

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher describes the result of the data obtained from the interview, observation and the questionnaire. The first data is about teacher's perception towards Kahoot application in teaching and learning English and second data is about students' response towards Kahoot application in teaching and learning English.

1. Teacher's perception towards Kahoot application in teaching and learning English

To get the data for answering this question, the researcher did the interview and observation. The researcher interviewed the English teacher who teaches at the ninth grade and for the observation, the researcher did six observations in all classes where she teaches.

There are seven questions addressed in the interview session with the teacher and the observation checklist and also observation note in the observation session.

Before the researcher asked about the main question, the researcher asked some simple questions related to the teacher's knowledge about Kahoot application. Based on the interview, the teacher had known this application since her presence on the treasurer training. From there she learns it by herself or autodidactic then she tried it in her class.

For the first question, the teacher is not always using the Kahoot application in the meeting of the lesson. She mentioned that:

“Tidak selalu, kebanyakan saya hanya menggunakananya saat evaluasi saja (penilaian akhir). Itu untuk mengetahui sejauh mana pemahaman siswa terhadap materi yang telah diberikan”

This answer is confirmed with the result of observation. During the observation, the researcher found that the teacher only used Kahoot three times; they were in the second meeting, fifth meeting and sixth meeting. Actually, in the first meeting, the teacher wanted to use Kahoot but unfortunately, the students did not bring their phone and the teacher herself did not find the speaker as an additional device to supporting Kahoot application through the laptop.

In the second question, the teacher thought the Kahoot application is not suitable for all of the topics or material in English lessons. She mentioned:

“Tidak semua topik bisa menggunakan aplikasi ini, misalnya saja untuk reading teks yang panjang itu jelas tidak bisa menggunakan Kahoot. Nah berbeda kalau tentang pernyataan true or false, Kahoot bisa digunakan. Jadi menurut saya pribadi tidak semua topik yang ada pada pembelajaran bahasa Inggris bisa menggunakan Kahoot”.

The statement above is confirmed with the observation result. During the observation, the researcher found that Kahoot is used for selected topic and it could not be suitable for all of the English skills. From what the researcher has seen in the class, the skills that could be tested with Kahoot application are vocabulary and grammar. The researcher did not find listening and speaking skill being tested when the application is played in the class.

Next to the third question, the teacher used Kahoot for the evaluation and for brainstorming before beginning a new lesson. She mentioned:

“Iya selama ini saya memang menggunakan Kahoot untuk evaluasi namun selain itu Kahoot juga digunakan untuk brainstorming sebelum memasuki materi pelajaran yang baru”

This answer is confirmed with the observation result. In the observation, the researcher found that the teacher used Kahoot in the last of the lesson like in the second meeting and sometimes she used it in the

first lesson as brainstorming and an evaluation at the same time as in the fifth meeting and sixth meeting.

Move to the fourth question, the teacher made the question for the quiz on Kahoot by herself and sometimes she took it from other sources and arranged it based on her lesson. She mentioned:

“Terkadang saya membuat sendiri pertanyaan untuk kuis di Kahoot dan kadang saya juga googling dan melihat contoh pertanyaan dari sumber lain setelahnya pertanyaan itu saya ubah sesuai dengan materi saya”

For this answer, it could not be confirmed with the observation result, because when the researcher observed the class, the teacher directly plays some quizzes on Kahoot. It means the quiz was created before the lesson began.

For the fifth question, the teacher said mostly the students look happier when they are studying through Kahoot application. As she mentioned below:

“Kebanyakan siswa jadi lebih senang ketika mereka belajar dengan menggunakan Kahoot, Ibaratnya lebih kevariasi dalam belajar supaya siswa tidak bosan. Kalau untuk yang seterusnya seperti selalu

menggunakan Kahoot pada pembelajaran ya tidak bisa juga. Kalau untuk sekekali ya bisa saja”

The researcher asked the sixth question, the teacher thought that her students look happier and enjoy during the lesson than the usual lesson without Kahoot. She mentioned:

“Untuk perbedaannya sendiri, sejauh ini murid saya terlihat lebih senang. Anak-anak juga merasa enjoy dalam belajar dibandingkan dengan pembelajaran biasa tanpa menggunakan Kahoot”

For the fifth and the sixth answer is confirmed with the result of observation. When the researcher observed in the class, the researcher found that the students seemed more energetic and they were enthusiastic playing with Kahoot than usual learning. On the other hand, the researcher found that when the teacher cancels to use Kahoot they look so sad and disappointed.

