Writing I (in semester one) and Writing II (in semester two) courses as an ice-breaking (brainstorming), learning media, or test tool.

3. Writing

Writing in this study is Writing I (in semester one) and Writing II (in semester two) courses which *Kahoot!* is integrated with as brainstorming or as an assessment tool.

CHAPTER V

CONCLUSION

This chapter underlines what has been discussed in chapter IV and provides suggestions.

5.1 Conclusions

The use of *Kahoot!* in the Writing I and Writing II course as experienced by sixth-semester students of the English department of the Universitas Islam Malang brings some benefits and obstacles. The interview that was conducted with four students was done with some findings related to *Kahoot!* benefits and obstacles. The benefits are, *Kahoot!* helps students understand the material well, *Kahoot!* brings a good atmosphere in the class, and *Kahoot!* supports students' writing skills.

In contrast, there are three obstacles to the use of *Kahoot!* which were experienced by the students. The first is, *Kahoot!* needs a stable signal. The second, *Kahoot!* has limited time to answer the questions. Thus, the third obstacle is *Kahoot!* has annoying sounds that distract student's concentration.

Related to the findings, the benefits and obstacles found were in general aspects, but it did not specifically describe its benefits and obstacles the writing material. Even though, *Kahoot!* has the potential to be used regularly in the writing course with some improvements to avoid its challenges.

5.2 Suggestions

After exploring the benefits and obstacles experienced by sixth-semester students of the English department of the Universitas Islam Malang, it is suggested for further researchers to dig up and maximize the benefits and challenges of *Kahoot!* to make effective learning specifically in the writing course material because the benefits and obstacles explained here are still in general writing learning, not in the specific writing content and material.

Moreover, it is suggested for the teachers, lecturers, and instructors to understand the application well so that they can avoid misuse of *Kahoot!*. They should be more interactive while using *Kahoot!* by discussing each question to create a good class engagement. The instructors should ensure that the connection will be stable to avoid signal problems. Then, time adjustments to answer questions must be arranged based on the difficulty level of questions so that the use of *Kahoot!* will be fair. The instructor should know whether the music and sound of *Kahoot!* is disturbing or not so that no students feel disturbed. They can adjust the sound and music volume to avoid this problem.

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