



**AN ANALYSIS OF STUDENTS' PERCEPTION USING KAHOOT GAME  
IN VOCABULARY CLASSROOM: THE CASE OF SEVENTH GRADE OF  
JUNIOR HIGH SCHOOL 2 TEGOWANU IN THE ACADEMIC YEAR  
2021/2022**

Final Project

Submitted in partial fulfillment of the requirements

For the degree of *Sarjana Pendidikan* in English

By

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UNIVERSITY PGRI SEMARANG  
2022**

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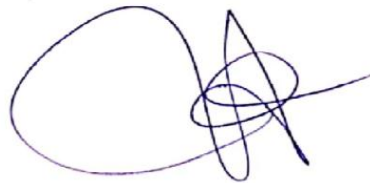
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers' opinions or findings included in the final project are quoted or cited by ethical standards.

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## **DEDICATION**

This final project is fully dedicated to:

1. Myself, Thank you for always being strong. I believe you can handle all the difficulties and believe you can because Allah SWT always inside you.
2. I fully dedicate this final project to my beloved father and mother. Having you in my life is the biggest blessing. I hope I can make you happy in the future. If there is a word more than “Thank you” I will give for you. I love you to the moon and back.

## **MOTTO**

*“You May be able to procrastinate, but time will be not wait”*

(Benjamin Franklin)

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5. The students who were participants in this research.
6. My parents always supporting me.
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I love myself.

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## **ABSTRACT**

Kusumaningrum, Melinda. 2022. *An Analysis of Students' Perception Using Kahoot Game in Vocabulary Classroom for the Seventh Grade Students of Junior High School N 2 Tegowanu in the Academic Year 2021/2022*. Final Project, English Department, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor I: Dr. Listyaning Sumardiyani, M.Hum. Advisor II: Ririn Ambarini, S.Pd., M.Hum.

The aims of this study are 1) to find out the students' perception of Kahoot media, and 2) to find out the student's interested in Kahoot media. The population of this study was the seventh-grade students of Junior High School N 2 Tegowanu in the academic year 2021/2022. This study took two classes as the sample, it was VII A and VII B. The instruments of this study were interviews and questionnaires.

The result of this study showed for interviews the students have positive and negative perceptions of using kahoot, and for the questionnaire using Kahoot can make students fun and exit in the learning process. For the other researcher can create more interesting and fun learning so that students get new experiences in the learning process with Kahoot.

**Keywords: Perception, Kahoot, Vocabulary**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is a familiar language in the world, especially for students. Since the students in elementary school already know the English language, one of the lessons was getting in the school. However, the students have to get lessons about the English language since elementary school they are still challenged to learn it. This is because English is a foreign language seldom used by students for daily communication. The students use the English language when the lesson starts in class. After the time class finished, they came back to using language habits. They still have mastery of the English language is low. According to (Holidazia & Rodliyah, 2020) Students can apply their new vocabulary in the class during the lesson as a strategy for study. So, to get improve their foreign language, students can use the English language in daily communication. Vocabulary is a tool that person uses to convey messages and opinions that everyone should have. In this era that will be going forward and English is an international language, so the students are supposed to learn the English language is good to take away their language.

Language skills have four components that must be known: listening, speaking, reading, and writing (Pratiwi et al., 2020). The four skills have the same relationship and have the same critical role. They are listening allows a person to concentrate and be able- to digest information. Speaking skills are

needed to express ideas or statements not only convey but can be understood by the recipient of information. Reading skills can help develop parts of language such as vocabulary, spelling, tongue, sentence structure and writing skills. Writing skills that the recipient of the information can understand can be seen from the choice of words used.

According to (Munirah & Hardian, 2016), students' mastery of vocabulary and sentence structure is lacking due to unsatisfactory vocabulary. So far, teachers have not provided new ways of teaching in the process of learning which makes students feel bored and less interested in focusing on learning English. This monotonous learning lacks encouragement. All this time, the teacher lacks giving something new in the process of study of learners, so the students feel bored and uninterested focus in learning the English language.. Technology is one of the era development that transmits to another aspect of life, including educational learning. According (Ambarini, 2018), Computers and interactive whiteboards are modern technologies that have new opportunities to integrate visual materials into the classroom for the teacher.

Everyone has a good time, and one of the most enjoyable activities is playing a game, when playing a game they will spend hours doing it again and again (Listiyaning, 2014). And also By (Ambarini, 2017), Games are fun activities that make students free to move according to the interactions given by the teacher. It becomes necessary for the teacher to provide direction to students who have a problematic situation in the learning process, significantly

when to add improving vocabulary in a second language. Regarding the issues at hand, researchers to give solutions to creating an effective learning environment and making situations in teaching fun. Games are typically designed to encourage learners' desire for competitiveness, goal achievement, and genuine self-expression while promoting interactivity, having a set of rules with a quantifiable outcome, being colorful, engaging, and incredibly realistic.

According to (Bicen and Kocakoyun. 2018), The *Kahoot* application allows you to create multiple-choice questions in a debate format that you be played with all students. Use *Kahoot* application as a media learning base and an educative website as a collaborative game intended to excite interest in the learning process. The critical thing to make students enjoyable is to add new vocabulary in English. Furthermore, the *Kahoot* application has the benefit of helping the teacher when teaching and presenting language that sees in real life. *Kahoot* application hopes to make new spirit students in the study.

Researchers know that currently, the media has a role that can make users easy to use. Using media in the learning process will make students more exciting and not bored with the condition of the class running. The teacher usually uses the old method in the study, which creates a situation between the teacher and students who have little interaction. The students less active in the class. They will listen to what the teacher explains, with did not they understand or not. By using media, all the students have contributed to the learning process from less active to students active. According to



(Miftah, 2013) ,the presence of media in the process is beneficial for students to understand better what they are learning.

Using media such as online games, every people will have a perception of the game. According to (Akrim Dan Sulasmi, 2020) Perception is the process of a person understanding through his five senses so that they are aware of something that has been observed before. Every people has a different perception according to what they see and feel. According to (Jayanti, 2018), everyone has a different point of view, some people can give a positive perception, and some perceive it as negative. Thus, the researcher wants to know how students perception of Kahoot as a learning medium in vocabulary classroom seventh in the grade of Junior High School 2 Tegowanu.