For the last question, the teacher mentioned some problems faced when Kahoot is used in the class such as internet connection and limitation of the smartphone. As she said below:

“Kendala jelas saja ada diantaranya koneksi internet dan keterbatasan Handphone siswa. Karena sekolah kami masih belum memiliki wifi jadi

koneksi internet sangat bergantung pada kuota data ataupun hotspot yang ada. Kalau untuk Handphone, ya siswa masih bisa meminjam pada temannya yang lain atau dijadikan berkelompok”.

The answer above is confirmed with the result of observation in the class. During the observation, the researcher found some problems such as internet connection, the supporting devices such as LCD, Speaker, Laptop and the students' phone. The problem was found in the first meeting when the teacher wanted to use Kahoot but the students did not bring their phone and the supported devices are not available. The problem also found in the fifth meeting, even though Kahoot was played but in the middle of the lesson the internet connection was failed and there is no connection to the internet.

Based on the data from the interview and observation above, it can conclude that overall teacher has positive perception towards Kahoot application in teaching and learning English. She used the application whenever she can. She used it for brainstorming and evaluating students' comprehension. For the quiz or question on Kahoot, usually she made it by herself or took from other sources. The teacher also said that Kahoot made her students more enjoyable and enthusiastic in the class. From the teacher's view the researcher found that Kahoot cannot use every day, besides that Kahoot also cannot use for teach all of the skill in English

lesson, it can use for selected topic and there are some problems when she teaches in the class using Kahoot application such as internet connection, lack of mobile phone and lack of supported devices.

2. Students' response towards Kahoot application in teaching and learning English

For answering this question the researcher did six observations, conducted focus group interviews to the three groups consist of six students each group and distributed questionnaires to ninety-five students of ninth grade.

Here the researcher presented the percentage of the questionnaire.

Table 4.1 The result of Questionnaire			
Indicator	No	Statement	Percentage
Students' impression towards Kahoot application	1	<i>Saya mengetahui aplikasi Kahoot pertama kali di SMPN 4 Sungai Tabuk</i>	67% (Strongly agree)
		<i>Saya rasa tampilan kuis/soal yang ada pada aplikasi kahoot</i>	52% (Strongly)

	4	<i>ini sangat menarik</i>	agree)
	10	<i>Jika memungkinkan saya selalu ingin menggunakan aplikasi kahoot tiap pelajaran bahasa Inggris</i>	44% (Strongly agree)
Student who have positive response	3	<i>Saya lebih memahami pelajaran bahasa inggris melalui aplikasi kahoot</i>	61% (Agree)
	5	<i>Saya lebih suka menjawab soal latihan melalui aplikasi kahoot daripada menjawab soal seperti biasa</i>	50% (Agree)
	7	<i>Materi soal yang disajikan melalui aplikasi kahoot mudah dipahami dan sesuai dengan yang diajarkan guru</i>	48% (Agree)
	8	<i>Saya merasa nilai pelajaran bahasa Inggris jadi lebih tinggi</i>	55% (Agree)

		<i>dibandingkan biasanya dengan menggunakan aplikasi kahoot</i>	
Student who have negative response	2	<i>Pembelajaran bahasa Inggris dengan aplikasi kahoot sangat membosankan</i>	1% (Agree)
	6	<i>Saya merasa kesulitan dalam menggunakan aplikasi kahoot untuk menjawab soal latihan</i>	9% (Agree)
	9	<i>Menurut saya dengan menggunakan aplikasi kahoot dikelas pembelajaran bahasa Inggris jadi kurang efisien</i>	5% (Agree)

