

**KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH
LEARNING MEDIA FOR UNIVERSITY STUDENTS**

**By
MUHAMMAD APRELLY MUJIZA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024**

**KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH
LEARNING MEDIA FOR UNIVERSITY STUDENTS**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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BANJARMASIN
2024**

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I, the undersigned, Muhammad Aprelly Mujiza, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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The Writer,



A handwritten signature in black ink, appearing to read 'Aprelly'.

Muhammad Aprelly Mujiza

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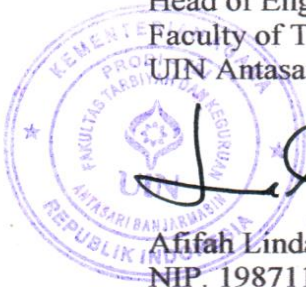
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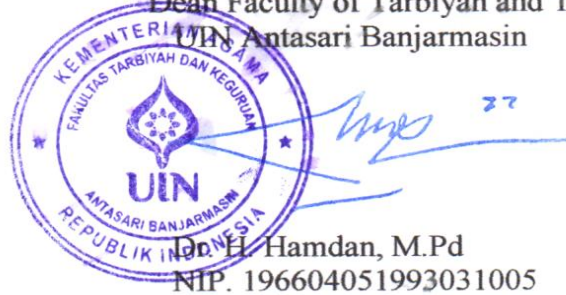
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Date : 22 march 2024




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ABSTRACT

Muhammad Aprelly Mujiza, 2024. Kahoot Application As An Alternative English Learning Media For University Students on April 3th, 2024. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Fajrianor, M.Pd.

Keywords: Kahoot in learning; Learning media; teacher innovation

At this time there are still many teachers who teach using less varied learning media. As a result, students feel bored in following the lesson. Therefore, Kahoot is one of the learning media that makes students happy to take part in learning in class. The purpose of this study is to first determine teacher innovation and the use of Kahoot in learning. Both advantages, disadvantages, and input on the use of Kahoot in learning. This research is a qualitative research. The collection technique is done by interview. The approach used is a Qualitative Describe on students with 11 participants. Determination of the subject of this research is also done by means of purposive sampling. Data analysis techniques are carried out by Data Reduction, Data Display, Conclusion Drawing and Verification. The study found that this is teacher innovation and the use of Kahoot in offline and online learning, the more teachers use Power Point, the more teachers use learning media and various learning media used. Kahoot has advantages, namely learning is more fun, easy to use, easy to understand the material and become more developed. It has drawbacks, namely the network, questions and answers are too short, and limited tools, only effective for evaluation of learning, and effective if there is supervision. Troops for more effective learning through not using Kahoot as a learning medium forever, and Kahoot to be mixed between Kahoot and other media.

ABSTRAK

Muhammad Aprelly Mujiza. 2024. *Aplikasi kahoot sebagai media alternative dalam pembelajaran bahasa inggris bagi mahasiswa universitas* on April 3th, 2024 Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Fajrianor, M.Pd.

Kata kunci: Kahoot dalam pembelajaran; Media belajar; Inovasi guru

Pada saat ini masih banyak guru yang mengajar dengan menggunakan media pembelajaran yang kurang bervariasi. Akibatnya siswa merasa bosan dalam mengikuti pelajaran. Oleh karena itu, Kahoot merupakan salah satu media pembelajaran yang membuat siswa senang dalam mengikuti pembelajaran di kelas. Tujuan dari penelitian ini adalah untuk mengetahui terlebih dahulu inovasi guru dan penggunaan Kahoot dalam pembelajaran. Baik kelebihan, kekurangan, maupun masukan terhadap penggunaan Kahoot dalam pembelajaran. Penelitian ini merupakan penelitian kualitatif. Teknik pengumpulan data dilakukan dengan wawancara. Pendekatan yang digunakan adalah Deskriptive Qualitative pada mahasiswa dengan jumlah partisipan sebanyak 11 orang. Penentuan subjek penelitian ini juga dilakukan dengan cara purposive sampling. Teknik analisis data dilakukan dengan Reduksi Data, Display Data, Penarikan Kesimpulan dan Verifikasi. Hasil penelitian menemukan bahwa inovasi guru dan penggunaan Kahoot dalam pembelajaran offline dan online, semakin banyak guru yang menggunakan Power Point, semakin banyak guru yang menggunakan media pembelajaran dan beragam media pembelajaran yang digunakan. Kahoot memiliki kelebihan yaitu pembelajaran lebih menyenangkan, mudah digunakan, mudah memahami materi dan menjadi lebih berkembang. Memiliki kekurangan yaitu jaringan, pertanyaan dan jawaban terlalu singkat, dan tools yang terbatas, hanya efektif untuk evaluasi pembelajaran, dan efektif jika ada pengawasan. Saran untuk pembelajaran yang lebih efektif dengan tidak selamanya menggunakan Kahoot sebagai media pembelajaran, dan Kahoot dapat dikombinasikan antara Kahoot dan media lainnya.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

. الحمد لله رب العالمين . الصلاة والسلام على اشرف الأنبياء والمرسلين سيدنا ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Kahoot Application as an Alternative English Learning Media For University Students on March 22th, 2024”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Hidayah Nor, M.Pd, for the guidance and encouragement.
4. My thesis advisors, Fajrianor, M.Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan, 13th 1445 A.H
March, 23th, 2024 A.D

Muhammad Aprelly Mujiza

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CHAPTER I

INTRODUCTION

A. Background of Study

The goal of learning English is to provide children the necessary degree of listening, speaking, reading, and writing ability to communicate. (Putri, 2019) said Teaching English in schools is important for both academic and practical learning purposes, such as using the language for communication, reading foreign literature, and other uses . (Abu bakar Muhammad et al., 2018) referred to the use of English as a communication and engagement tool. In addition, there are steps that English language teachers and students in schools may do to make teaching and learning English easy and natural. Planning learning and putting it into practice has a comprehensive understanding that takes into account the advancement of current science and technology. Allah said in surah Al-'Ankabut verse 43:

وَتِلْكَ الْأَمْثَالُ نَضِيبُهَا لِلنَّاسِ ۗ وَمَلِيَعَتْلُهَا ۗ إِلَّا الْعِلْمُونَ ۚ ٤٣

“And these examples We present to the people, but none will understand them except those of knowledge.”. (Al-‘Ankabut (29) 43)

In the verse above, Allah SWT said that Allah has created parables that only those who have knowledge can know. similar to how a teacher needs to grow in order to improve as a teacher.

The wrong technique of utilization, poor evaluation instruments, and material that is not suited for the students' level of thinking are the causes of the poor quality of education. The learning process will be improved and student learning accomplishment will rise when appropriate learning media are used. There is no one group that is regarded as the finest, and no one form of media is appropriate for all kinds of educational content. The need for teachers who are proficient in a variety of teaching tools and who can choose the right tools for the job (Putri, 2019).

Additionally, English teachers work to be able to incorporate media technologies into ELT classes to boost student enthusiasm, combine language skills, and create an environment where students may learn independently (Sari et al., 2018). Moreover, Putri (2019) mentions that utilizing new media technology for this purpose Students are very driven and enthusiastic about the media literacy curriculum. Additionally, students can study and discuss media issues in the classroom using laptops, PCs, and iPads. Additionally, they can improve their 4C (critical thinking, creativity, communication, and collaboration) abilities. It is highly helpful to employ new information technology to teach educational media since the new curriculum may give pupils “meaning” and “relevance”.

Based on students perceptions by (Firdiansyah et al., 2020.) in Econocmic Study program. The results showed that the use of Kahoot as a learning evaluation media gets a positive response from students. This is

because Kahoot is easy to use, has an attractive appearance, and is transparent in displaying scores. Thus, students are increasingly motivated to learn in order to achieve the highest score. Another study by Tao & Zou, 2023 state that Kahoot! is viewed by Chinese students as a helpful game-based tool that can improve classroom engagement, learning effectiveness, motivation, and interaction. Consequently, it is advised that educators employ Kahoot! as a facilitator to help students with their EFL learning. The study's findings are pertinent to teaching methodology in both the Chinese higher education context and longer settings when students are more likely to sit and listen than to engage and communicate.

This study will also investigate how to apply the Kahoot learning strategy. Numerous methods, tactics, media, and learning models have been used to enhance English learning (Putri, 2019). (Llerena Medina & Hurtado, 2017) said using Kahoot as a teaching and learning tool for vocabulary in English schools. Further proof that using Kahoot in the learning process might boost student learning motivation and vocabulary is then shown in the study.(Sari et al., 2018) pointed out that The usage of Kahoot in English lessons may greatly enhance student learning because it was created as a hybrid of the implementation of ICT in education and games Students that have utilized Kahoot in the learning process are eager to participate in the class. They are more excited to attend at class and are more attentive in

English. They want to know more about what they've learned, and they can convey what they've learned to others by utilizing Kahoot in class.

B. Definition of Key Terms

This part contains of the definition of the terms used in the thesis in order to avoid misunderstanding or misinterpretation.

