Students' Perception of Using Kahoot Application by the Second-Year Students of SMA Negeri 2 Tambang

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ABSTRACT
Kahoot has become a popular application for language learning nowadays. This research aims to find out how the perceptions of the second-year students of SMA Negeri 2 Tambang by using Kahoot application in learning English. The research sample was taken by using the purposive sampling technique that was from second-year students. The number of sample was 72 students. The data were collected by using a questionnaire. There are a total of 30 questionnaire items. A Likert scale was used in this study using survey design with a quantitative research. There are four choices from strongly agree to strongly disagree without using neutral answers. The research result reveals that the second-year students have the perception in which Kahoot keeps motivated, effective to be used as a test or assessment media, is easy to understand and apply by students in learning English. Rests are unsatisfactory like students still felt tense in doing the questionnaire test because of the the timer feature and it is less easy to access due to poor internet networks. Based on the research result, students are recommended to use Kahoot in learning English in the class because it helps them to build their enthusiasm for learning and understand the material more easily.

Keywords: *student perception, kahoot, English learning media*

INTRODUCTION

Nowadays, the growth of technology provides various conveniences for every individual in carrying out their activities, including education. The education process has now undergone rapid changes by utilizing technology where which can be utilized for the benefit of improving education services and quality. According to Audyna (2021), as computer-assisted education and interactive media technology augment the traditional usage of chalk and a chalkboard, technology is playing a growing role in the classroom and at home. Technology allows for the creation of engaging learning materials, and its use by teachers in controlling and communicating with students makes the use of learning materials easier.

According to Audyna (2021), learning is a way to change from not understanding to understanding, like a child who does not have any capability in all aspects, but by learning he can understand it. Learning is a process carried out by an individual with the help of a teacher to obtain a change in the individual with a good understanding and communication in English. English is the most widely spoken language in the world. As Audyna (2021) points out, learning English in Indonesia cannot be separated from the impact of the English language on our culture. In learning English, teachers must use effective learning media and also be liked by students. Media selection and utilization appropriate and interesting will have a positive impact on student learning success. Learning media that can attract students' interest is learning while playing, one of the applications that support it is Kahoot.

Kahoot is an interactive learning-based website application that can be used to create quizzes and simple games. The Kahoot application is designed for the learners to be able to think fast, as there is a time limit to answer the questions that have been created. Kahoot can be applied to various subjects, one of which is English. It can be a learning instrument to help teachers provide materials and assignments by

using the technology they use every day such as computers, gadgets, and smartphones. (Wulandari, 2021). There are many elements in Kahoot that can increase students' interest in learning English. This application can make the learning process more interesting, fun, and not boring, both for students and teachers.

Based on the researcher's observation made at the school during PLP, the researcher has a perception that students feel bored with monotonous, unvaried English learning. Because of that, researcher focuses on investigating senior high school students' perceptions of using Kahoot in the classroom. Perception is a direct response from a person to give meaning to their environment and Audyna (2021) stated that it can be different from others. . The objective of the research is to find out students' perception of using Kahoot application by the second year students of SMA Negeri 2 Tambang, and based on the final results with knowing students' perceptions, teachers can gain an understanding of students better.

METHOD

This type of study is quantitative research that focuses on descriptive quantitative approaches. It is a survey research design is defined as an instrument for collecting data to answer questions on a specific population (Gay, Mills, and Airasian, 2012). Researcher asked several people (called respondents) about beliefs, opinions, characteristics of an object, and past or present behavior by using a questionnaire. As a result, statistical procedures can be used to investigate large amounts of data, and the results of data analysis can be described descriptively. This study aims to know the perception of using Kahoot application in learning English by the Second Year Students of SMA Negeri 2 Tambang.

The study was conducted at SMA Negeri 2 Tambang. It was held from October 2023 to November 2023. The population of this study is second-year students of SMA Negeri 2 Tambang for the 2023–2024 academic year. The total number was 360 students. This study only took 72 students from classes XI.8 and XI.9 as the samples of the research.

The researcher of this study used a purposive sampling method of non-probability sampling. Arikunto (2010) emphasizes that purposive sampling technique is a way of sampling by taking subjects not based on strata or regions, but carried out for a specific purpose. This class was chosen based on the results of the researcher's observation when conducted PLP activities at SMA Negeri 2 Tambang and the researcher had applied the application to English learning at that time.