## **B. Reasons for Choosing Topic**

1. Vocabulary has a vital role in language learning. With increasing vocabulary, students will more easily understand a language. Students who have vocabulary reserves will find it easier to understand what people are saying and can communicate with others. Learning a lot of vocabulary requires engaging learning media so that students are always enthusiastic when improving their language. Media such as *Kahoot* can be used to make students learning language more fun.
2. *Kahoot* is a game online that can be used as a game and study. No age limit to using *Kahoot*. The *Kahoot* has a feature that can add pictures to make students not bored during the lesson. Learning while playing Kahoot

will give students challenges because Kahoot is a game with limited time to answer the question. So, a student is already competitive with their friends each other.

3. According to the Indonesia dictionary, perception is a response, immediate acceptance of absorption, or the process of someone wanting to know some things through the five senses. Here, the writer wants to see the student's perception of *Kahoot* as a media learning for them.

### **C. Statements of Problems**

Focus on students' perceptions, the researcher formulates two statements of the problem as follows:

- a. What is the students' perception of *Kahoot* media?
- b. What are students' interested when learning with *Kahoot* media?

### **D. Objectives of the Study**

The following are the objectives of this research:

- a. To find out the student's perception of *Kahoot* media.
- b. To find out the student's interested in *Kahoot* media.

### **E. Significances of Study**

#### **1. Theoretical**

In this research, the researcher uses Kahoot as a media learning for the students as a new lesson and not boring the study. The researcher wants to know their students' perception when using Kahoot as a media learning. *Kahoot* is an educational game-based platform that is easy to access and can

play anywhere. This research becomes a reference if it wants to use games as a media learning or become a reference for another researcher if they are going to research in a similar field.

## **2. Practical**

### a. For Students

- Students can add new vocabulary to the English language.
- Students become more active during the learning process.
- Students get out new experiences when learning using *Kahoot* media.

### b. For Teacher

- Teachers can know what students need.
- Teachers can apply the same media for improving the vocabulary of students.
- Teachers can understand if the students fast feel bored with the monotone study.

### c. For Headmaster

Headmaster can understand if this era of technology the world education, the teacher can take advantage of an online platform for students' studies to continuously learns new knowledge. Even less in the age of pandemics that always use technology to bridge other activities, especially in the education world. One of the online platforms like *Kahoot* games that the teacher can use is an English teacher who can apply this media to add vocabulary to students.

## **F. Limitation of the Study**

The study focuses on the perceptions of the students. The perception is about their opinions using *Kahoot* as a media learning tool. This research has been done through semi-structured interviews and questionnaires.

## **G. Definition of Key Terms**

### 1. Improving Vocabulary

One of the critical roles in studying the language is improving vocabulary. Having enough vocabulary will make it easy for students to communicate better and understand what they listen, read, and write.

### 2. *Kahoot*

*Kahoot* is an online platform containing study to student's base games to give students new learning and improve responsive students in the learning process. *Kahoot* is one of the online platform games that teachers can use to make quizzes for students, and the students who do the examination also direct the answer and know the score of the platform. *Kahoot* can be accessed via tablet, smartphone, or computer. Students can open the platform whenever and wherever.

### 3. Perception

Perception is a person's thinking about a particular object and interprets it using the sense according to what they know; in this case, each individual's perception will be different. Some individuals have positive and negative perceptions. According to Irwanto, someone who has interacted with the

object to be perceived will have two perceptions, namely positive and negative perceptions.

4. SMP N 2 Tegowanu is a junior high school in Kec. Tegowanu, it is located in Desa. Curug, Dusun Curug.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Literature**

This descriptive qualitative research will look for a student's perception of learning to improve vocabulary mastery. Vocabulary learning is an essential part of foreign language learning because the meanings of new words are very often emphasized, whether in books or in the classroom (Alqahtani, 2015). English vocabulary is an essential part of understanding a language students can understand and communicate if they have a vocabulary store. Perception is an act of judgment from someone where someone has received a stimulus from what is felt by his sense. The inspiration can issue views regarding things that have been experienced. In education, teachers and students both have an essential role in learning. A teacher has a role as someone who imparts the knowledge they have, and a student is someone who receives what makes both feel happy and not boring. Boredom is a natural trait that everyone has. The way a teacher is expected to be able to create an exciting teaching method to make students feel enthusiastic and interested during a learning process. By way of a teacher getting closer to their students by asking about students' perceptions of the learning process that can make them happy. By asking, it is hoped that the teacher can create a new learning atmosphere for their students.

In chapter two, the researcher uses several theories to strengthen the researcher's argument. The ideas included are (1) Perception and (2)

Vocabulary, which includes the definition of vocabulary, aspect of vocabulary, and word classification. (3) Games Online. (4) *Kahoot*.

## **1. Perception**

### **a. Definition of Perception**

Perception is a person's point of view about something they have seen and done before. Everyone has the right to express their perception according to their feelings, whether positive or negative. According to (Jayanti, 2018), everyone has a different point of view, some people can give a positive perception, and some perceive it as harmful. Therefore, every human being must have a sense of mutual respect for one another to create a sense of comfort. By (Rahmat, 2019) defines perception as the experience of objects, events, or relationships obtained by inferring information and interpreting messages.

### **b. Types of Perception**

According to (Irwanto, 2002) someone who has interacted with the object to be perceived will have two perceptions, namely positive and negative perceptions.

- a. The positive perception that describes all knowledge and forwarded feedback with it is used. It will continue with activeness or accepting and supporting the object perceived.
- b. Negative perception describes all knowledge and inconsistent responses to the perceived object. It will be

continued with passivity or rejecting or opposing the object perceived.

**c. Factor of Perception**

In the journal (Sudarsono, 2016), some terms and factors that influence perception by Sunaryo there are four conditions of the occurrence of perception, namely:

- a. Presence of object perception.
- b. There is attention which is the first step as preparation in making perception.
- c. There are sensory organs or receptors, which are tools to receive stimuli.
- d. Sensory nerves as a tool to transmit to the brain, which is then a tool to make a response.

According to Walginto (Sunaryo, 2013), three factors play a role in perception, such as:

- a. The perceived objects give rise to a stimulus detected by the five senses. This stimulus can come from external sources or from within the perceiving individual. This affects the receiving nerves, which then send signals to the brain.
- b. Sense organs, nerves, and the nervous system are tools for receiving stimuli; furthermore, there is a sensory nerve to convey catalysts received by receptors to the central



nervous system, namely the brain as the center of consciousness. As a tool for responding, a motor is needed that can shape one's perception.

- c. Attention to manifest or prepare requires attention, which is one first stage of preparing for perceptions. Attention is a concentration of all individual activities direct at a set of objects.

#### **d. Perception Indicators**

According to Robbins, the journal (Akbar, 2015) sets perception indicators into two kinds, namely:

1. Reception

Reception is a process indicator of perception that occurs in the physiological stage and serves as a sense to capture stimuli from outside.