1. Learning Media

Learning Media refers to any materials or tools used to facilitate learning processes and enhance understanding. These materials can be physical, digital, or a combination of both, designed to convey information, engage learners, and stimulate their cognitive processes. Learning Media encompass a wide range of resources such as textbooks, audiovisual materials, interactive software, and online platforms, all aimed at supporting educational objectives and catering to diverse learning styles.

2. Utilization of Kahoot

The utilization of Kahoot refers to the application and integration of the Kahoot platform in educational settings to enhance learning experiences. Kahoot is an interactive game-based learning platform that allows educators to create, customize, and deliver quizzes, surveys, and discussions in an engaging and competitive format. Through Kahoot, instructors can assess students' understanding,

encourage active participation, and foster collaboration in both physical and virtual classrooms. The utilization of Kahoot involves leveraging its features to create dynamic and interactive learning activities that promote student engagement, motivation, and knowledge retention.

3. ICT stands for Information and Communication Technology. Telecommunications technologies that offer access to information are referred to as ICT.
4. EFL (English as a Foreign Language) meaning instructing or learning English in a place where English is not widely spoken
5. ELT (English Language Teaching) teaches English to people who do not speak English as their first language

C. Research Questions

Based on the context of the mentioned problem, the researchers chose the following formulation of the problem in this study.

1. What are the advantages of kahoot application as an alternative of English learning media?
2. What are disadvantages of kahoot application as an alternative of English learning media?

D. Objectives of Study

The objectives of this study are as follows, based on the research questions:

1. To find the advantages of kahoot application as an alternative of English learning media.
2. To analyze disadvantages of kahoot application as an alternative of English learning media.

E. Significance of Study

The outcomes of this research's implementation are projected to benefit a variety of stakeholders, including:

1. Theoretical Benefit
This results of the research are predicted to be one of those that may be utilized as a reference for alternative learning ways other than standard approaches
2. Practical Benefit
 - a. For instructors, to draw students' attention and raise their passion for learning English, as well as to assist students in improving their English abilities.
 - b. For Students can learn by using educational games as one of the supporting media in their learning and to help motivate them to learn English.
 - c. For institutions The findings of this study are expected to be useful as a learning resource for students as well as references

CHAPTER II

THEORETICAL REVIEW

A. The Idea Behind Kahoot!

1. Definition of Kahoot!

Educators must use effective learning media that is also liked by students when teaching. Learning while playing is a media that can capture a student's attention. Understanding learning media is a method or set of educational tools that can be used as an intermediary in the learning process to increase the effectiveness and efficiency in achieving learning objectives., The advantages of learning media include attracting more learners, motivating them, and developing a variety of learning methods (Putri, 2019).

Additionally, according to putri Kahoot is an interactive educational game in which several icons must be created. One of them is the icon quiz, which allows users to create quizzes using Kahoot! for a study, making learning more interesting and less boring. "Kahoot!" It is an educational website that was founded in March 2013 by Johan Brad, Jamie Brooker, and Morten Versvik as part of a joint project with the Norwegian University of Science and Technology. "Kahoot!" first opened to the public in September 2013.

Also according to (Budiati, 2017) "Kahoot!" There are two website addresses: <https://kahoot.com/> for teachers and <https://kahoot.it/> for

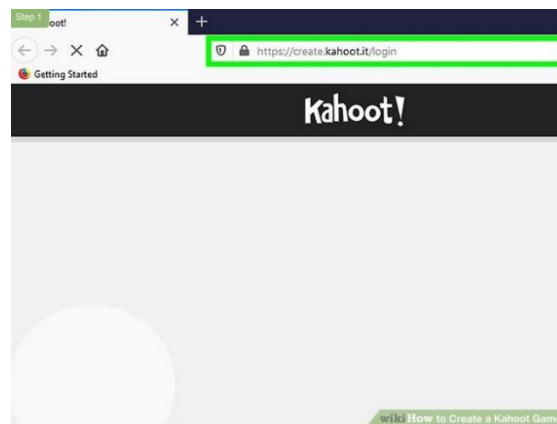
students. "Kahoot!" It is completely free to access and use, including all of its features. Platform "Kahoot!" It would be used for some type of evaluating among online quizzes, surveys, and discussions, all of which had a selection step to play. "Kahoot!" Though the main design is for a group game, it would be played individually. Kahoot is a visual learning platform. As a visual learning medium, The game Kahoot! has an attention function. At its core, the function of visual media attention is to attract and direct your attention to the contents of learning in order to concentrate on subjects related to the meaning of the displayed visual or text accompanying the subject matter.

2. Instructions for Using Kahoot

There are some steps in using Kahoot! In the classroom:

Step 1

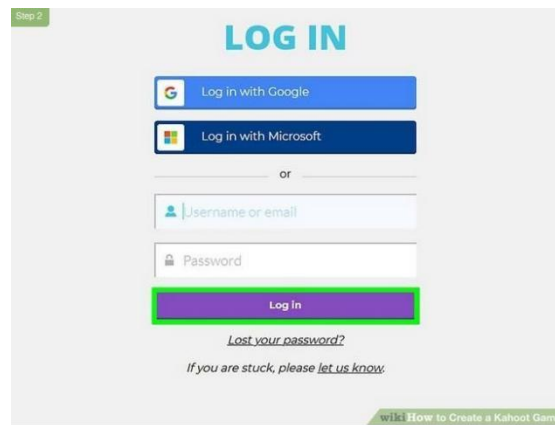
Figure 2.1 Instructions for Using Kahoot Step by Step



Visit <https://create.kahoot.it/login>. To access this site, you can use any browser on a computer, mobile device, tablet, or phone. To preserve your privacy, you must register a kid account if you're under 13 (in the US) or 16 (outside the US). This is because ordinary accounts run the risk of being deleted by Kahoot because more information is gathered through them.

Step 2

Figure 2.2 Instructions for Using Kahoot Step by Step



In addition to a unique Kahoot login, you can log in using your Google or Microsoft account. You can create one on this page by clicking if you don't already have one. Lacking a user account? When creating a free Kahoot account, you must decide why you're using the platform.

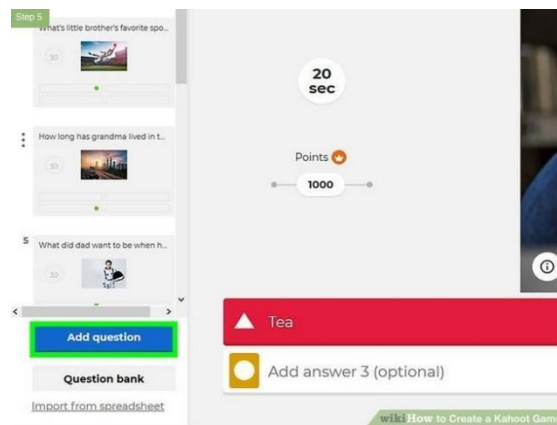
Step 3

Figure 2.3 Instructions for Using Kahoot Step by Step

Press Create. This is next to "Upgrade Now" on the right side of the page. You might notice a box in the middle of the website that directs you to Create Kahoot if you recently made an account.

Step 4

Figure 2.4 Instructions for Using Kahoot Step by Step



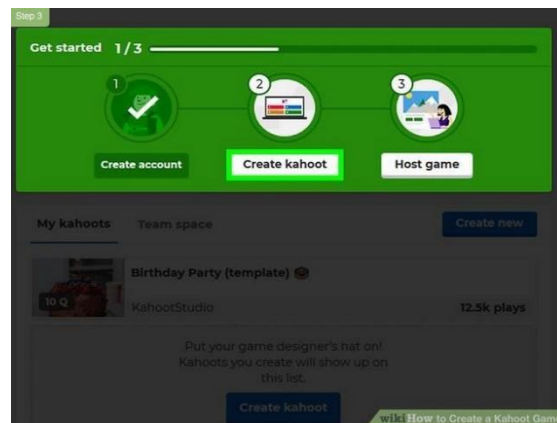
Click to select a template or start a brand-new game. If you select a template, you can modify a game that has already been filled up. You'll begin with a blank form if you decide to make a new game. To modify



the Kahoot's title, description, cover photo, language, and save-to location, click Settings.

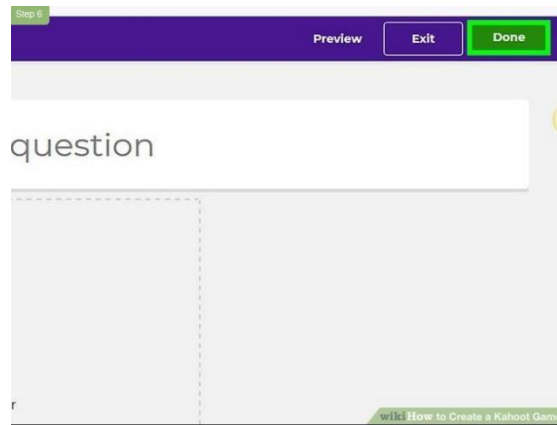
Step 5

Figure 2.5 Instructions for Using Kahoot Step by Step



Choose a question type by clicking Add question. A new tile, such as a quiz, poll, true/false, word cloud, puzzle, or slide, will be added to the Kahoot as a result. You will need to upgrade your subscription in order to utilize a tile if the upper right corner of the tile displays an icon of an orange crown. Type in the "Click to start entering your question" section to add more question text. After that, enter potential responses in the fields below the image area and click to choose the right response. By selecting Picture Library, Upload Image, or YouTube link, you can add an image to the image box. Change the time limit for responses by clicking the number to the left of the question. 20 seconds are used by default.