In collecting the data, the researcher utilized questionnaire consisting of 30 positive and negative statements as an instrument that was given to students about their perception after using Kahoot Application in learning. To find out the respondent's attitudes and perceptions. A Likert scale was used in this study. There are four choices from strongly agree to strongly disagree without using neutral answers to make respondents' answers more assertive (Mulyatiningsih, 2012). The questionnaire was adapted from various studies that contained related research. For the questionnaire used in this study, the researcher quoted indicators from Anggraeni and Sari's research (2022). As for the questionnaire as a whole, the researcher combined the questionnaires used in the research of Arifin (2020), Audyna (2021), and Rusmardiana et al (2022) including the questionnaire in Anggraeni and Sari's research (2022). The results of the questionnaire were collected as data for this research. Data is collected through direct research using a written questionnaire.

There were several steps taken by the researcher in analyzing the data. Firstly, the answers collected from the written questionnaire were exported into a table using Microsoft Excel 2010. Secondly, the data was converted from lexical form to numerical form. The data from the questionnaire was reviewed to measure the perception of using Kahoot application in learning English by the second year students of SMA Negeri 2 Tambang by looking at the checked items in the Strongly Agree, Agree, Disagree, Strongly Disagree column. A four-point Likert scale would be used to assess the questionnaire: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1. The researcher used the formula proposed by Sudijono (2008) which shows the formula for calculating the percentage of students' perceptions of using Kahoot application as follows:

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

P = Percentage
f = Frequency of respondents' answer for each statement
N = Number of frequency/sample

The researcher examined the result using Descriptive Statistic analysis after successfully gathering the data from the provided questionnaire. The result interprets with the table below (Al-Nouh *et al*, 2015):

Table 1. Criteria of Perception

No	Average	Criteria
1	1.00-2.33	Negative
2	2.34-3.66	Positive
3	3.67-5.00	Highly Positive

RESULTS AND DISCUSSION
Results

This study used 30 statement items as a questionnaire to determine student perceptions of using Kahoot Application. The discussion for each indicator, as explained in the previous chapter, is described in the following tables.

Table 2. Students' Personal Information

Class of Students	Gender of Students		Total
	Male	**Female**	
XI.8	21	15	36
XI.9	21	15	36
Total	42	30	72

Table 2 shows that the total number of students from 2 classes who filled out the questionnaire, namely class XI.8 was 36 (50%) students, and class XI.9 was 36 (50%) students. This shows that the total number of students who filled out the questionnaire was 72 students and was dominated by male students with 42 students, followed by female students with 30 students.
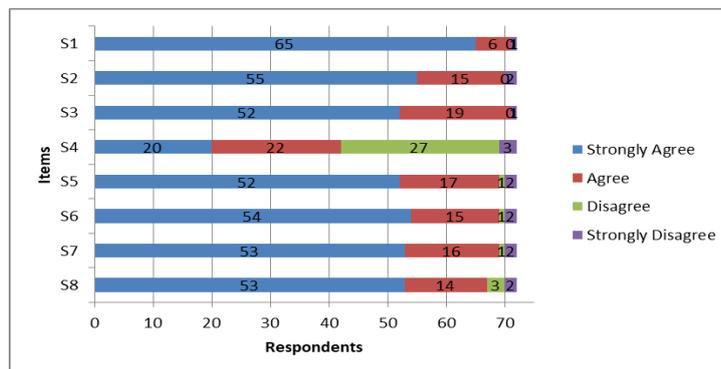
Students' Perception of Motivation in Learning and Assessment Using Kahoot

Table 3 shows the first indicator of the questionnaire which is about students' perception of motivation in learning and assessment using Kahoot. This indicator indicates how Kahoot can motivate students to learn.