2. Evaluation

The individual then evaluates external stimuli that the senses have captured. This evaluation is very subjective. One individual judges a push as difficult and tedious. But other individuals judge the incentives that are the same as something good and fun.

## **2. Vocabulary**

### **a. Definition Vocabulary**

Vocabulary is a word collection that can be combined with the other word so that meaning is implicit or explicit. By (Bai, 2018) Vocabulary is one of the elements of language as a builder and as a basis of language. Vocabulary is a basis of language, namely recognizing, understanding, and using words correctly. Vocabulary mastery has to go through several stages in mastering to develop. Studying vocabulary is not in class when the lesson starts; however, the students can also learn outdoor from the words, daily activities, or something else around them and can from the thing that students look at every day. This does make students habitual with the English language in their daily activities. To improve their vocabulary in English, the students are charged to memorize more vocabulary. However, they can gradually remember vocabulary often; they listen, look, and say.

Vocabulary has a role important in language and has already become part of fluent language, so terminology always relates to four skills in a language: Speaking, Listening, Reading, and Writing (Sarani & Shirzaei, 2016). Several things make vocabulary has a vital role in a language, such as (1) The students understand what is conveyed by the teacher when explaining in the learning process, (2) The students can use the language with the correct words, and (3) The teacher and students understand each other what the discussing.

English is the universal language and is dominantly used to communicate globally. It is essential to have a vocabulary to use language because people cannot share with others without jargon.

#### **b. Aspect of Vocabulary**

According to Lado, as cited (in Mardinawati, 2012), Vocabulary has some aspects consisting of meaning, spelling, pronunciation, word classes, and the word used.

##### 1. Meaning

A word can have various kinds of meaning if there are in a different context. When teaching vocabulary, the teacher can use some ways to make students easy to remember the new language. The teacher can involve students directly to get the meaning of the word.

##### 2. Spelling

Spelling in English has two types British and American English terms. In learning vocabulary, spelling is essential.

##### 3. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of words is different from the spelling; therefore difficult to remember. Proper pronunciation helps the receiver easier to communicate.

##### 4. Word classes

Word classes on language depend on their function in communication. For example, Nouns can occur in certain places of sentences and serve a specific function. Verbs also can occur in certain areas and have particular positions. This is why word class is an essential linguistic feature.

#### 5. Word use

Word use is how a word, phrase, or concept is used in a language.

### c. Words Classification

By Marsudi and Darsini (2010) the word classes can be classified into four categories as follow:

#### 1. Noun

The Noun refers to a word like a person, place, or thing. Nouns and verbs have similar meanings, such as praying, dancing, and swimming. Nouns and Adjectives such as colors and numbers.

#### 2. Verbs

Verbs are words that denote action. Verbs have two classes Lexical verbs and Auxiliary verbs. Lexical verbs have meanings like jump, sit, stand, and run.

#### 3. Adjectives

Adjectives are used to highlight attributes or qualities.

Adjectives describe a particular noun. For example, heavy, thin, and tall are used to measure an object.

#### 4. Adverb

An adverb is a word that changes or qualifies the meaning of a verb, adjectives, adverb, clause sentences, or any other term or phrase. For example, quickly to slowly for manner adverb, for a place like here to there, for a time like yesterday to tomorrow.

### 3. Game Online

According to (Akdogan, 2017) Games are enjoyable activities that encourage engagement, critical thinking, and problem-solving skills. Game online is a game form that can be played with someone whenever and wherever. Games can make someone involved feel happy because they take comfort in doing games. Games are just not used to have fun; however, in a row rise, technology, especially games, also can be used as a learning method for students. Teachers must be updated on technology to know in this era, learn using the book, and games also can be used in the learning process. Being a game teacher can be a learning tool for students to become more interested and enthusiastic about following the lesson. And even less using methods like games the students loved. Especially in a pandemic that makes overall the first students that do an

online activity. Games are one choice can make in the process of learning.

According to experts, there are some definitions regarding games online in the learning process. According to (Mertika & Mariana, 2020), Game online has a positive impact on students in which students can practice cooperation, concentration, English language, creativity, enjoyment, and patience to reduce their stress. The several positive effects on each other are good learning process development for students in the future. So far, students have obtained a monotonous study like just listening, answering, and asking for just students active. Dull learning makes students feel bored, and it could be that students improve their knowledge because they lack interest in their education. The expected using media learning like games online will make students interested because games online have a feature such as a picture and videos that display various colors and shapes of the object.

According to (Pratiwi et al., 2020), Games online are payable to more than one hundred people at the same time at the same place or in different areas. Because there are no restrictions on people playing games, all the students can log in to the game simultaneously. This thing the online game creates easily for the user and makes all the students happy also interesting.

The competitive ambiance also makes learners concentrate and think intensively, enhancing the unconscious acquisition of inputs. It

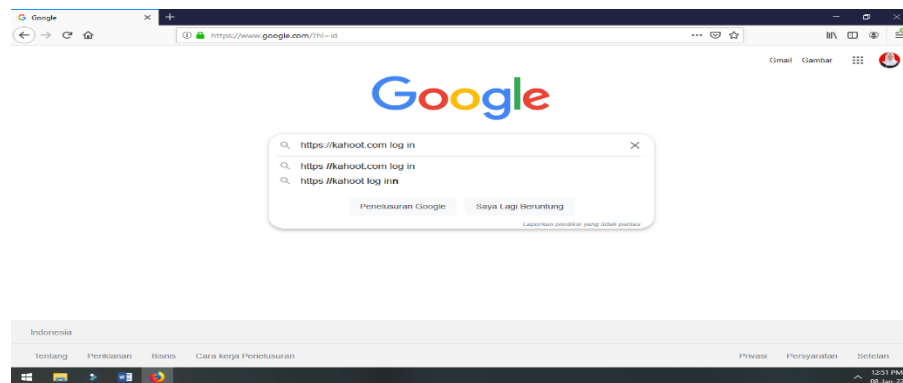
is indicated that most students expressed fondness for the relaxed atmosphere, competitiveness, and motivation of games (Williyam et al., 2016). Games online were chosen as one media for students to get a new subject situation in the classroom. Using games indirectly creates competition between each other, but it does not feel for students because they feel like playing games with their friends. On the other hand, the students can create their critical thinking using games; they must be careful to play them. Using games also make students motivated to keep trying to be a winner.