Figure 2.6 Instructions for Using Kahoot Step by Step



3. The advantages and disadvantages of Kahoot

One of the easiest game-based learning systems for instructors and students is Kahoot!. For educators especially, based on (Putri, 2019) there are certain evident advantages and disadvantages in using this application, which are:

1. Free. Kahoot! creation, play, and sharing are all free of charge.
2. The application is adaptable to a variety of learning settings.
3. It offers a stimulating and difficult technique to get today's students interested in studying.
4. The quiz game can be played solo or in groups.

There are several disadvantages to using Kahoot, which are as follows:

1. Bad network connection
2. Learning time is limited.

3. The teacher must create the Kahoot, which must take lots of time.
4. There are many preparations before utilizing Kahoot in order to avoid running into issue

B. Kahoot As a Teaching Media

Learning media is an effort to increase students' understanding of a learning material so that the learning process runs smoothly and is attractive to students. One of the learning media that can be used in an effort to increase student motivation is Kahoot. Kahoot is a digital gamitification-based learning media packed with games in the form of interactive quizzes that can be accessed online and for free.(Niama et al., 2023)

According to (Niama et al., 2023) Kahoot is an internet-based learning media with quizzes and games. Kahoot is also an interactive learning media because Kahoot can be used in teaching activities such as pre-test, post-test, practice questions and enrichment that can be used through students' and teachers' cell phones, to enter Kahoot you must have a G-mail account. Kahoot online internet-based interactive media has four features, namely games, quizzes, discussions, surveys. Games and quizzes can be played in groups or individually in the process of answering will be represented by images and colors for the right answer. Kahoot games also require students to answer precisely and carefully in answering the questions displayed.

Also, according to (Baetina, 2021) Kahoot game app allows teachers to track student learning outcomes instantly. This is because the points that

students collect can be displayed as soon as they answer the questions in the evaluation system. Additionally Some of the advantages of Kahoot media for the learning process include questions that are provided in a limited amount of time, which allows learners to think quickly and precisely. In addition, it allows educators to create quizzes, discussions, and questions by inputting elements such as text, videos, and images

Additionally, according to (Hafizah, 2021) In addition to its advantages, Kahoot also has the disadvantage of being a learning media. This means that not all new teachers are able to use technology, inadequate school facilities, children are able to use easily deceived to open other things, when class meetings are limited, and not all teachers have it, when to organize and create learning plans using Kahoot.

The researcher can draw the conclusion that The use of Kahoot is commonly used for formative assessment, to monitor each learner's progress towards learning objectives, identify strengths and weaknesses, and to identify areas where students would benefit from more than one lesson, more challenging learning opportunities, or knowledge review.

C. Review of Previous Study

As a reference in this study, the author employs various literature reviews as a foundation for thought; the author uses several comparable research outcomes. Among these literature studies are:

First Thesis written by Maulidya, 2021 entitled “students’ perceptions on the use of Kahoot!” This thesis is essentially identical to the author's study, which is connected to the educational game Kahoot. The main distinction is that in this thesis, the researcher will employ the program Kahoot as an aid in reading narrative content. This thesis intends to Improve students' abilities to read narrative text by using Kahoot!, specifically quizzes and discussions. As a result, the researcher must describe the success of using the Kahoot! application in a reading class, particularly with narrative text.

Then, a study entitled "Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy," was steered by Nunung Susilo Putri, 2019 she investigated. The findings revealed that after including Kahoot into the learning process, pupils were more concerned and enthusiastic in learning English.

Another study is from Budiati, 2017 entitled "ICT (Information Communication and Technology) Use: Kahoot! Program for English Students' Learning Booster" was the topic of her research. The goal of this study is to determine whether utilizing Kahoot! the student's English learning booster program with a total of 39 participants in the English course for first semester nursing students. The results demonstrated that Kahoot was successful in capturing students' attention to English learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a qualitative research method with descriptive qualitative approach in research design. This research is used because it is very useful for researchers. The interview process is very important for data collection. based on this, researchers want to research at Uin Antasari Banjarmasin. Researchers hope to collect data using the research methods that have been selected then analyze and conclude from the data.

Based on Creswell, 2009 describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. As a conclusion, a qualitative approach used to explore the phenomenon in order to understand the practice and behavior in real social situation for small individuals' problem.

Akhmad, 2015 also mentioned that Qualitative descriptive, is a technique that describes and interprets the meaning of collected data by paying attention to and recording as many aspects of the situation being studied at that moment as possible, thus obtaining a general and comprehensive overview of the actual conditions. By using descriptive methods, it means that the researcher analyzes the collected data, which can be in the form of words, images, and not numerical. This data maybe from interview transcripts, field notes, photos,

videotapes, personal documents, notes or memos, and other official documents.

B. Research Setting

This research was conducted at UIN Antasari Banjarmasin . This campus is located at kilometer 4,5 Jalan A. Yani, Banjarmasin, South Kalimantan, This Reseach starting from November 9th to January 9th.. The researcher chose UIN Antasari Banjarmasin because the participants who studied using kahoot media are from that institution.

C. Population and Sample/Participant

In this study, the researcher has chosen English Students at UIN Antasari Banjarmasin as the subject, the sampling technique is purposive sampling. The definition of purposive sampling is a collection of distinct non-probability sampling techniques. Purposive sampling depends on the investigator's judgment in choosing which units to look at (Rai and Thapa, 2015).

The population of this study is English students for even semester at UIN Antasari Banjarmasin. The total population was 115 people in all classes (A, B, C, and D). Based on the study, the criteria were English students who practiced learning English using kahoot media. However, this study took 11 people from one class as representatives. Based on Arikunto, (2012) if the population is less than 100 people, then the sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the

population can be taken. In other words, the researcher needed 11 English students to be the sample in filling out the interview.

D. Data

Kahoot application as an alternative English learning strategy for university students is explained and described in this study data. The study uses data from English Students regarding Advantages and disadvantages Kahoot application and some related documents and actions

E. Technique of Data Collection

To obtain the data, the writer used only one technique of data collection. Since the study is a qualitative descriptive, therefore the writer uses in-depth interview technique as the primary technique.

1. Interview

Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, (2007), in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

The participants were recruited in several ways. Students who attended English lessons using Kahoot were invited to participate. In addition, the author also contacted teachers to refer students who had been taught in

class using kahoot media. Most students were willing to participate, and some were quite eager to share their experiences.

During the initial process with the students, the writer explained the nature of the study and that all interviews would be conducted in Bahasa, students' first language, to elicit answers without limiting or inhibiting the students. Those who indicated a willingness to participate were scheduled for an interview.

Later on, eleven participants were interviewed. All were students of class TBI-19-D. The interview guide was adapted from (Hafizah, 2021) focusing on Advantages and Disadvantages Kahoot application. The following questions were asked:

Kahoot Advantages

1. Kahoot as a learning media makes learning activities more interesting. If you agree with the statement, please give the reason, if you disagree, please give the reason.
2. kahoot can influence motivation, participation and interaction in the learning process. If you agree with the statement please give reasons, if you disagree please give reasons.
3. Kahoot can help develop critical, collaborative, and creative thinking skills. If you agree with the statement, please give reasons, if you disagree, please give reasons.

4. Kahoot has the advantage that it is easy to use compared to using other learning media. if you agree with the statement give reasons, if you disagree please give reasons.
5. Kahoot learning media can make students easier and faster to understand lessons. If you agree with the statement, please give the reason, if you disagree, please give the reason.

Kahoot Disadvantages

1. Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users. If you agree with the statement, please give reasons, if you disagree, please give reasons.
2. Kahoot is an effective learning media when used for learning evaluation. . If you agree with the statement, please give the reason, if you disagree, please give the reason.
3. The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher. If you agree with the statement, please give the reason, if you disagree, please give the reason.
4. You feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and

answers. Do you agree with the statement and give reasons, if you disagree please give reasons.

5. You want the learning media used by teachers to vary not only using Kahoot but using other learning media. . If you agree with the statement, please give the reason, if you disagree, please give the reason.

F. Research Instrument

Collecting data for a study is done with various research methods. According to Indrawan and Yuniawati (2017) research instrument is a tool made to measure important in collecting data that is suitable for research.

The instrument used in this research is an interview instrument. because the data collection process emphasizes in-depth interviews with sources/informants to get an understanding of students' opinions about the advantages and disadvantages of kahoot

Informants: informants are providers of information related to research problems in qualitative research.

The instruments used in this research are as follows:

1. Interview guide for Kahoot Advantages
 - a. Kahoot as a learning media makes learning activities more interesting. If you agree with the statement, please give the reason, if you disagree, please give the reason.