Table 3. The Result on Students' Perception of Motivation in Learning and Assessment Using Kahoot

Items	Statements	SA	A	D	SD	Average
S1	Kahoot makes learning interesting and fun	65	6	0	1	3.88
S2	Kahoot has an attractive appearance and challenging features	55	15	0	2	3.71
S3	Kahoot makes me more active in learning	52	19	0	1	3.69
S4	Kahoot doesn't make me tense in doing test questions	20	22	27	3	2.82

S5	Learning by using Kahoot feels like playing	52	17	1	2	3.65
S6	Kahoot motivates me to answer questions quickly from other friends	54	15	1	2	3.68
S7	I like the Kahoot app for classroom learning	53	16	1	2	3.67
S8	I am more cheerful if Kahoot is used in class	53	14	3	2	3.64
	Average					3.59

Figure 1. The Result on Students' Perception of Motivation in Learning and Assessment Using Kahoot

According to the table and chart above, it can be said that the perception of the second year students at SMA Negeri 2 Tambang towards the use of Kahoot Application in terms of motivation in learning and assessment using Kahoot with an average perception value of 3.59 which is included in the positive category.
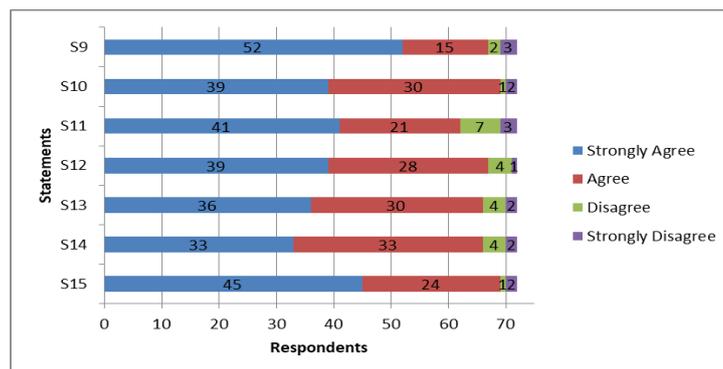
Students' Perception of Effectiveness of Kahoot as a Test or Assessment Media

Table 4 shows the next indicator from the questionnaire which is about students' perceptions of the effectiveness of Kahoot as a test or assessment media. This indicator demonstrates the effectiveness of Kahoot as a test tool.

Table 4. The Result on Students' Perception of Effectiveness of Kahoot as a Test or Assessment Media

Items	Statements	SA	A	D	SD	Average
S9	Kahoot created a competitive atmosphere and I felt compelled to be number one on the leaderboard	52	15	2	3	3.61
S10	Kahoot allows me to correct myself when make mistakes on the test	39	30	1	2	3.47
S11	I want Kahoot to be one of the indicators for the final grade of the daily test	41	21	7	3	3.34
S12	Kahoot keeps me focused in answering test question	39	28	4	1	3.45
S13	Kahoot application helping to recall the learning material that has	36	30	4	2	3.38

Items	Statements					Average
	been studied					
S14	Kahoot application increase students knowledge of learning material	33	33	4	2	3.34
S15	Taking test through Kahoot makes me more interested in learn English	45	24	1	2	3.55
	Average					3.44

Figure 2. The Result on Students' Perception of Effectiveness of Kahoot as a Test or Assessment Media

Based on the table and chart above, it can be concluded that students' perceptions of the use of the Kahoot application by the second year students of SMA Negeri 2 Tambang in terms of the effectiveness of Kahoot as a test or assessment media with an average perception value of 3.44 which is included in the positive category.
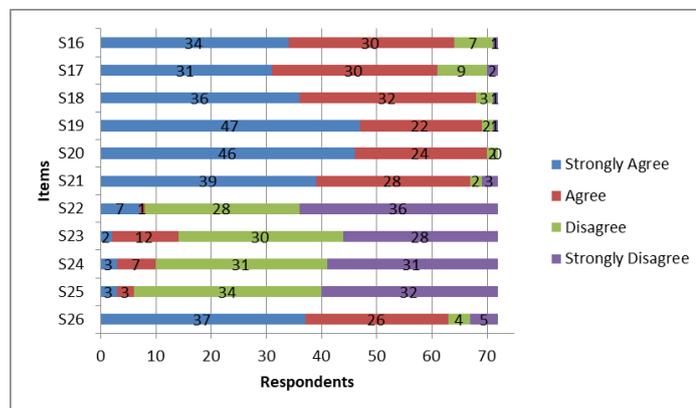
Students' Perception of Effectiveness of English Learning Using Kahoot

Table 5 shows the third indicator from the questionnaire which is about students' perception of the effectiveness of English learning using Kahoot. This indicator points how Kahoot can improve students' English skills.