#### **4. Kahoot**

*Kahoot* is a platform-based online game used by teachers and students doing online or offline learning process. In addition (Hadijah et al., 2020) ,Teachers make quizzes that students to submit their answers through *Kahoot*. Kahoot is one of the platform games online that can be used in the era of increasingly sophisticated technology. Kahoot is a multiple-choice quiz game made by users and can be accessed throughout the web or application. According to Sumarsono, “*Kahoot* is a game that serves quiz on application online, and it will be showing the score of correct or wrong answer from the examination directly.

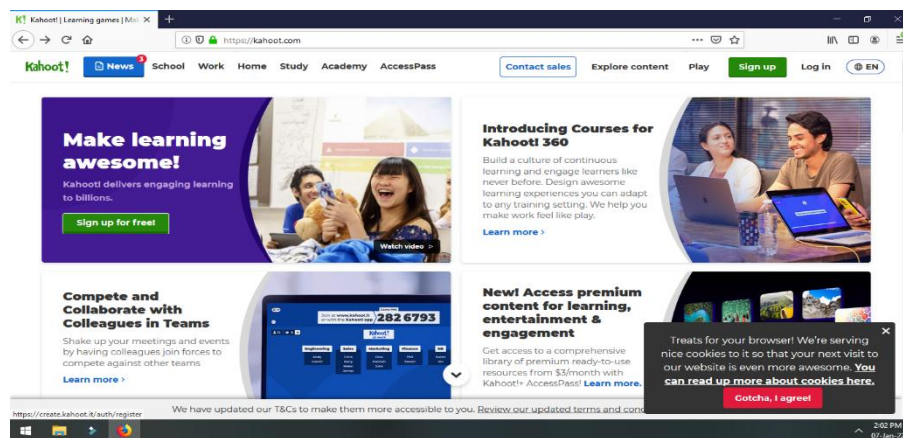
How to create quizzes and entire in *Kahoot* games:

1. Open the browser on a laptop that is already connected to the internet, type <https://kahoot.com/login>



Picture 2.1 Kahoot website

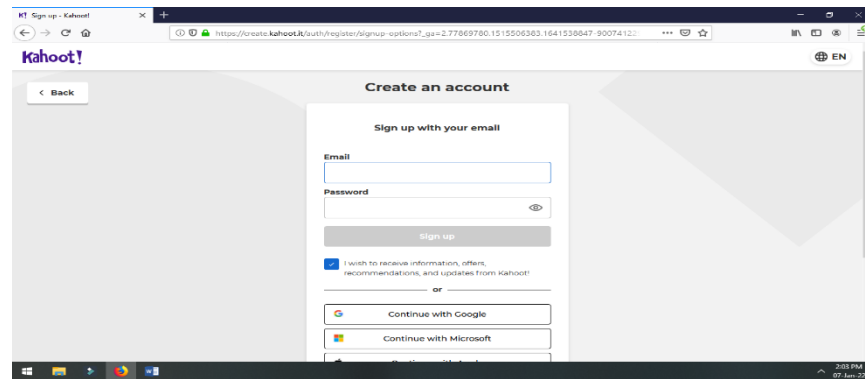
2. Enter the *Kahoot* main menu like the picture below; we need to register first before accessing *Kahoot*, then click on the sign-up in the upper right corner.



Picture 2.2 Kahoot register

3. Register using a Google mail account to make it practical.

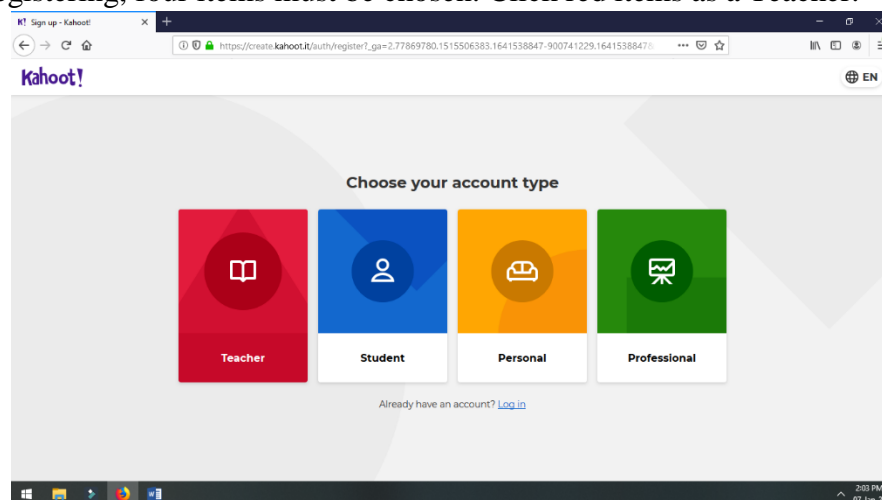




The image shows a web browser window displaying the Kahoot! sign-up page. The page title is "Create an account" and the sub-heading is "Sign up with your email". The form includes an "Email" input field, a "Password" input field with a toggle for visibility, and a "Sign up" button. Below the form, there is a checkbox for "I wish to receive information, offers, recommendations, and updates from Kahoot!" which is checked. The page also features "Continue with Google" and "Continue with Microsoft" buttons. The browser's address bar shows the URL: [https://create.kahoot.it/auth/register/signup-options?\\_ga=2.77869790.1515506303.1641538647.9007412...](https://create.kahoot.it/auth/register/signup-options?_ga=2.77869790.1515506303.1641538647.9007412...). The Kahoot! logo is visible in the top left corner, and a "Back" button is located in the top left of the page content. The browser's taskbar at the bottom shows the time as 2:03 PM on 07/04/22.