There are five questions addressed in the interview session with eighteen students in three groups, observation list and observation note, and also ten questions on the questionnaire. For the first question, the researcher asked the students about Kahoot and all of the students answered that they have known Kahoot application from the teacher who

teaches in the ninth grade of SMPN 4 Sungai Tabuk. As students mentioned below:

Student 1: *Awalnya saya tidak mengetahuinya, saya baru mengetahui*

aplikasi ini saat disekolah

Student 9: *Iya saya tahu, pertama kali saya tahu aplikasi ini saat dikelas*

9 tepatnya sejak beberapa bulan yang lalu

Student 11: *Ya tahu, jika saja ibu guru tidak mengajar menggunakan*

aplikasi ini maka sampai sekarang saya tidak pernah tau

This answer is confirmed with the result of questionnaire statement number 1 with 67% of 95 students chose strongly agree that they know Kahoot application when they learn in SMPN 4 Sungai Tabuk.

The second question, the researcher asked about the use of Kahoot in teaching and learning English and all of the students answer that they like using Kahoot application in the English learning process. They said Kahoot was fun and interesting application. Some of them like Kahoot because it has a picture and music and other student like Kahoot because it made the learning process not monotonous and more enjoyable and

some of them like the application in the learning process because it could gain their knowledge, and they feel more challenged in answering the quiz. As the students mentioned:

Student 2: *Ya saya suka, karena pelajaran jadi tidak membosankan*

malahan dengan kahoot ini pelajaran dikelas jadi menyenangkan

Students 15: *Saya suka aplikasi ini karena ada gambarnya dan bisa*

memperbanyak ilmu pengetahuan

Student 9: *Iya suka, karena disertai musik yang membuat para pemain*

tidak merasa bosan, dan para pemain juga harus menjawab pertanyaan dengan benar dan cepat agar mendapatkan skor tertinggi untuk menjadi juara di akhir permainan

Student 6: *Iya saya suka karena belajar jadi tidak monoton*

Student 8: *Ya, karna lebih asyik juga menyenangkan Sangat suka sekali*

karna aplikasi permainan itu saya jadi bersemangat untuk menjawab isi-isu kuisnya

Student 12: Saya sangat suka menggunakan aplikasi ini ketika belajar karena diakhir permainan akan terlihat nilai dan pemenangnya

This answer is confirmed with the questionnaire result statement number 2 with 51% of 95 students disagree that teaching and learning English using Kahoot application was boring and statement number 4 with 52% of 95 students chose strongly agree that the appearance of the quiz in Kahoot was interesting. Beside the observation result, the researcher found that the students look so happy and enjoy more in the learning process with Kahoot application.

For the third question, when the researcher asked them whether they like to use Kahoot to do the assignment or they like to answer the question in the book or LKS, the researcher found the various answers. Mostly students like to answer the quiz or the question through Kahoot than the question from the book. Besides some students chose to answer the question from the book and the other said they like both of them. They said it depends on the difficulty of the question. The students mentioned:

Student 8: *Saya lebih senang menjawab pertanyaan dengan kahoot karena di kahoot kita ditantang untuk menjawab lebih cepat dari yang lain dan juga jauh lebih menyenangkan daripada belajar dibuku*

Student 7: *Kalau saya pribadi, saya lebih menyukai pertanyaan yang ada dibuku karena saat menjawab pertanyaan saya dapat menyusun pola kalimatnya secara langsung*

Student 4: *Dua-duanya karna saya memahami soal yang diberikan tergantung apabila laihan di LKS mudah maka saya pilih LKS begitu juga sebaliknya*

Student 3: *Kalau menurut saya sih tergantung dari soalnya, kalau soalnya lebih mudah di buku ya saya lebih suka menjawab melalui buku begitu juga sebaliknya*

This answer is confirmed with the questionnaire result statement number 5 with 50% of 95 students agree that they preferred to answer the task or assignment through Kahoot than from the book.