Table 5. The Result on Students' Perception of Effectiveness of English Learning Using Kahoot

Items	Statements	SA	A	D	SD	Average
S16	Learning through game Kahoot makes it easier for me to understanding English material	34	30	7	1	3.34
S17	Doing exercises using Kahoot helps me practice my grammar	31	30	9	2	3.25
S18	Kahoot makes me more interested in increasing my English vocabulary	36	32	3	1	3.43
S19	The limited time on each Kahoot question makes me motivated to strengthen my reading skills in English	47	22	2	1	3.60
S20	The material in my class in suitable to be taught through Kahoot application	46	24	2	0	3.61

S21	Questions that are varied and not boring	39	28	2	3	3.43
S22	I feel bored using the Kahoot application	7	1	28	36	3.29
S23	I will be lazy to use English book, because of the Kahoot application	2	12	30	28	3.17
S24	I have difficulty using the Kahoot application	3	7	31	31	3.25
S25	I can not understand the material by Kahoot application	3	3	34	32	3.32
S26	Learning English using the Kahoot application makes students burdened and pressured	5	4	26	37	3.32
	Average					3.36

Figure 3. The Result on Students' Perception of Effectiveness of English Learning Using Kahoot

From the chart, the results of the third indicator, which is students' perceptions of using Kahoot application by the second year students of SMA Negeri 2 Tambang, were analyzed with the indicator of the effectiveness of English learning using Kahoot giving positive perceptions from most students.

Students' Perception of Kahoot Access and Usage

Table 6 shows the next indicator from the questionnaire which is about students' perception of Kahoot access and usage. This indicator reveals the access and usage barriers of the Kahoot application.

Table 6. The Result on Students' Perception of Kahoot Access and Usage

Items	Statements	SA	A	D	SD	Average
S27	Kahoot's user-friendly menu and display is easy to understand	43	26	3	0	3.56
S28	My quota is always enough to access Kahoot	34	34	4	0	3.41
S29	The device I use adequate to access Kahoot	33	30	7	2	3.30
S30	I cannot login to Kahoot application account due to bad Internet network	8	18	25	21	2.81
	Average					3.27
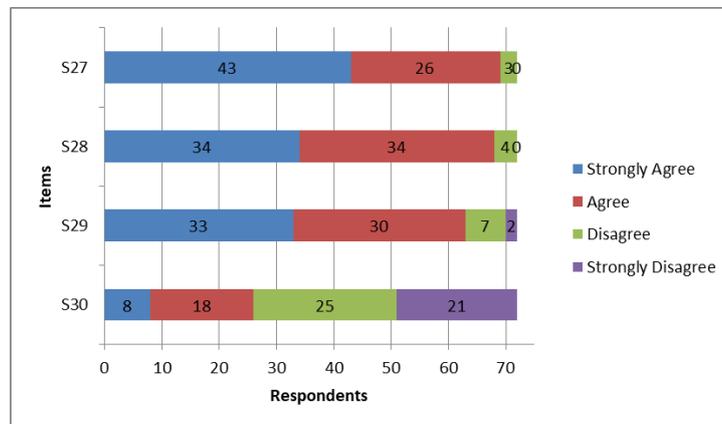
Figure 4. The Result on Students' Perception of Kahoot Access and Usage

As shown in the table and chart above, it can be said that the perception of the second year students at SMA Negeri 2 Tambang towards the use of Kahoot Application in terms of Kahoot access and usage with an average perception value of 3.27 which is included in the positive category. After the data from each questionnaire item was described, the researcher counted and determined the average score of students' perceptions of using the Kahoot Application as follows.

Table 7. The Average Score of Students' Perception of Kahoot Application

Indicators of Perception by the Students	Avg. Score
Motivation in learning and assessment using Kahoot	3.59 Positive
Effectiveness of Kahoot as a test or assessment media	3.44 Positive
Effectiveness of English learning using Kahoot	3.36 Positive
Kahoot access and usage	3.27 Positive
Total	3.41 Positive

From table 7, it can be seen that the average score of students' perceptions of using the Kahoot application is at a score of 3.41 which is categorized in positive criteria. It can also be concluded that students' responses to the perception of using Kahoot application are positive, which means they get benefits and also some disadvantages from Kahoot Application.

Discussion

These results have shown the students' perceptions of using Kahoot application by the second year students of SMA Negeri 2 Tambang. This study used 4 aspects in obtaining perceptions from students, including aspects of motivation in learning and assessment using Kahoot, the effectiveness of Kahoot as a test or assessment media, the effectiveness of English learning using Kahoot, Kahoot access and usage (Arifin, 2020; Anggraeni and Sari, 2022; and Rusmardiana et al, 2022).