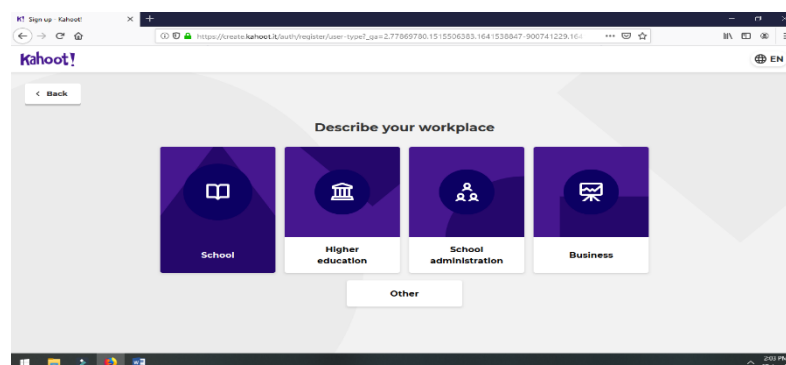
Picture 2.3 create an account of Kahoot

4. After registering, four items must be chosen. Click red items as a Teacher.



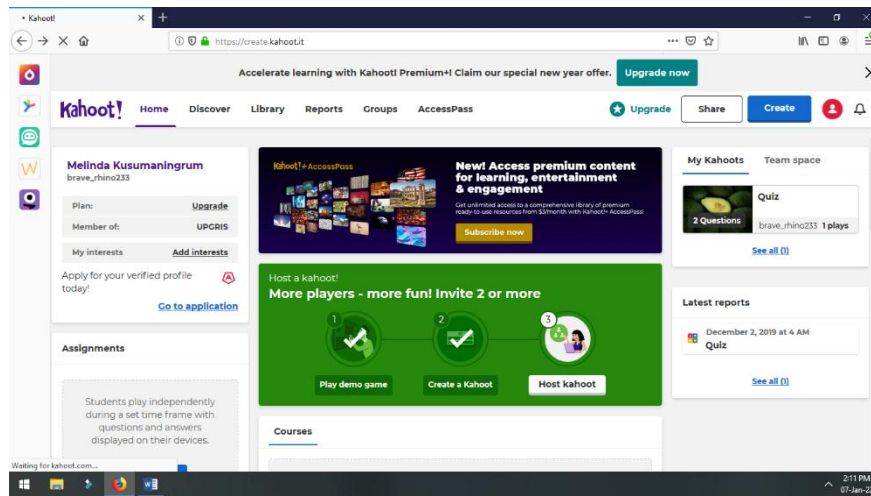
Picture 2.4 Kahoot account type

5. After clicking the Teacher button, four options will appear; describe your workplace. Because the researcher was a teacher in junior high school, click the “School.”



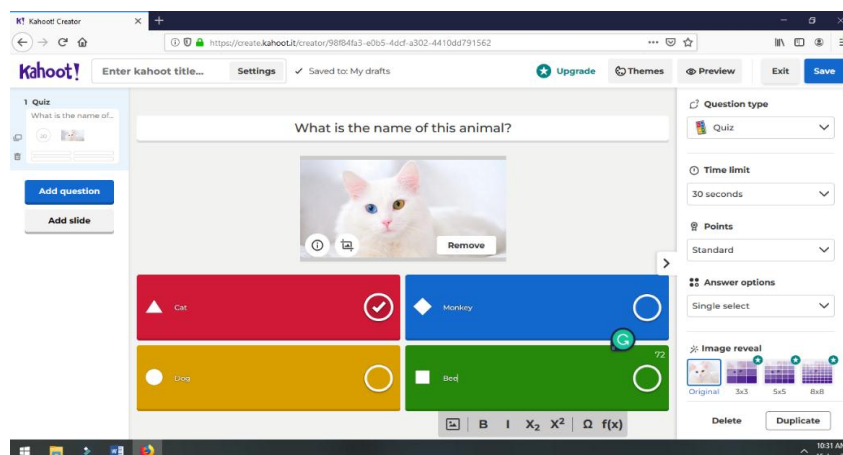
Picture 2.5 Describe workplace

6. After clicking “Teacher and School,” the *Kahoot* display also adjusts its appearance as a teacher who will prepare the learning media that will be made. Because the researcher uses the quiz method, the researcher chooses to create a quiz to prepare students will play that.



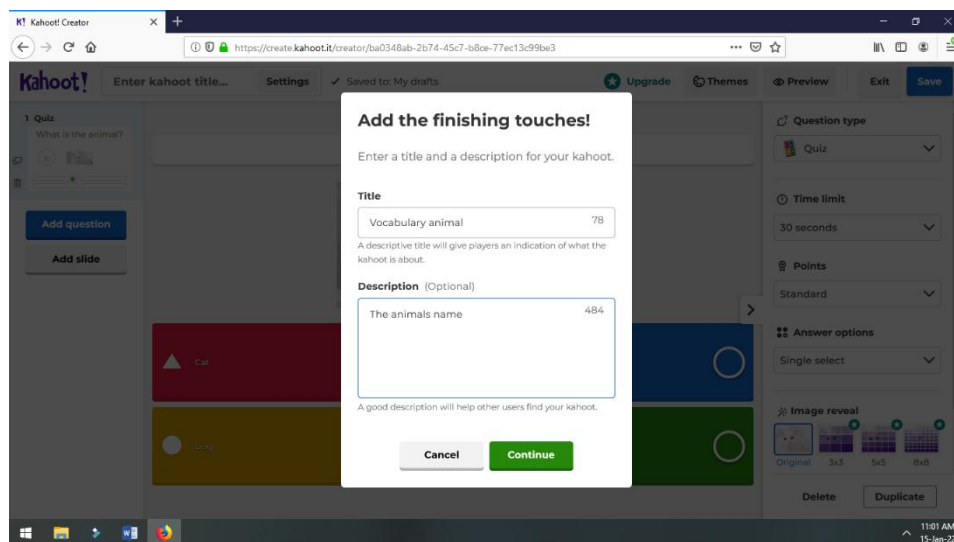
Picture 2.6 Kahoot main view

7. Click add the question to create a quiz used in the teaching and learning process. Write the quiz question; add the pictures you want, enter the answers on the column answered, click and the checkmark to the correct answer. On the right, we add reinforcement questions that we want to ask students in the question. Set the duration of the appearance of the question according to the need to activate award points so that students get reward points if they answer the questions correctly. Repeat the following steps by clicking next until the number of questions is correct.



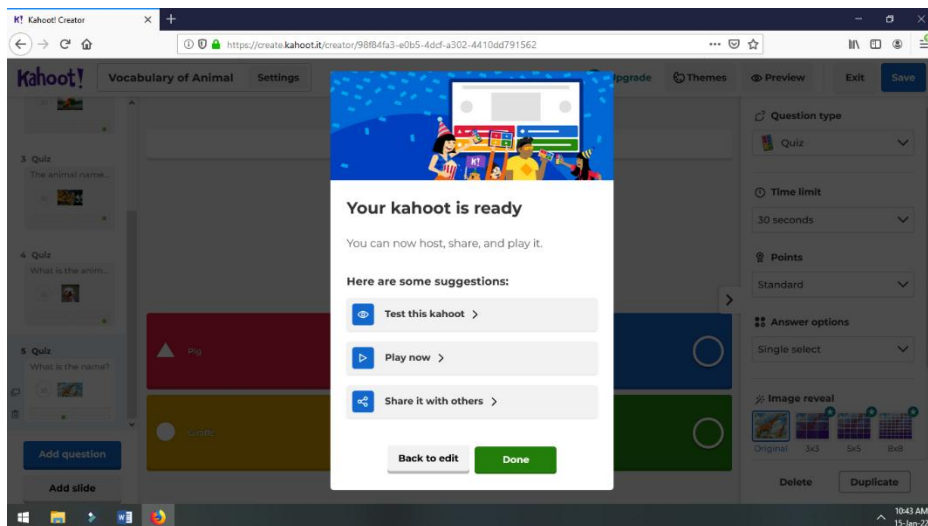
Picture 2.7 format making questions

8. After that, it will appear to write the title quiz and description of the examination. After completing the column title and description, to proceed to the next stage, click “Continue.”