- b. Kahoot can influence motivation, participation and interaction in the learning process. If you agree with the statement please give reasons, if you disagree please give reasons.
 - c. Kahoot can help develop critical, collaborative, and creative thinking skills. If you agree with the statement, please give reasons, if you disagree, please give reasons.
 - d. Kahoot has the advantage that it is easy to use compared to using other learning media. if you agree with the statement give reasons, if you disagree please give reasons.
 - e. Kahoot learning media can make students easier and faster to understand lessons. If you agree with the statement, please give the reason, if you disagree, please give the reason
2. Interview guide for Kahoot Disadvantages
- a. Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users. If you agree with the statement, please give reasons, if you disagree, please give reasons.
 - b. Kahoot is an effective learning media when used for learning evaluation. . If you agree with the statement, please give the reason, if you disagree, please give the reason.
 - c. The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher. If you agree with the statement, please give the reason, if you disagree, please give the reason.

- d. You feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and answers. Do you agree with the statement and give reasons, if you disagree please give reasons.
- e. You want the learning media used by teachers to vary not only using Kahoot but using other learning media. . If you agree with the statement, please give the reason, if you disagree, please give the reason.

G. Data Analysis

The data analysis process was divided into three main stages following the qualitative analysis framework developed by Miles and Huberman, (1994): data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

The vast amount of data must first be sorted, then meaningfully reduced or rearranged. Data reduction, According to Miles and Huberman (1994), is the process of choosing, narrowing down, streamlining, abstracting, and changing the data.

The researcher will choose the information from the interview transcriptions to emphasize, minimize, or leave aside entirely for the study in order to reduce the amount of data.

2. Data Display

The second step in Miles and Huberman's approach of qualitative data analysis is data display.

Data display generally is an organized, compressed assembly of information that permits conclusion drawing and action. It can also activity in which a collection of data that organized in a logical and understandable manner, allowing conclusions to be drawn. In this step, the researcher displayed and presented data related to the advantages and disadvantages of kahoot application as an alternative of English learning media After the data reduction process, and the data display greatly assisted the researcher in describing the data obtained.

3. Conclusion Drawing and Verification

Drawing conclusions requires taking a step back to evaluate the significance of the data analysis and its implications for the research issue. During this stage, the reseachers inferred meaning from the shown data.

Additionally, the accuracy and reliability of the data must be examined. The triangulation approach was employed by the researcher to verify the authenticity of the data. Triangulating is a technique for utilizing several sources and types of evidence to check or validate findings, according to Miles and Huberman. In order to arrive at reliable study conclusions, the reseachers looked over a number of

sources, including observational data and interview replies, as many times as needed.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Advantages Kahoot Application As An Alternative English Learning Strategy

For University Students

a. Kahoot as a learning media makes learning activities more interesting

Based on interview with participant A on November 15, 2023 the interview / students said

“ I agree because using kahoot as a learning media certainly attracts students' attention, if we learn from books, blackboard media makes learning monotonous and makes students bored, so with kahoot, we can design our own lessons, for example, if you want to make questions, you can make quizzes to make it more interesting and make students more enthusiastic about answering.”

Based on interview with participant B on November 28, 2023 the interview / students said “ I agree, because indeed with Kahoot teachers and students can utilize the media into a very fun learning media and provide creativity in learning.”

Based on interview with participant C on November 17, 2023 the interview / students said

“ I agree, because kahoot makes learning more interesting, more what, more excited, why? Because kahoot is in the form of a quiz, so because with the quiz, in my opinion, it trains understanding, tests the understanding of the material that we have learned before, after that it spurs adrenaline and every question in kahoot becomes more imprinted so the term is that if we still don't understand, in the next material there may be something we miss or forget when for some reason when using kahoot. After taking the quiz on kahoot, it becomes more noticeable, so it's easier

to remember because it's like there are two repetitions of knowledge from the first when we are learning and then when we are doing the quiz.”

Based on interview with participant D on November 23, 2023 the interview / students said “I agree, because kahoot is a technology-based learning media that is interesting to use. The use of kahoot itself can increase student enthusiasm in learning.”

Based on interview with participant E on November 13, 2023 the interview / students said

“I agree that Kahoot as a learning media makes learning activities more interesting. This is because the interactive and competitive quizzes provided by Kahoot can make learning more interesting and fun. In addition, the use of game elements in learning can make students more excited.”

Based on the answer above most of student agree with statement about “Kahoot as a learning media makes learning activities more interesting” then from the results of the interviews said by participants, it can be concluded that kahoot does make learning activities more interesting.

- b. kahoot can influence motivation, participation and interaction in the learning process

Based on interview with participant A on November 15, 2023 the interview / students said

“ I agree, The reason is because by using kahoot, of course, students are more enthusiastic. Well, the motivation to learn is higher so that after that it doesn't get bored quickly. So kahoot affects student learning motivation, then for interaction, students are also more enthusiastic, it's like being more cheerful. So I agree with that statement.”

Based on interview with participant B on November 17, 2023 the interview / students said

“ I agree, If you ask me whether kahoot affects motivation, participation and interaction in the learning process, I would strongly agree. Because as someone who has used kahoot, I feel very, very motivated and kahoot is one way for teachers to improve, to involve all students in the classroom, so to make students participate like that, because sometimes we are bored with the material, the explanation of the material but with kahoot it adds adrenaline so we are more excited, more motivated. Sometimes if for example we learn, like a presentation so learning material, beforehand if we have been told that after the material there will be a kahoot, what's the name of the quiz, we become more enthusiastic when learning the material, so that the goal is to be able to answer the quiz in kahoot, that's the reason because by using kahoot, of course, students are more enthusiastic. Well, the motivation to learn is higher so that after that it doesn't get bored quickly. So kahoot affects student learning motivation, then for interaction, students are also more enthusiastic, it's like being more cheerful. So I agree with that statement.”

Based on interview with participant C on November 28, 2023 the interview / students said “ I agree, This is because from what I have experienced, Kahoot has many ways to make teachers and students interact in class with the media.”

Based on interview with participant D on November 13, 2023 the interview / students said

“I agree that Kahoot can influence motivation, participation and interaction in the learning process. Kahoot often presents game and competition elements that can increase students' motivation to engage in learning. In addition, the ranking and points feature can encourage more active participation.”

Based on interview with participant E on November 23, 2023 the interview / students said

“I agree that kahoot can affect motivation, participation, and interaction in the learning process, because it can increase student motivation to be able to complete a quiz, and make students active in participating to do tasks on kahoot which creates interaction between students.”

Based on the answer above most of student agree with statement about “kahoot can influence motivation, participation and interaction in the learning process” then from the results of the interviews said by participants, it can be concluded that kahoot can influence motivation, participation and interaction in the learning process.

- c. Kahoot can help develop critical, collaborative, and creative thinking skills

Based on interview with participant A on November 27, 2023 the interviewer / students said “ I agree, in kahoot teachers or mentors can modify the questions so that students can think creatively and critically about the questions given”

Based on interview with participant B on November 13, 2023 the interviewer / students said

“I agree that Kahoot can help develop critical, collaborative and creative thinking skills. In Kahoot, students often have to think fast to answer questions and compete with their friends. This can help train critical thinking skills. In addition, the collaborative mode in Kahoot allows students to work together, developing collaborative skills.”

Based on interview with participant C on November 29, 2023 the interviewer / students said

“ I agree, Kahoot is one of the easiest media to use because it is available in the form of a website and also an application, right. So, if our storage is full, we can use the website to enter the application, right. Well, I think it's easy.”

Based on interview with participant D on November 13, 2023 the interviewer / students said

“I agree that Kahoot can help develop critical, collaborative and creative thinking skills. In Kahoot, students often have to think fast to answer questions and compete with their friends. This can help train critical thinking skills. In addition, the collaborative mode in Kahoot allows students to work together, developing collaborative skills.”

Based on interview with participant E on November 23, 2023 the interview / students said

“I agree that Kahoot can help develop critical, collaborative and creative thinking skills. In using kahoot, students are required to think quickly to solve the questions in the kahoot, which makes students think critically to be able to answer quickly and accurately.”

Based on the answer above most of student agree with statement about “Kahoot can help develop critical, collaborative, and creative thinking skills” then from the results of the interviews said by participants, it can be concluded that Kahoot can help develop critical, collaborative, and creative thinking skills.

- d. Kahoot has the advantage that it is easy to use compared to using other learning media.

Based on interview with participant A on November 16, 2023 the interviewer / students said

“ I disagree because new students and teachers may take time to understand the Kahoot interface, especially if they are not familiar with technology. Some people may feel more comfortable with the interface of other learning platforms that may be simpler or more intuitive.”

Based on interview with participant B on November 23, 2023 the interviewer / students said “ I disagree, although kahoot is easy to use but

kahoot itself is not suitable for use in rural areas due to limited technology and internet connection.”

Based on interview with participant C on November 23, 2023 the interviewer / students said “ I disagree with that statement because I think other websites that also provide various kinds of learning media are also easier for teachers to use.”

Based on the answer above most of student agree with statement about “Kahoot has the advantage that it is easy to use compared to using other learning media.” then from the results of the interviews said by participants, it can be concluded that Kahoot has the advantage that it is easy to use compared to using other learning media.

- e. Kahoot learning media can make students easier and faster to understand lessons.