In the fourth question, when the researcher asked them about how they feel towards Kahoot application in teaching and learning English, most students answer that they feel easy to understand English lesson through Kahoot application. They said it is because the quiz or the question on Kahoot is easy to understand and the answer has appeared on it, so the students feel easy to choose one of them. The other students said that it is because there is a visual or picture of the question. The students mentioned:

Student 10: *Semenjak memakai aplikasi ini, saya jadi lebih mudah*

*memahami soal yang ada pada mata pelajaran Bahasa
Inggris*

Student 16: *Iya jika dibandingkan dengan pelajaran biasanya, saya*

lebih paham ketika menggunakan kahoot

Student 6: *Iya jadi lebih mudah karna soalnya jelas sudah beserta*

jawabannya

Student 2: *Iya saya merasa lebih mudah. Dengan menggunakan*

*aplikasi ini lebih mudah karena memiliki gambar dan
mudah*

memahaminya

This answer was confirmed with the result of questionnaire number 3 with 61% of 95 students agree that they more understand the lesson through Kahoot application, and statement number 6 with 64% student disagree that they feel difficult to use Kahoot application to answer the question, statement number 7 also confirmed it with 48% of 95 student agree that the question on Kahoot is easy to understand and same as teacher was explained in the lesson.

For the last question of the interview, the researcher asked them about the problem faced when they use Kahoot in the class and the student said that there are some problems when using Kahoot in the class. Most of the students said it depends on the internet connection or network, they also mention the limitation of mobile phone and the limitation of LCD. As students mentioned below:

Student 9: *Ada sih, seperti jaringan internet yang kadang naik turun*

Student 11: *Biasanya jaringan atau LCD yang tidak tersedia*

Student 7: *Ada, masalahnya seperti lupa bawa handphone, jaringan*

lelet, tidak ada kuota data, batre handphone yang habis, dan kadang LCD terpakai oleh guru yang lain

This answer is confirmed with the observation result and the problem which has been mentioned by the students in the interview session is true and it causes Kahoot application being canceled to use in the class.

Besides from the interview, the researcher also saw the students' response through direct observation. Based on the observation the researcher found even though they use Kahoot, not all the students get a higher score some of them still get a low score. This situation was confirmed with the questionnaire result statement number 8 with 55% of 95 students agree that the students feel they get a higher score in English lesson through Kahoot than usual.

Based on the observation, the researcher found that all of the students participated to answer the quiz through Kahoot application in the group. This situation was confirmed with the result of questionnaire statement number 9 with 62% of 95 students disagree that the use of Kahoot application in English learning in the class is not efficient.

In the observation, the researcher also found that some students look lazy and they put their heads on their table and look not interested in the learning process without Kahoot application. This situation was confirmed with the result of questionnaire statement number 10 with 44%

of 95 students agree if possible they will use Kahoot in every meeting of English lesson.

From the result above, it can be concluded that the students' are impressed by Kahoot application and most of the students have positive responses towards Kahoot application in teaching and learning English.

From the percentage of the questionnaire, it could be said that the students who have negative responses are low.

B. Discussion

After the data has been obtained and displayed at the findings above, the researcher has known how the teacher's perception towards Kahoot application in teaching and learning English and what the students' response towards Kahoot application in teaching and learning English.

Overall the teacher has positive perception towards Kahoot application in teaching and learning English. It has proved from the result of interview and observation. Based on the teacher's perception when the researcher asked her some questions, the teacher was thought that Kahoot application can not be used everyday or in every meeting of the lesson. However, the teacher has tried to use Kahoot whenever it possible. Kahoot application can not be used to teach all of the skills in English lessons and it can not be used to all of the topic. In other words, it can be used for the selected topic. She also said that

she used Kahoot for evaluation session or brainstorming. The teacher said that she made the quiz on Kahoot by herself or took it from other sources. The teacher feels that Kahoot made her students' more enjoyable and enthusiastic in the class and there are some problems when she used Kahoot application, such as internet connection, lack of mobile phone and lack of supported devices.

For students' response towards Kahoot application in teaching and learning English, most of the students have a positive response to this application. It could be seen in the questionnaire result that the students who chose disagree and strongly disagree are low. The result of the interview also supported this finding. In the interview session, most of the students like to use Kahoot in English lesson. Most of them also chose to use Kahoot to answer the question than from the book. They also feel more understand about the lesson when they use Kahoot and most of them want to use Kahoot every day if possible.