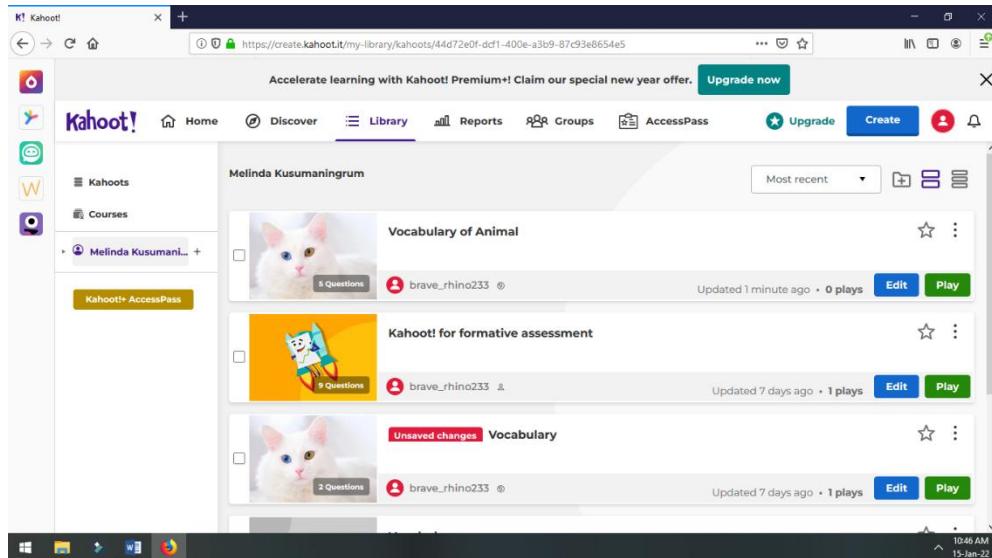
Picture 2.8 Kahoot creation quiz

9. After clicking “Continue,” all questions have been written on the quiz. Click “Done” to save the quiz questions.



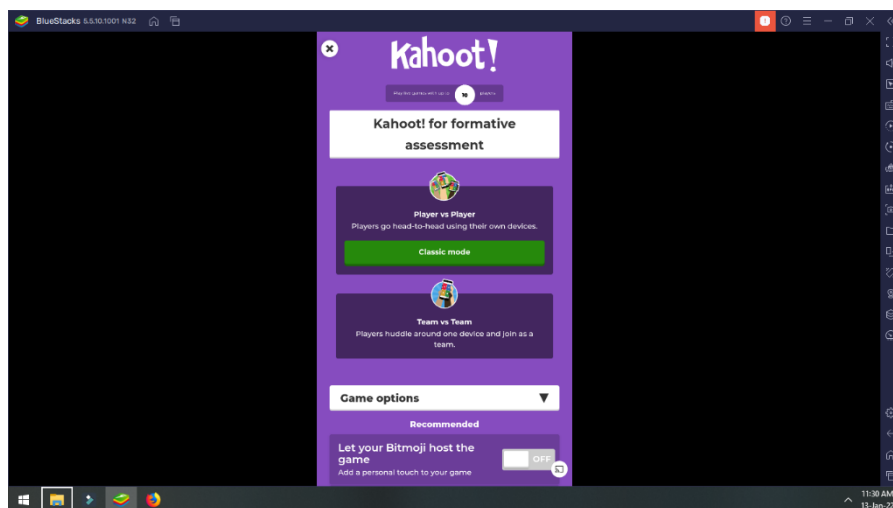
Picture 2.9 Kahoot ready to play

10. After clicking “Done,” the quiz questions are already playing with the students. If you want to change or add the question, click “Edit” to update.



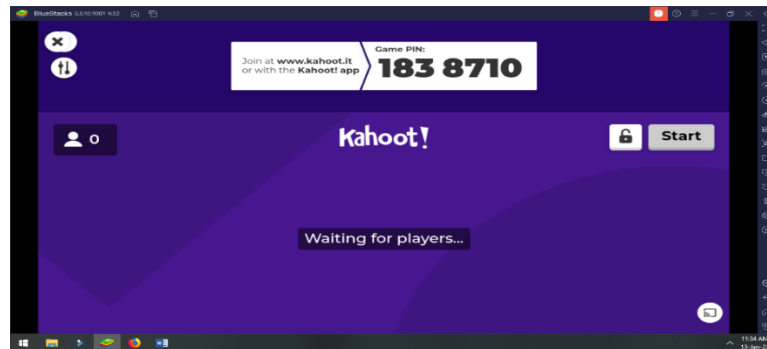
Picture 2.10 Kahoot main menu

11. There are Classic mode and Team. Classic is a mode to be played one by one of the students and team in groups. Because the researcher wants students to play individually, the researcher chooses a Classic mode.



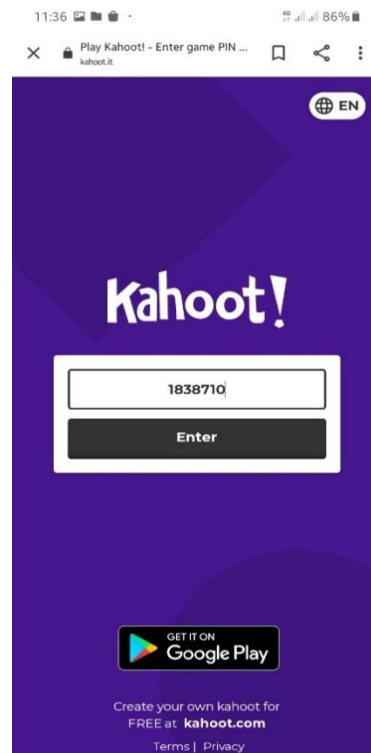
Picture 2.11 Kahoot for formative assessment

12. After choosing the mode, give the students a game PIN; a game PIN is a number used by students, such as a password that will be accessed via the student's smartphone. At this stage, make sure the Laptop is connected to *infocus* so that students can see the game PIN.