Based on interview with participant A on November 29, 2023 the interviewer / students said

“ I agree, number five is back to the explanation. Yes, for students, I think they understand better, because it is also interspersed with games. In addition, the games are based on or related to the learning. I think so.”

Based on interview with participant B on November 13, 2023 the interviewer / students said

“ I agree that Kahoot learning media can make it easier and faster for students to understand the lessons. By combining elements of games and competition, Kahoot can help students understand the material more quickly and efficiently, because learning becomes more interactive and fun.”

Based on interview with participant C on November 17, 2023 the interviewer / students said “ I agree that Kahoot can improve student understanding. Because there are fun and interesting quizzes, there are also pictures that make students excited to do quizzes so that learning will be fun.”

Based on interview with participant D on November 29, 2023 the interviewer / students said

“Yes, Kahoot is one of the easiest media to use because it is available in the form of a website and also an application, right. Well, so if our storage is full, we can use the website to enter the application, right. Well, I think it's easy.”

Based on the answer above most of student agree with statement about “Kahoot learning media can make students easier and faster to understand lessons.” then from the results of the interviews said by participants, it can be concluded that Kahoot learning media can make students easier and faster to understand lessons.

2. Disadvantages KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH LEARNING STRATEGY FOR UNIVERSITY STUDENTS

- a. Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users.

Based on interview with participant A on November 13, 2023 the interviewer / students said

“I agree that overcoming unstable or slow internet connection issues when using Kahoot is a challenge that many users often face. A poor internet connection can disrupt the learning experience with Kahoot as it requires a good connection to participate in interactive quizzes. This can be especially problematic if students or teachers are in areas with poor internet connection.”

Based on interview with participant B on November 23, 2023 the interviewer / students said “ I agree, unstable internet connection is the biggest challenge often faced by kahoot users because if the use of kahoot is disrupted, learning will also be disrupted so that it will waste time.”

Based on interview with participant C on November 17, 2023 the interviewer / students said

“I agree, because using online media in teaching is definitely the most important problem faced is an internet connection that can be interrupted or less stable. So the teacher at least has many ways to overcome this with various other media.”

Based on the answer above most of student agree with statement about “Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users.” then from the results of the interviews said by participants, it can be concluded that Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users.

- b. Kahoot is an effective learning media when used for learning evaluation.

Based on interview with participant A on November 23, 2023 the interviewer / students said

“I agree, because in the use of kahoot itself there is an assessment feature as a teacher's evaluation material for students, in kahoot the teacher can

measure the extent of student understanding of learning through the points students get on kahoot users.”

Based on interview with participant B on November 28, 2023 the interviewer / students said “ I agree, Because most teachers use Kahoot as evaluation material after the lesson has been delivered and Kahoot has many variations in providing fun evaluations.”

Based on interview with participant C on November 15, 2023 the interviewer / students said “ I agree, Because kahoot is usually used for quizzes so it can be used as an evaluation material in learning.”

Based on the answer above most of student agree with statement about “Kahoot is an effective learning media when used for learning evaluation.” then from the results of the interviews said by participants, it can be concluded that Kahoot is an effective learning media when used for learning evaluation.

- c. The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher.

Based on interview with participant A on November 15, 2023 the interviewer / students said

“I agree, because if it's not supervised. The use of kahoot is so ineffective. The problem is we can. As a host, we can know the answer. Well. We as hosts we design right so it's very important that if we are hosts we have to supervise too. Don't let us be hosts but not supervise because. Yes, that's it. All the answers are there. In the host section. The one who made the question. So it has to be monitored, that's it.”

Based on interview with participant B on November 13, 2023 the interviewer / students said

“I agree that the use of Kahoot learning media in the learning process can run effectively if there is supervision by the teacher. Teachers can ensure that Kahoot is used effectively in the learning context and can provide guidance when needed.”

Based on interview with participant C on November 16, 2023 the interviewer / students said “ I agree, as teachers can provide guidance and mentorship to students as they use Kahoot. This helps students to understand how to use the platform correctly and maximize the learning benefits.”

Based on the answer above most of student agree with statement about “The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher.” then from the results of the interviews said by participants, it can be concluded that The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher.

- d. You feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and answers.

Based on interview with participant A on November 28, 2023 the interviewer / students said

“I disagree Because indeed every online media used must have disadvantages and in my opinion if we have chosen a media that we will use in learning, we must have thought about the concept of learning that will be carried out during class so that it does not become a problem that disturbs. ”

Based on interview with participant B on November 15, 2023 the interviewer / students said “ I disagree Because even though there are limitations, it can still help and can still carry out learning evaluations in accordance with what is expected.”

Based on interview with participant C on November 28, 2023 the interviewer / students said “ I disagree because in kahoot it can be added or modified.”

Based on the answer above most of student Disagree with statement about “You feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and answers.” then from the results of the interviews said by participants, it can be concluded that Student doesn't feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and answers.

- e. You want the learning media used by teachers to vary not only using Kahoot but using other learning media.

Based on interview with participant A on November 16, 2023 the interviewer / students said “ I agree, because the use of various learning media can bring creativity and innovation into the classroom. Teachers can

create a more interesting and enjoyable learning experience by combining visual, auditive and interactive elements.”

Based on interview with participant B on November 13, 2023 the interviewer / students said

“I agree that variety in the use of learning media is important. While Kahoot is a useful tool, students may also want to use other learning media to enrich the learning experience. Variety in the use of different learning tools can help students experience variety in learning methods.”

Based on interview with participant C on November 27, 2023 the interviewer / students said “ I agree, because learning media is not only kahoot there are still many other media.”

Based on interview with participant D on November 15, 2023 the interviewer / students said

“Agree that by using kahoot, it is definitely faster to understand because yes, for example, we practice questions in kahoot, the wrong answer will immediately appear the correct one because the correct choice or answer is so along with the explanation that can be so it depends again on the teacher, usually if the teacher only designs the problem, only the answer is correct, there is no explanation like that. It's useless too, so it's mediocre so again it depends on the teacher if the teacher can design the lesson so that it's interesting for the students that in each answer there is a reason why it is so right so using kahoot is efficient and can make you understand better.”

Based on the answer above most of student agree with statement about “You want the learning media used by teachers to vary not only using Kahoot but using other learning media.” then from the results of the interviews said by participants, it can be concluded that Students agree want

the learning media used by teachers to variative not only using Kahoot but using other learning media.

B. Discussion

In this chepter, the researcher discusses the result of the study based on the statement of the problems. The study outcome is based on the interview results. The researcher discusses the finding of the study, which was conducted on English Students in UIN Antasari Banjarmasin in the academic year 2019/2020. The discussion explains:

1. Advantages of Kahoot Application As An Alternative English Learning Strategy For University Students
 - a. Kahoot as a learning media makes learning activities more interesting.

From the results of the interview, students stated that students like learning using Kahoot. Because according to students learning using Kahoot is like playing a game, which makes students not feel bored when learning takes place. Students enjoy learning using Kahoot learning media.

According to (Hafizah, 2021) Sometimes students do not participate in learning well because learning feels boring to them. From this matter, it is important for teachers to build a teaching and learning atmosphere to be very pleasant. With more fun learning, students will follow the learning well according to the direction of the teacher.

Kahoot is one of the alternative choices of the type of interactive learning media that makes the learning process fun and not boring for

students and teachers because the Kahoot application utilizes a learning style that builds a relationship between the active role of student participation and their involvement. emphasizes a learning style that builds a relationship between the active role of students' participation and their involvement. The students' are engaged with their peers in constant competition with the learning that they are learning or have learned.(Harlina binti Ishak, 2017)

- b. kahoot can influence motivation, participation and interaction in the learning process.

From the results of the interview, it can be concluded that learning motivation is a driving force that can encourage students to be active in carrying out learning activities. So that learning objectives can be achieved properly

Also according to (Hafizah, 2021) Kahoot is an online platform in the form of a game that can be used for the learning process. The use of learning platform kahoot learning platform in social studies learning has several advantages including kahoot can fulfill students' digital needs, as well as, increasing student interest in follow the learning which will affect student learning motivation students. Similar thing about the advantages of learning media Kahoot is that it can influence motivation, participation and interaction in the learning process.

- c. Kahoot can help develop critical, collaborative, and creative thinking skills.

From the results of interviews, it can be concluded that students like learning using Kahoot which makes students become competitive towards the lessons learned and also creative in skill development.

(Hafizah, 2021) State that One of the media that teachers use in class is Kahoot. Kahoot is one of the interactive learning media that can be used so that the learning process becomes fun and not boring for students and for teachers. boring also for students and for teachers because Kahoot application emphasizes a learning style that involves. Also active role relationship of student participation with peers competitively against the learning that is being or has been learned.

in addition to (Rao, 2022) stated that In the realm of education, Kahoot has emerged as a valuable tool for fostering critical, collaborative, and creative thinking skills among students. It achieves this by prompting critical thinking through quizzes that demand analysis and decision-making within time constraints, encouraging collaboration by allowing multiple students to participate simultaneously, and promoting creativity through customizable quizzes and user-generated content. Additionally, Kahoot's adaptability to various learning objectives and teaching styles further enhances its effectiveness in skill development. Thus, Kahoot

serves not only as an engaging learning platform but also as an effective means of nurturing essential cognitive abilities in students.

