

**INVESTIGATING EFL STUDENTS' PERCEPTIONS OF KAHOOT!  
APPLICATION USED FOR ENGLISH LEARNING IN *KELUARGA  
WIDURI* VOCATIONAL HIGH SCHOOL JAKARTA**

***SKRIPSI***

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**BY:  
SHALMA MAFIRA ZARKASIH  
1601055032**

**THE STUDY PROGRAMME OF ENGLISH EDUCATION  
THE FACULTY OF TEACHERS STUDIES AND EDUCATION  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA  
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**Title :** INVESTIGATING EFL STUDENTS' PERCEPTIONS OF KAHOOT! APPLICATION USED FOR ENGLISH LEARNING IN KELUARGA WIDURI VOCATIONAL HIGH SCHOOL JAKARTA

**Name :** SHALMA MAFIRA ZARKASIH

**NIM :** 1601055032

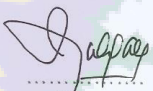




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<b>Validated by,</b>	<b>Signatures</b>	<b>Date</b>
Chairperson : Dr. Zuhad Ahmad, M.Pd.		4-11-2020
Secretary : Silih Warni, Ph.D.		21-10-2020
Advisor : Dra. Hj. Masnidar Tanjung, M. Pd.		4-11-2020
Examiner I : Martriwati, M.Pd.		20-10-2020
Examiner II : Dr. Roslaini, M. Hum.		22-08-2020



Dr. Desyiah Bandarsyah, M.Pd.

NIDN. 0317126903

**ABSTRACT**

**SHALMA MAFIRA ZARKASIH.** NIM: 1601055032. *Investigating EFL Students' Perceptions of Kahoot! Application Used for English Learning in Keluarga Widuri Vocational High School Jakarta. A skripsi*; Jakarta: The University of Muhammadiyah Prof. Dr. HAMKA, 2020.

In this study, the writer investigates the EFL students' perceptions of *Kahoot!* application in *Keluarga Widuri Vocational High School Jakarta*. In this research, the writer also tries to answer the main question What are EFL students of *Keluarga Widuri Vocational High School Jakarta* perceptions towards the *Kahoot!* application used for their English learning? To be able to answer the question, the quantitative survey method was used by involving 73 students as the respondents using Google form questionnaire. After that, the data were calculated and analyzed by using IBM SPSS 23 to find the mean and the percentage. The result of the questionnaire showed that the students enjoyed learning via *Kahoot!* application, they clearly stated that *Kahoot!* brought fun and positive ambience to the students in the classroom.

Keyword: *Learning Media, Kahoot!, EFL Students, Perception*

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## CHAPTER I

### INTRODUCTION

The first chapter of this research talks about the background of study, the limitation of study, the research's question, the purpose of the study, and the significance of study of *Kahoot!* used in English learning for EFL students. It will be discussed more in this following section.

#### A. Background of the Study

Technology, as many people know what it is, has grown and interfered significantly in every sector of humans' life. Nowadays, industrial and economic sector, for instance, depends highly on the use of advanced computer technology, machine, or robots that affects the increase side of company's profits. As stated by Sengupta (2011), the data showed that science drives more on technology, which can go ahead at a speed and in a direction largely on economic area, hence many firms then invested in emerging technology as they have seen a chance to make potential incentives or profits. Thus, the innovation of technology never stops to fill into other's human segment which goal is to make their lives to be so much easier, or in this case, it helps human to work more effective and efficient. Kawa (2019) agreed by stating today's new technologies make life easier by making human works less than they once had to do themselves. This is why the existence of advanced technology is significant, and it is needed in every part of humans' life.



Besides industrial or economy sector which puts interest and gets benefits on development and innovation of technology, education field is likely the same. Many educators rely and exploit on the use of technology in their teaching and learning activities for the sake of their students and on behalf of quality improvement (McCaffery, 2010). In this point, educators often use high-tech media as a tool to help them on the teaching and learning activities. The current high technology that has been “primidone” on educational media is the rise of e-learning media which promotes effective way of teaching and learning activities by making it to be more flexible on the aspects of time and place (Liaw, 2008; Gordon, 2014). Collis (1998) argued that absolute independence of both time and place is also stressed as the biggest factors of the use of e-learning.