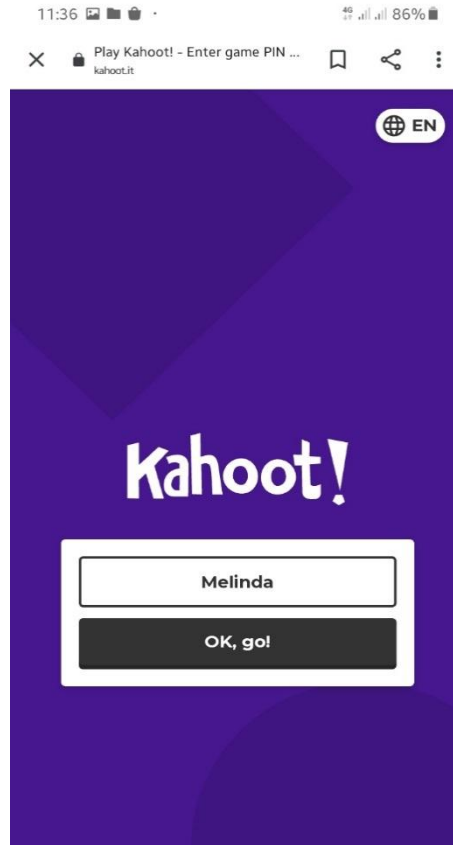
Picture 2.12 Kahoot PIN

13. After that, direct the students to use their smartphones to log in to *Kahoot*. The students fill out the Game's PIN first before playing the quiz games. The teacher can show the PIN through *infocus* on the class.



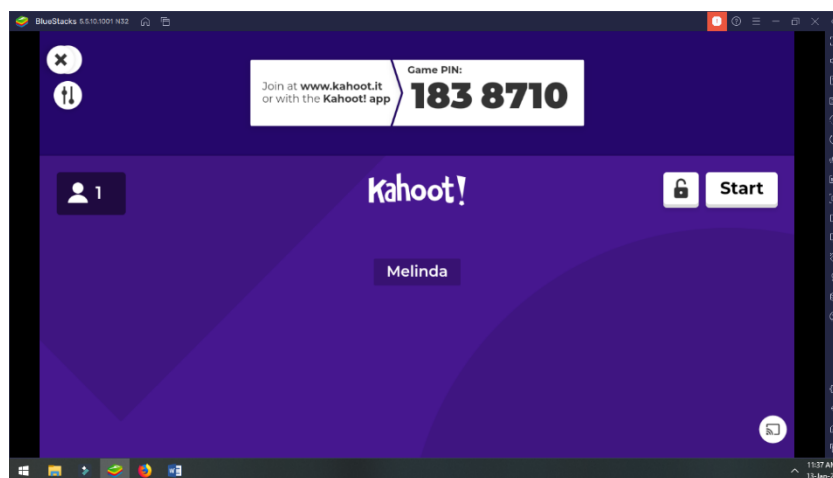
Picture 2.13 Kahoot PIN

14. The students must fill the name in the column nickname and click “OK.Go”



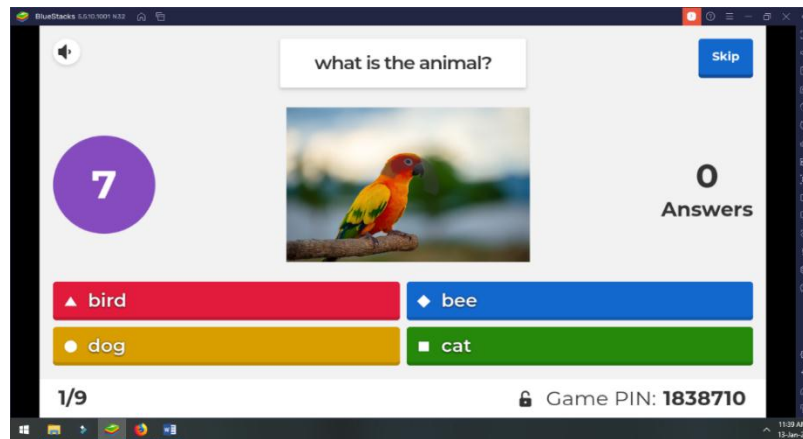
Picture 2.14 identify the students

15. After students finish writing PINs and nicknames, the teacher makes sure all the students have entered the quiz lobby. If all the students participate, the teacher can click “start.”



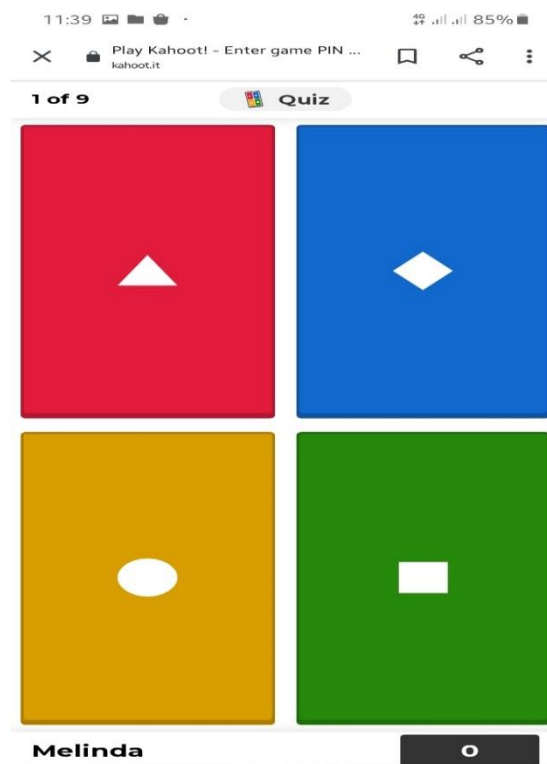
Picture 2.15 of the lobby Kahoot

16. On the quiz screen like the pictures below, students will see the questions through the *infocus* used in the classroom.