- d. Kahoot has the advantage that it is easy to use compared to using other learning media.

From the results of interviews, shows that Kahoot has the advantage of being easy to use compared to using other learning media according to interview with student english in uin antasari banjarmasin.

(Hafizah, 2021) state that Kahoot is a simple yet fun and can easily be used for a wide variety of learning and training purposes either as a means of assessment, homework, or just to keep the learning process entertaining. entertaining in the learning process. Using Kahoot does not have to install the application, it can be opened by just opening the Kahoot web on Google, then Kahoot can be used. Google, then Kahoot can already be used. This also makes Kahoot an easy learning media to be applied by both students and teachers.

- e. Kahoot learning media can make students easier and faster to understand lessons.

From the results of interviews, shows that Kahoot has the advantage of being easy to use compared to using other learning media according to students besides Kahoot being easier to use, using Kahoot as a learning media is also fun. In learning, good media is needed to support learning practices and media can stimulate new desires and interests as well as

provide motivation and stimulation for learning activities. With a high desire and interest in participating in learning, it is likely that students will be simpler to understand the material

According to (Wang and Tahir, 2020) The use of Kahoot as a learning media has been proven to significantly contribute to students' understanding of the learning material. Research findings indicate that students engaged in learning through Kahoot tend to achieve higher levels of understanding compared to those who do not use this platform. The positive response from students towards Kahoot also confirms that an interactive quiz game approach can enhance motivation and engagement in the learning process. Factors such as the level of interactivity of the platform, the duration of Kahoot usage, and teachers' ability to integrate Kahoot into the curriculum influence its effectiveness. Therefore, it is essential for teachers to understand and manage the use of Kahoot effectively to achieve optimal results in enhancing students' understanding.

However, while Kahoot can be a valuable tool in creating an engaging and motivating learning environment, it should be acknowledged that its use cannot stand alone as the sole solution in education. The integration of Kahoot must be supported by robust teaching strategies and tailored to the needs of students and learning objectives. Furthermore, further research is needed to explore various ways to optimize the use of Kahoot

in different learning contexts, including its implications for distance learning or blended learning. With a deeper understanding of the potential and limitations of Kahoot, teachers can design more meaningful and effective learning experiences for their students (Wang and Tahir, 2020).

Disadvantages of Kahoot Application As An Alternative English Learning Strategy For University Students

- A. Overcoming the problem of unstable or slow internet connection while using kahoot is a challenge often faced by many users.

From the results of interviews, show that the network inadequate or not good results in learning using the Kahoot application does not run optimally. Also The development of science and technology has made significant progress. Advances in science and technology affect almost every aspect of human life. In this modern era, people tend to use gadgets and laptop technology in their daily activities to find information through the internet. through the internet.

Kahoot is an internet website that can present questions that bring a lively and fun into the classroom. Kahoot can be a tool for collaborative learning in the classroom by using laptops, gadgets and projectors. Kahoot actually requires an internet connection as it can only played online and www.Kahoot.com can be accessed with an internet connection.(Eka Mustikawati, 2019)

Sometimes unstable network makes Kahoot has its limitations. Sometimes the internet connection is not stable, which makes the Kahoot application unable to run well.

B. Kahoot is an effective learning media when used for learning evaluation.

From the results of the interview, it can be concluded that the use of Kahoot is more effective for evaluation material only In addition The use of Kahoot does have its own advantages and disadvantages. One of the disadvantages of learning media according to students is that learning media is only effective if used for learning evaluation. Students feel that learning is less effective if the delivery of material is done using Kahoot.

According to (Şad and Özer, 2019) Kahoot serves as a highly effective learning media specifically tailored for learning evaluation purposes. Its interactive and gamified nature makes it particularly well-suited for assessing students' understanding and knowledge retention. By presenting quizzes in a game-like format, Kahoot transforms the assessment process into an engaging experience that captures students' attention and encourages active participation. This engagement is further enhanced by Kahoot's real-time feedback feature, which provides immediate responses to students' answers, allowing them to gauge their understanding instantly and adjust their learning strategies accordingly.

Moreover, Kahoot's versatility and adaptability make it a valuable tool across various educational settings. Whether used in traditional classrooms, remote learning environments, or hybrid instructional models, Kahoot seamlessly integrates into different teaching contexts. Its accessibility across multiple devices and user-friendly interface ensure that educators can easily implement Kahoot assessments to evaluate student learning regardless of the learning environment. This flexibility empowers educators to conduct assessments efficiently and effectively, promoting continuous learning and progress monitoring (Şad and Özer, 2019).

Furthermore, Kahoot's comprehensive features and analytics capabilities provide educators with valuable insights into student performance and learning outcomes. Through customizable quizzes, multimedia integration, and data tracking functionalities, educators can tailor assessments to align with specific learning objectives and analyze student progress over time. This data-driven approach enables educators to identify areas for improvement, personalize instruction, and provide targeted support to students who may be struggling. Ultimately, Kahoot emerges as a powerful learning evaluation tool that not only enhances assessment practices but also facilitates student engagement, learning, and academic achievement (Şad and Özer, 2019).

C. The use of kahoot learning media in the learning process can run effectively if there is supervision by the teacher.

From the results of interview, it can be understood that students prefer like learning using learning media compared to teachers who teach without use learning media. And according to students lesson media can make the learning process more effective and must be accompanied and supervised directly by the teacher. by the teacher.

The use of learning media in the learning process can run effectively because of teacher supervision. This is a disadvantage in the absence of supervision from the teacher, so learning will not go well.

Also according to (Singh, 2023.) he effective utilization of Kahoot learning media in educational settings is contingent upon the supervision provided by the teacher. With the teacher's guidance, Kahoot sessions can be aligned with specific learning objectives, ensuring that the content delivered is relevant and conducive to student understanding. Moreover, teacher supervision fosters an environment conducive to active participation and engagement, as the teacher can monitor student progress, intervene when necessary, and provide timely feedback to enhance learning outcomes.

Furthermore, teacher supervision is essential for maintaining focus and order during Kahoot sessions. The teacher's presence encourages students to remain attentive and actively participate in the learning

activities facilitated through Kahoot. Additionally, teachers can employ pedagogical strategies tailored to leverage Kahoot's features effectively, such as designing well-structured quizzes and integrating multimedia elements to enhance student learning experiences.

In conclusion, teacher supervision plays a vital role in maximizing the effectiveness of Kahoot learning media in the educational process. Through guidance and oversight, teachers ensure that Kahoot sessions are purposeful, engaging, and conducive to student learning. By actively supervising Kahoot activities, teachers can harness the full potential of this learning tool to create dynamic and impactful learning experiences for their students.

- D. You feel dissatisfied with the limited number of letters in the form of questions and answers in Kahoot. And you feel less complete and satisfied if you study if there are only a few questions and answers.

From the result of interview, students are dissatisfied with the limited letters in the form of questions and answers in Kahoot. Students feel incomplete and satisfied if learning if there are only a few questions and answers.

According to (Hafizah, 2021) In the Kahoot application, Kahoot has a variety of types of questions that can be done, starting from true or false where students get a question and only choose true or false, for example

"Kahoot only contains videos, true or false". Students can answer true or false, only one, not both.

The next type of question is called open-ended. At this type, the teacher creates the question and the students are freed to answer the question themselves, this type is commonly known as essay. However, in the Kahoot application students can only answer no more than 20 characters or letters. Next puzzle where students are asked to correctly sort the sentences that have been made by the teacher. Sentences correctly that have been made by the teacher. Then there is another type of poll. This poll has no right or wrong answers or wrong answer, the purpose of this poll is only to see which answer the students choose the most.

Next is the word cloud students answer according to what they want. He/she wants, the more students answer the the bigger the answer on the screen. Then there are slides that can be filled with videos, pictures. Furthermore is the quiz. Quiz contains questions and 4 answer choices. The questions in this quiz are no more than 120 letters and the answers in Kahoot can be no more than 75 letters. In Kahoot can only be no more than 75 letters. Therefore students do not feel lacking with the number of questions and answers questions and answers that are few.

E. You want the learning media used by teachers to vary not only using Kahoot but using other learning media.

From the results of the interview, the researcher concluded that students do not want if learning using Kahoot as learning media continuously. Students want the learning media used by teachers to vary not only using Kahoot but using other learning media.

According to Hafizah, 2021 In modern education, it's important for teachers to diversify their teaching tools beyond Kahoot. Varying learning media caters to different learning styles, enhances understanding, and boosts student engagement. Utilizing diverse resources like videos, simulations, and interactive activities enriches the learning experience, making lessons more dynamic and effective.

There are many types of learning media, teachers can use more than one learning media and teachers can use other learning media such as Zoom, Canva, Kahoot, books, Quiz and many more.

CHAPTER V

CLOSURE

The research's conclusions and recommendations are provided in this chapter. Initially, the researcher draws conclusions from the findings and discussion in the previous section, namely kahoot application as an alternative english learning strategy for university students. Additionally, the researcher offers recommendations for taking into account in the findings, discussion, and conclusion.