In this research, the researcher found that the teacher created the quiz and she used Kahoot for assessing or evaluating students at the end of the lesson. As the teacher said in the interview that she did not use Kahoot for all the meetings, she only used Kahoot for evaluation. Beside that, the teacher also used Kahoot for brainstorming before beginning the lesson. From the observation, the researcher saw sometimes the teacher used Kahoot at the end

of the lesson and sometimes she used it at the beginning of the lesson. This finding has a similarity and some differences with the theory from Tsichouridis, Vavouglis, and Ioannidas (2017), Kahoot is an online free platform that is known for its ability to enhance interactivity in the classroom through making of quizzes or survey. Usually, the teacher created quizzes or survey for revision or formative and final assessment purposes. In this theory Kahoot is used for revision or assignment but in finding, the researcher found that the teacher used Kahoot for evaluation and brainstorming.

In this research, the researcher found the teacher begins the game as a host and the students participated to answer the quiz on Kahoot in group or team. This finding has similarities with the theory from Tsichouridis, Vavouglis, and Ioannidas (2017) and Wang (2015), the quizzes are answered by learners in a form of a game and students answer them in real-time through an easy-to-use interface. The motivation was to engage students through transforming the classroom into a game show, where the teacher would be the game show host, and all the students could compete by earning points through answering correctly on various questions related to the current subject being taught. At the end of a game session, a winner would be announced.

In the observation, the researcher saw learners' cooperation. The students work together in a group to answer the quiz on Kahoot application. In contrast, the researcher found that usually the students seldom work in pairs

or groups during the teaching and learning process. This finding has similarity with theory from Ahmadi (2018), Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work.

The researcher found that most of the students said that they like using Kahoot application because it has a picture and music or back sound. This finding has a similarity to the theory application of technology that helps learners learn on the basis of their interests. It also satisfies both visual and auditory senses of the learners (Ahmadi, 2018).

In this research, the researcher found that although the quiz is answered from their smartphone, the answer also appeared on a widescreen so they still can ask the question to the teacher. They still can communicate face to face and from what the researcher has seen, the teacher usually explains more to the students if they made the wrong answer. This finding is different from the theory which stated that one of disadvantage from digital game-based learning is the lack of communication between teacher and students. If the task is done through a computer, the students may not able to ask question freely to their teacher. Self-driven learning might also cause dislikes and discouragement for students, due to the difficulty to ask questions (Reynolds & Caperton, 2011).

In this research, the teacher said that when Kahoot is used in the class the students look more enjoy during the lesson. As she said, when the researcher did the observation, the researcher saw the students look enjoy and happy to play a game. They look more relaxed and very interested in playing Kahoot. This finding has similarity to Kocadere & Caglar (2015) theory where it is known that games have positive effects of creating enjoyment, increasing motivation, ensuring the continuation of interest, facilitating collaborative learning, raising levels of engagement, creating the feeling of flow, developing problem solving and critical thinking skills and improving learning outcomes. In line with Kocadere and Caglar, Gee (2003) stated that the idea is that when you learn through games, you are so engaged and motivated that you are learning even you are not aware of it.

In this research, the researcher has found the advantage of Kahoot application such as everyone can use Kahoot application freely including the students. They are not worried about paying for playing the game on Kahoot, they just need to enter the pin or code which they get from the teacher. From the observation, the researcher found that the teacher only used the quiz to assess the students and for the question, the teacher used true or false and multiple choice as a type of question. The researcher realized that Kahoot is one of application that easy to use and that is why the teacher used this application and not the other. These findings are same as the theory from

Ismail and Mohammad (2017), stated that there are several advantages of using Kahoot: Freely available for anyone to use, multiple types of question, easy to use and user-friendly, account registration is not needed, students can simply join Kahoot sessions by entering the code given by instructors, compatible with various devices, music and colours add to students' excitement and energy, the response time for each question is flexible and adjustable according to students' needs.