However, the e-learning that we talk about, is beyond on the use of personal computers (PC) or the use of notebooks or laptop. This statement is supported by Sharples (2000) that this is new era of handy, more practical online computing which concentrates in personal mobile devices, so it means that surely can satisfy the learning objective wherever and whenever a learner wishes as one as will tackle barriers that PC or laptop have. Apparently, educators in this new era take more advantages of the growth of technology on the mass move of e-learning computer media to the utilization of mobile device that potentially support teaching and learning activities in better way.

To be noticed first, mobile devices have been long developed over years, and now it is frequently called by smartphone. Ofcom (2017) stated that

76% of adults own at least a personal smartphone. With the extensive use of the smartphone, it influences the growth of innovations in e-learning context that can be used by both the teachers and the students. Mobile device or smartphone consists of various types of application that can be useful for facilitating their teaching and learning activities such as, easy access of online books or materials, unlimited source of information or news, fun learning activities or attractive games, plenty of dictionary provided, or manageable quiz for assessments (Bender, 2012). Teachers may get benefits of using mobile device or smartphones than PC or laptop since they can get what they need as fast as they can. In fact, based on Asyifa's (2019) research showed that 55.5% students in a private university use educational application in their smartphone for assisting their learning.

This proves that teaching and learning using mobile device or smartphone become proper option to be implemented. Its benefits can be answer of trouble that the teachers and the students have during the process of learning.

Among many numbers of educational application of mobile device that are very helpful in the area of English teaching-learning activities, *Kahoot!* tends to steal the crowds. As stated by Fies and Marshall (2006) one of the most popular English learning application nowadays is *Kahoot!* application. *Kahoot!* by its concept means a digital game-based student response system that allows teachers and learners in classroom settings to interact through competitive knowledge games using existing infrastructure (Tan, Ganapathy,



& Manjet, 2017). There are some reasons for that, such as from Cameron and Bizo's (2019) who stated clearly about *Kahoot!* that turned out to be an effective way of learning to increase students' problem solving, critical thinking, and competence in studying.

It can be summarized that *Kahoot!* is viewed as a fun, engaging, and motivating tool to be used in learning, and it also increases the students' competitive self in an enjoyable ambience that helps gain the students' attention to the classroom activities. Though *Kahoot!* application cannot be used as a tool to rise the students' score, this application can be used as a new way of effective learning.

Another perspective comes from Fathan and Syafii's (2018) who studied *Kahoot!* in which they viewed *Kahoot!* is as one of medium that is appropriate in English learning activity because *Kahoot!* provides everything in English. In conclusion, by using *Kahoot!* itself, the students are already learning basic English words. Thus, *Kahoot!* application gives various benefits in English learning. It makes English learning to be fun and engaging for the students. It boosts the students' tasks completion rate, and *Kahoot!* also saves time on correcting assignments because the score will be shown right after the students done the game. The students will find it easy and enjoyable to learn English whenever and wherever they want.

Next is from Wichadee and Pattanapichet (2018) who also agreed that students may have good attitude toward the use of *Kahoot!* in English learning. They assumed that *Kahoot!* can make their interest in English subject and they

feel fun with it. Thus, it leads to impact on students' motivation. They feel so enjoy to learn while playing game. However, to conclude, *Kahoot!* application has been shown as one of an acceptable media to use in teaching and learning activities especially in English learning. It is proven that *Kahoot!* application is able to increase students' learning engagement with its fun concept and tagline "make learn awesome".

However, there are also several negative effects of using *Kahoot!* in teaching and learning activities. According to Licorish, Owen, Daniel, and George's study (2018), *Kahoot!* contributed to teacher-student interaction; on the other hand, it sometimes led to negative emotions due to the extremely competitive environment. The participants reported that when they concentrated more on the game and having fun rather than studying, negative aspects of the game came into the play. Some students raced to answer questions in excitement to succeed and did not take the time to consider the questions or the responses.