A. Conclusion

The researcher gets results from the study's findings about kahoot application as an alternative english learning strategy for university students as follows:

1. First, Kahoot has the advantage that students find learning using Kahoot more fun, can influence motivation participation and interaction in the learning process, help develop critical, collaborative, and creative thinking skills, easy to use, students also think it is easy to comprehend learning materials and students feel more faster to Understand lesson when learning using Kahoot.
2. Then the disadvantage of Kahoot is that Unstable or Slow internet connection, it is only effectively used for learning evaluation and effective if there is supervision from the teacher, Limited number of letter in the form of questions and answer, Also Kahoot is not a learning media forever or learning media at every meeting but Kahoot as a learning media that is used as needed

and the limited equipment loaned by the school which makes learning unable to run smoothly.

B. Suggestions

According to the conclusion above, the researcher recommends:

1. Schools

Schools are expected to maintain and improve facilities and infrastructure to support the student learning process.

2. Teachers

Teachers are expected to improve learning using various learning media.

3. Students

Students are expected to follow learning well, so that the learning process runs well.

4. future researchers

For future researchers, the results of this study can be taken into consideration and can be proposed or developed for further research

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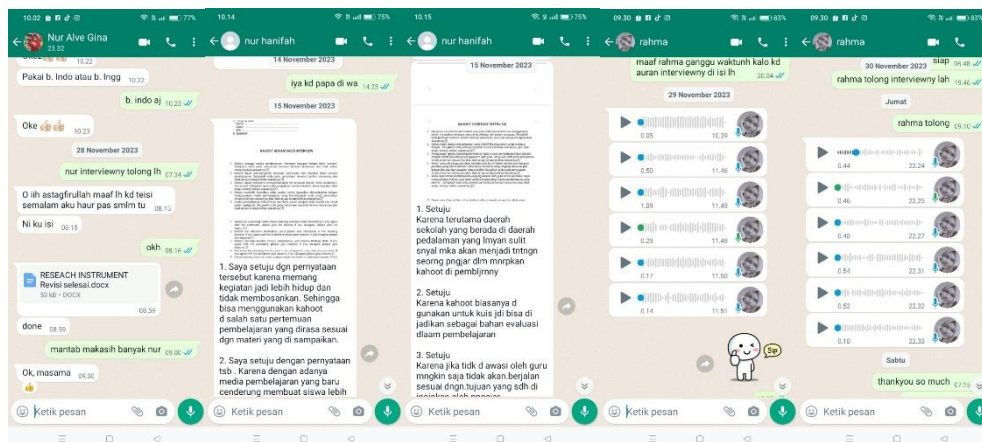
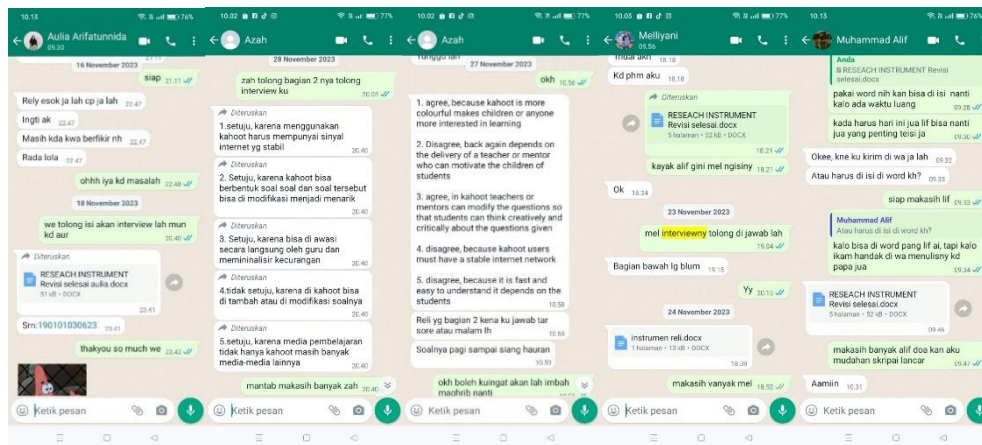
APPENDICES

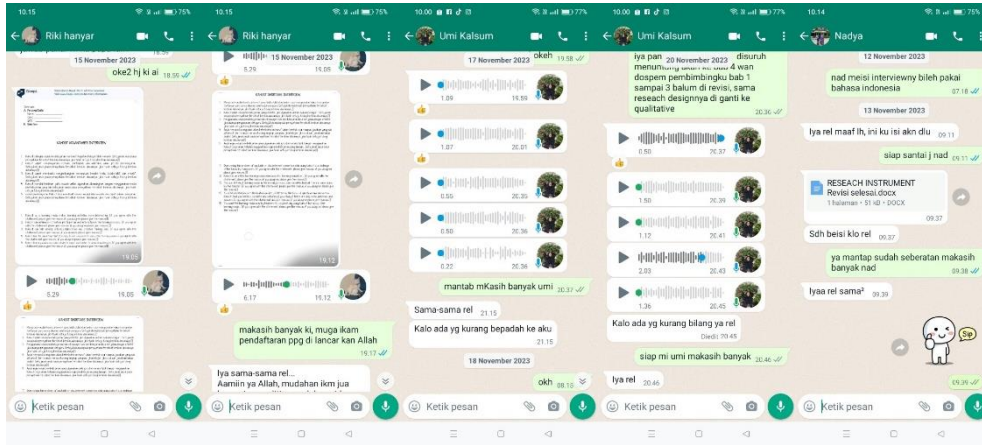
Appendix 1: Transliteration

Surah	Translation	
	English	Indonesian
Al-'Ankabut verse 43	And these examples We present to the people, but none will understand them except those of knowledge.	Dan perumpamaan-perumpamaan ini Kami buat untuk manusia; dan tiada yang memahaminya kecuali orang-orang yang berilmu.

Appendix 2: The Documentation of Students' Interview

Interview with English Students





Appendix 3: Research Data class of 2019

Class TBI-19-A

NO.	NIM	NAMA MAHASISWA
1	190101030192	MUHAMMAD FUAD FACHRUDDIN
2	170102030906	ADHE RISKA HERAWATI
3	190101030124	NOVIANA DWI REGITA PUTRI
4	190101030044	INTAN ERWANI
5	190101030249	MELISA KHAIRAINI
6	190101030024	SITI FATIMAH
7	190101030188	AWANG FAIDHIL HASAN
8	190101030133	NUR AZIZAH
9	190101030015	MAULIDA HASANAH
10	190101030198	ROBIAH
11	190101030093	AINUL PITRIA
12	190101030201	AYUDHIA SHERANI FIRDAUS
13	190101030159	NUR'AZIZAH APRILIANI
14	190101030989	M. HILMI FAUZAN
15	190101030905	M ZAINURI IKHSAN
16	190101030988	ADJI SUWENO
17	190101030985	MUHAMMAD ASY'ARI
18	190101030886	DANDI KHASIM
19	190101030881	M. HADI RUSADI
20	190101031008	DIFA ALIMAH ADDIN
21	190101030597	MUHAMMAD RIZQI ADHITYA
22	190101030777	ARDYA RIGITA CAHYANI
23	190101030371	IRMA APRIYANTHI
24	190101030548	PUTERI NUR SYIFA NINDITA ARIFAH
25	190101030586	RIZALI AKBAR
26	190101030619	MUHAMMAD SYARIF RAHMAN
27	190101030786	MUHAMMAD MAWARDI ALMADANI
28	190101030341	ANNISA RIZQA RAHIMA
29	190101030805	NOVIA HERMAWATI

Class TBI-19-B

NO.	NIM	NAMA MAHASISWA
1	190101030354	ROFIFAH HUMAIRA
2	180101030770	AHMAD RIJALI
3	190101030206	DINI NADIA SAHDIAH
4	190101030144	VIRNA IHYA SALSABILLA
5	190101030068	RAHMATUL JANNAH
6	190101030162	FATHAN NOOR
7	190101030155	SOFIA LAPUJA
8	190101030169	ANISSA SALSABILLA
9	190101030222	IHDAL BAYU PAMUNGKAS
10	190101030196	SHEVIANA AISYIAH
11	190101030004	SAIDAH ULFAH
12	190101030969	ACHMAD AUFA NAJWAN
13	190101030960	MUHAMMAD JALALUDDIN ROMI
14	190101030399	KHAIRATUN NI'MAH
15	190101030488	MUHAMMAD HILAL NAZMI
16	190101030798	SALMINA
17	190101030663	GINA AMALIA SHALEHAH
18	190101030289	BELLA SYIFA ZULFIA
19	190101030553	NOVIANA HANANI
20	190101030596	GUSTI RAFI'ATUSSYIFA
21	190101030510	SALWA DZULHIJAH NANDA MAHWAN
22	190101030784	YENNI MAHRITA
23	190101030407	HANA SAZIDA
24	190101030347	PUTRI PUSPA ANGGRAINI
25	190101030783	RABBYANI RAMAITA RAHMAH
26	190101030774	MUHAMMAD SYIHAB FADHILAH
27	190101030379	SALSABILA YUNITA
28	190101030489	NASRUDIN IKHSAN
29	190101030672	ROHANA
30	190101030304	NATASYA YASMIN