On the results of motivation in learning and assessment using Kahoot, it was found that most students had a positive perception with a percentage above 90% except for statement number 4 about

"Kahoot does not make me tense in doing test questions" which only responded positively as much as 58%. From these results, it can be seen that Kahoot makes learning interesting and fun, attractive appearance and challenging features, makes students active in learning, feels like playing, motivates them to answer questions quickly from other friends, is preferred for classroom learning, and is more cheerful if Kahoot is used in the classroom. On the other hand, in a similar study conducted by Rusmardiana et al. (2022) entitled "Student Perceptions of the Use of Kahoot as a Learning Media", the results showed that students agreed that Kahoot increased student learning motivation (Rusmardiana et al., 2022). However, some students still felt tense in doing the test questions because of the timer feature.

On the results of the effectiveness of Kahoot as a test or assessment media, it was found that students gave positive responses with a percentage above 86%. Kahoot is considered effective as a test tool that makes students focus when taking tests, creates a competitive atmosphere, students can correct their mistakes when taking tests, helps recall learning materials that have been learned, increases students' knowledge of learning materials, and makes students more interested in learning English if taking tests using Kahoot. A similar study conducted by Bunyamin et al. (2020) entitled "The Use of Kahoot as a Game-Based Learning Media as a Form of Learning Variation", shows the same conclusion in the aspect of learning evaluation but from the perspective of teachers where teachers find it easy to conduct evaluations, written tests, and compile questions and examinations quickly and efficiently (Aceng Cucu Bunyamin et al., 2020).

On the results of the effectiveness of English learning using Kahoot. It was found that students gave positive responses with a percentage above 79%. Kahoot is suitable for materials in English classes. The app makes it easier for students to understand English materials, helps students practice their grammar, makes students more interested and motivated to increase their vocabulary and reading skills, and the questions are varied and not boring. Furthermore, the students also thought that they did not feel bored using Kahoot, they did not become lazy to use English books because of the use of Kahoot, they did not experience difficulties in using this application, and learning using this application did not make them become burdened and pressured. In line with Erlinaini's research (2022), students thought that with the Kahoot application learning was not boring, more interesting, and became more enthusiastic in learning PAI. This is also proven by research conducted by Irwan (2019) entitled "Effectiveness of Using Kahoot to Improve Student Learning Outcomes" the result showed that Kahoot is effective as a learning media supporting the teaching and learning process. Kahoot can enhance students' thinking and learning skills so it is worth developing.

On the results of Kahoot access and usage, showing positive perceptions by agreeing and strongly agreeing to reach above 86% on the menu and display of Kahoot which is easy to understand, the quota owned by students is always enough to access Kahoot, and the devices used by students are adequate to access Kahoot. However, there is 1 point whose positive perception is only 36%, which is that students cannot log in to the Kahoot application account due to a bad internet network. On the other hand, research conducted by Erlinaini (2022) entitled "Students' Perceptions of the Kahoot Application Learning Media in Islamic Religious Education Subjects Class VI Case Study SD 83 Central Bengkulu" the results of the study show that the Kahoot application is easy to understand and apply by students, but it is less easy to access due to network constraints at schools that are not too good for internet use.

CONCLUSIONS AND RECOMMENDATION

After analysing the data collected, it can be concluded that 72 students of the second years SMA Negeri 2 Tambang showed positive responses and perceptions of using Kahoot Application in learning English. The researcher also concluded that the average value of the students' perception of using Kahoot application by the second year students of SMA Negeri 2 Tambang is 3.41 and categorized as positive criteria according to (Al-Nouh. et. al., 2015). Kahoot was found to motivated students in learning and assessment. Most students feel Kahoot is effective to be used as a test or assessment media in learning

English. Students expressed that Kahoot is easy to understand and apply by students, but it is less easy to access due to poor internet networks. In the end, they also suggested using Kahoot in the future.

For recommendations in this research, firstly, teachers in this school are recommended to use Kahoot in learning English, as it is very convenient, helpful, and easy to use. Secondly, researcher recommend to student for use Kahoot in learning English, Thirdly, other researcher recommend to use this study for reference of their research on the use of Kahoot app in English Learning with different samples, sizes, locations, or type of method to get more varied data.

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