Other negative impacts of using *Kahoot!* also can be seen in Yapici & Karakoyun's study (2017), where the participants claimed that being at the bottom of the score list was demoralizing, being at the bottom of the chart made them lack interest in studying. The participants also reported that the lack of technical skills for the students would have negative reflections on *Kahoot!* usage. This shows how it turns contrary; there are actual findings which contradict the results of positive side to the use of *Kahoot!* in English learning. In fact, the number of *Kahoot!* user is massive, this can be seen based on the

Google Play Store and Apple App Store, as of November 2019, millions of people have installed and used *Kahoot!* application. The application also gets 4.2 per 5 rates or stars on the Google Play Store and 4.6 per 5 stars on the Apple App Store rating, which means that the application gets decent view from the users. There are also more than 71 thousand reviews on the Google Play Store and more than 14 thousand reviews on the Apple App Store that is written by *Kahoot!* users throughout the year. This makes bias or confusing whether *Kahoot!* can be considered as good mobile application device or not for English learning.

Apart from the pros and cons of using *Kahoot!* in English learning matter, it is also still unclear whether or not *Kahoot!* is suitable to be used by all level of students, second or foreign language context, such as for EFL students in Indonesia. EFL students in Indonesia are usually welcome to the new innovation of technology like *Kahoot!*, however it should be confirmed directly from students in order to check its status of significance. To validate this issue, the writer chose one school namely *Keluarga Widuri Vocational High School Jakarta* which is located at *Jl. Gunung Balong I No. 2, Lebak Bulus, Cilandak, South Jakarta*. The writer knew for sure that English teacher at the school used *Kahoot!* in teaching students English because the writer experienced working as English club tutor at the school there, and the writer did pre-observation to teaching and learning activities. Besides that, students at the school also used mobile app like *Kahoot!* as part of their learning tools based on the writer's pre-interviewed. Hence, it can be argued that students

there are indeed knowledgeable in using *Kahoot!*. Below is the detail of pre-observe and interview:

**Table 1.1 Observation Preliminary Data**

Gender	$\Sigma$	Description
Teacher	1	<ul style="list-style-type: none"> <li>• The teacher has already use <i>Kahoot!</i> in teaching learning activities.</li> </ul>
Students	5	<ul style="list-style-type: none"> <li>• Three out of five students have already known <i>Kahoot!</i> since Senior High School, the other two has already known <i>Kahoot!</i> since Junior High School</li> <li>• Five out of five students have already use <i>Kahoot!</i> in English learning.</li> <li>• Five out of five students rarely use the <i>Kahoot!</i> application in English learning.</li> </ul>

*Data were taken on 7<sup>th</sup> of January 2020*

Table 1.1 above showed that *Kahoot!* is used by both the teacher and the students' English learning, and the 5 students stated that they already familiar with the *Kahoot!* application. However, their perceptions of *Kahoot!* have not been explored and studied further. Therefore, the writer interests to do research to validate this *Kahoot!* issue entitled **Investigating EFL Students' Perceptions of Kahoot! Application Used for English Learning in Keluarga Widuri Vocational High School Jakarta**. The writer believes that the best way to reveal this issue is by questioning directly to the students. Thus, it can be exposed the EFL students' perception of *Kahoot!*, either good or bad for them.

## **B. The Limitation of the Problem**

The writer limits this study on the area of Indonesian EFL students' perception of *Kahoot!* application used for English learning in one private school of *Keluarga Widuri* Vocational High School Jakarta.

## **C. Research Question**

Based on the background and the limitation of the problem presented earlier, the question of this research is formulated as follows: "What are the students' perceptions of *Keluarga Widuri* Vocational High School Jakarta towards *Kahoot!* application used in their English learning?"

## **D. The Purpose of the Study**

The purpose of the study is to get empirical evidence of the EFL students of *Keluarga Widuri* Vocational High School Jakarta perceptions towards *Kahoot!* application used for their English learning context.

## **E. The Significance of the Study**

Theoretically, this research is expected to give clear information about Indonesian EFL students' perception towards *Kahoot!* application used for their English learning in the context students of *Keluarga Widuri* Vocational High School Jakarta. So, potentially, *Kahoot!* can be considered more as either suitable mobile application device or not for the both teachers and students in English teaching and learning activities.

Practically for the teacher, this research is expected to give the description of the use of *Kahoot!* in English learning so the teachers can use *Kahoot!* as the model of innovation in teaching English lessons. As for the school, this research is expected to give valuable review of the use of *Kahoot!* for English learning. Therefore, school can give more facilitation to the students in using *Kahoot!* for their English teaching and learning activities. Last but not least for the reader, this research is expected to be used as one of the references for making another paper of research about Indonesian private school EFL students' perceptions towards *Kahoot!* application.



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