NO.	NIM	NAMA MAHASISWA
1	190101030486	MUHAMMAD NOOR KHALQI
2	190101030170	HENDRA BASUKI
3	190101030141	MELDA NURSALNA
4	190101030033	SITI HADIJAH
5	190101030112	LINA ULYA
6	190101030069	ANNISA AULYA RAHIMAH
7	190101030275	SOFWATINNISA
8	190101030090	ANISA ZAHRA
9	190101030065	NUR YULIA LATIFAH
10	190101030931	YULIA FUJI ASTUTI
11	190101030949	AHMAD
12	190101030916	ANDYA RAHMAWATI
13	190101030878	RIZKIA KHAFIFAH
14	190101030997	TRYANA ARIANTI PUTRI
15	190101030755	SALWA RAMADHANI
16	190101030757	PIKA SULISTIORINI
17	190101030417	KHULIA SAFITRI
18	190101030359	YENNI SANRURI
19	190101030795	FILAHUL AKMAL
20	190101030484	BARKIAH
21	190101030468	FAJARIA NUR RAHMAH
22	190101030504	MUHAMMAD LUGI FIRMANSYAH
23	190101030625	HALINDA
24	190101030558	MUHAMMAD NAZIRUDDIN SAWITHY
25	190101030458	NORLINDA
26	190101030408	RENI NUR CAHAYA
27	190101030722	ANISA PATMASARI
28	190101030830	RAHMADI
29	190101030328	MUHAMMAD RIANDY
30	190101030481	HABIBAH

NO.	NIM	NAMA MAHASISWA
1	190101031016	FATIAH NURMANA PUTRI
2	170102030115	SURYANI INDRA WAHYUDI
3	170102031362	HAMDAN ANSYARI
4	180101030089	MUHAMMAD MUNTAZERO SHIDQI
5	180101030088	NUR ALVE GINA
6	180101030224	MUHAMMAD ALI NORVIN
7	1601241820	HABIB BINTANG NUR KARIM
8	190101030147	MUHAMMAD ALIF BUDIMAN
9	190101030127	SITI KHADIJAH
10	190101030182	SARIFAH FATIMAH AZZAHRA
11	190101030070	NURJANNAH MAHMUDATUL HAYATI
12	190101030218	MUHAMMAD APRELLY MUJIZA
13	190101030176	DIANA SARI
14	190101030116	HAIRUNNISA
15	190101030395	NUR HANIFAH
16	190101030391	RIKI ABAYA NURRAHIM
17	190101030623	AULIA ARIFATUNNIDA
18	190101030374	MELLIYANI
19	190101030349	UMI KALSUM
20	190101030331	NUR AULIA
21	190101030842	ELIYANA PUSPITA SARI
22	190101030467	TRI INDAH LESTARI
23	190101030634	ZAHRATUNIA
24	190101030707	ROSSA AULIA AGUSTIN
25	190101030542	NADYA FEBRIANA
26	190101030529	DEWI RAHMAWATI

Appendix 4: Research Approval Letters

SURAT PERSETUJUAN RISET

Skripsi yang berjudul : KAHOOT APPLICATION AS AN ALTERNATIVE
ENGLISH LEARNING STRATEGY FOR
UNIVERSITY STUDENTS
Ditulis oleh : Muhammad Aprelly Mujiza
NIM : 190101030218
Jurusan : Tadris Bahasa Inggris
Semester : IX (9)
Alamat : Jl. A.Yani km 19.200 GG Sejahtera, RT.11 RW.03,
Landasan Ulin Barat

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat memberikan persetujuan kepada mahasiswa yang bersangkutan untuk melakukan riset, dengan arahan dan bimbingan dosen pembimbing, riset akan dilaksanakan pada :

Tempat Riset : Universitas UIN Antasari Banjarmasin
Daerah Tempat Riset : Jl. Jenderal Ahmad Yani KM. 4,5
Banjarmasin, Kalimantan Selatan, Indonesia
70235

Banjarmasin, 8 November 2023

Mengetahui,
Pembimbing



Fajriannor S.Pd., M.Pd.
NIP. 201704070



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B- 1359 /Un.14/III.1/PP.00.9/11/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Muhammad Aprelly Mujiza
NIM : 190101030218
Semester : IX (Sembilan)
Alamat : Jl. A.Yani km 19.200 GG Sejahtera RT 11 RW 3
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH LEARNING STRATEGY FOR UNIVERSITY STUDENTS

Tempat Penelitian : UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 9 November 2023
Sampai Tanggal : 9 Januari 2024

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 09 November 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,

Prof. Dr. Ahmad Muradi, M.Ag.
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Muhammad Aprelly Mujiza
190101030218



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
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Nomor : B- 1359 /Un.14/III.1/PP.00.9/11/2023 09 November 2023
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth.Rektor Universitas Islam Negeri Antasari Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Aprelly Mujiza
NIM : 190101030218
Program Studi : Tadris bahasa inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. A.Yani km 19.200 GG Sejahtera RT 11 RW 3
No HP : 081255771645

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth.
.....
.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Aprelly Mujiza
NIM : 190101030218
Program Studi : Tadris bahasa inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. A.Yani km 19.200 GG Sejahtera RT 11 RW 3
No HP : 081255771645

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix 5: Consultation Schedules and Notes



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: ftk.anasari@gmail.com Web: www.ftk.uin-antasari.ac.id

Lembar Konsultasi Thesis

Nama : Muhammad Aprelly Mujiza
 NIM : 190101030218
 No Telp : 085255771645
 Email : ewinwahyu3@gmail.com
 Judul Thesis : **KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH
 LEARNIGN STRATEGY FOR UNIVERSITY STUDENTS**

Dosen Pembimbing Akademik : HIDAYAH NOR, M.PD
 Dosen Pembimbing Thesis 1 : FAJRANOR, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Cover-Chapter 1

Catatan Konsultasi

- Nama pak hamdam di ganti sama ibu afifah linda di bagian approval
- Di beri jarak di tanda tangan dosen pembimbing
- Keyword nya di tambahn

Banjarmasin, 3/9/2024 19:24:06

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD

Bimbingan ke : Chapter 2

Catatan Komsultasi

- Tambahkan informasi figure
- Previoua studyny dibetulkan

Banjarmasin, 2/27/2024 9:43:27

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD

Bimbingan ke : Chapter 3

Catatan Komsultasi

- Tambahkan kapan data di ambil, dari tanggal berapa ke barapa
- Jelaskan aasan kenapa Cuma memilih 10 mahasiswa
- Reseach designny ganti jadi qualitative descriptive
- Lengkapi citasi yang kurang

Banjarmasin, 2/27/2024 9:46:43

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : FAJRIANOR, M.PD
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
 Bimbingan ke : Chapter 4

Catatan Komsultasi

- Heading di benarkan
- Tidak perlu format BOLD, tanda petik sduah cukupo menjadi penannda

Banjarmasin, 2/27/2024 9:51:13

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : FAJRANOR, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Chapter 5-Appendices

Catatan Komsultasi

- Susun conclusion per nomor sesuai research questions kamu

Banjarmasin, 2/29/2024 15:10:19

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : FAJRANOR, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Finalisation (final check of full thesis before thesis defence)
 Catatan Komsultasi

- Lengkapi lagi appendixnya

Banjarmasin, 2/29/2024 15:12:43

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

Appendix 6: Sertificate of Seminar Proposal



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SURAT KETERANGAN

Nomor: B-643/Un.14/III.1.f/PP.00.9/08/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Muhammad Aprelly Mujiza
 N I M : 190101030218
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Jl. A. Yani Km. 19,200 Gg. Sejahtera Rt. 11 Rw. 3
 Landasan Ulin Barat Liang Anggang.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“KAHOOT APPLICATION AS AN ALTERNATIVE ENGLISH LEARNING
 STRATEGY FOR UNIVERSITY STUDENTS”**

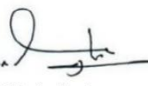
Pada Hari/Tanggal : Jumat/ 14 April 2023
 Tempat : Google Meet (Online)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 11 Agustus 2023

Ketua,




 Afifah Linda Sari

CURRICULUM VITAE

I. Personal Details

1. Full Name : Muhammad Aprelly Mujiza
2. SRN : 190101030218
3. Place and Date of Birth : Banjarbaru, 12-04-2001
4. Nationality : Indonesia
5. Address : JL.A.Yani KM 19.200 GG Sejahtera rt 11 rw 03
6. Phone Number : 081255771645
7. Email : ewinwahyu3@gmail.com
8. Organization/Work experience :
 - a. Lemkari

II. Formal Educational Background

- 2005 – 2007 : Mufakat Kindergarten (TK Mufakat)
- 2007 – 2013 : State Elementary School of Landasan Ulin Barat 4 (SDN Landasan Ulin Barat 4)
- 2013 – 2016 : Junior High School Negri 10 Banjarbaru
- 2016 – 2019 : islamic boarding school of Darul Ilimi (MA Darul ilmi)
- 2019 – 2023 : English Education Department of Antasari State
Islamic University

Banjarmasin, 3 April 2024

Writer