Picture 2.16 of the question quiz

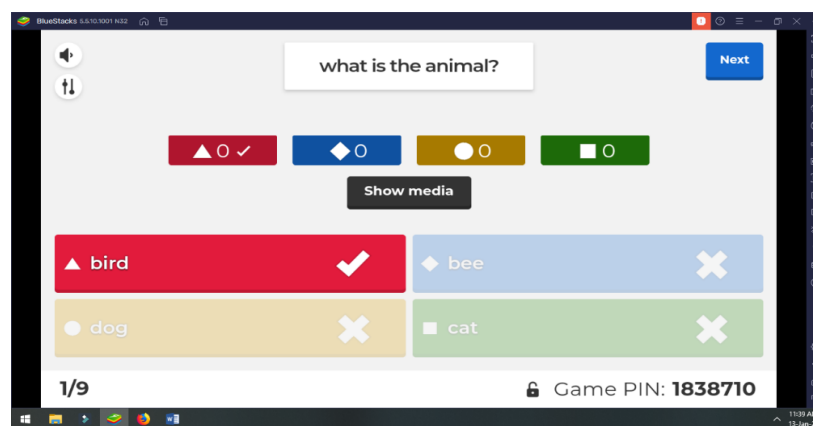
17. On the screen on the students' smartphones, like the pictures below, the students choose one of the four options on their screen to answer the question quiz about what they think is correct.



Picture 2.17 option answering the quiz



18. After the students answer the quiz, and if the time set for the quiz has run out. The correct answer will appear, and students can see whether their answer is correct or wrong.



Picture 2.18 the correct or wrong answer

19. After all the questions quiz finished. *Kahoot* will display the names of students who get the highest points as one of the rewards in quiz games.



Picture 2.19 winner of the quiz

### Advantages

- Creating class makes it more enjoyable.
- Trained students to use technology as a media lesson.
- Trained students to operate online media like *Kahoot*
- Save time in correcting the assignment.
- Some pictured and video students are interested.

- *Kahoot* is a free app to play fun learning quizzes.
- Questions and answers will appear on the screen.

### **Disadvantages**

- Not all teachers can use *Kahoot* as a media lesson.
- We need a good signal.
- Make a question first when starting the quiz.

## **B. Previous Studies**

The research will be supported by previous studies about Kahoot as a media learning for students.

1. By (Licorish et al., 2018) the research title “Students’ Perception of Kahoot!’ Influence on Teaching and Learning. This study presents students’ experiences using a game-based student response system. The researcher conducted a semi-structured interview. The results of this study revealed the quality of student learning in the classroom, with the highest reported effect on class dynamics, engagement, motivation, and improvement of the learning experience.
2. By (Huseyin Bicen, 2018) the research title “Perceptions of Students for Gamification approach: Kahoot as a case study “The Kahoot application was chosen as the preferred gamification strategy. There are 65 undergraduate students from the Department of Preschool Teaching among the participants. The findings suggest that students’ interest in gamification approaches boosts their engagement in class and their desire

to succeed. This approach has a great effect on student motivation as well. The findings of this study show that the Kahoot program may be used to effectively gamify lessons.

3. By (Lofti et al., n.d.) “Students’ Perception Toward The Use of Kahoot Online Game for Learning English“ The purpose of this study is to find out how students feel about using Kahoot to learn English, as well as the problems with using Kahoot. Students face challenges when studying English. The subjects of this study were ten Ahmad Dahlan University of English Language Education students who employed a qualitative research approach. Using open interviews as a data collection tool. According to this study, there are advantages and disadvantages.
4. By Hadijah (2020) research title “Interactive game Kahoot as the media of students’ vocabulary assessment. The findings of this reseach are Kahoot more practical for test, the students’ attention during the test, students more active in the test, and game Kahoot make students more enthusiastic doing the test.
5. By (Quiroz et al., n.d.) research title “Improving English Vocabulary Learning Trough *Kahoot*: A Quasi-Experimental High School Experience.” The researcher used *Kahoot* to investigate two types of research design; quasi-experimental and post-test for students in grade IX. To compare their variations using *Kahoot* with two methods about lesson *Kahoot* and verify by researcher give pre-test and post-test. The research

result represented improved knowledge of vocabulary in English lessons using *Kahoot*.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Design**

Research is an observation made to find the answer to the problem in the surrounding environment accompanied by facts. According to (Hillway), someone carries out research to solve a problem carefully so that the problem gets a solution. To (Hakim, 2000), design is concerned with aims, uses, purposes, intentions, and plans within the practical constraint of location, time, money, and researcher's availability. Research design has two types there is quantitative and qualitative research. Quantitative research is research that uses numeric data to measure the problem, and Qualitative research is research that uses interprets the meaning of the data by describing words by words.

In this research, the researcher will use a descriptive qualitative research design. According to (Sugiyono,2012.), The research method is a scientific way to obtain data to be described, proven, developed, and found knowledge, theory, understanding, solving, and anticipating problems in life. As stated by (Creswell, 2008) the data emerged from a qualitative research are descriptive that the data is reported in words. Here, the researcher analyzed the data through the perceptions of students in grades seventh A and B by using an interview and questionnaire.

## **B. The Subject of the Research**

### 1. Population

The population used SMP N 2 Tegowanu located in Desa Curug.

### 2. Sample

The population samples are seventh A and B, consisting of 61 students, female and male. To respect the confidentiality of the students as a sample so, the researcher writes link names of students' first and last initials.

## **C. Instrument of the Research**

Instruments of research are an essential tool in collecting data. Moreover, the writer uses two instruments: an interview and a questionnaire to collect the data. Those instruments will be explained below:

### a. Interview

An interview is a conversation between one person or more to discuss something. By (Lexy J. Meleong, 2018:186) interpret an interview as a conversation between two parties, namely interviewer who gives some questions and the discussion is someone who answers the question above. In collecting data, the researcher used semi-structured interviews to obtain information or statements orally from a resource person who was directly involved in the research. The researcher prepares the question guide, and the respondent answers in their own words (Adhabi and Anozie, 2017:89).

The respondent taken by the researcher is randomly for classes A and B. The totally for respondents are thirty. This interview method was used to

examine the answer to the questionnaire and get more information about students' perceptions of using *Kahoot*. The interview schedule was carried out according to the time given by the teacher and the agreement between the researcher and the students.

#### b. Questionnaire

According (Arikunto, 2017) research instruments are tools researchers select and use in carrying out their activities to collect data so that these activities become systematic and facilitated. According to Islamiati, in Sugiyono, (2019) the questionnaire is a data collection technique that gives questions or statements for the respondents to answer. Students will fill out this questionnaire SMP N 2 Tegowanu, who has carried out activities with the researcher, using *Kahoot* as a medium for students learning. The statements in the questionnaire will be accompanied by answers that will be chosen by students get during the learning process and measured through a Likert scale. For this study, the responses to the questionnaire have values present.

Answer	Score
Strongly agree	4
Agree	3
Disagree	2
Disagreement	1

Source: Sugiyono, 2013

#### D. Method of Data Collection

The data in this study were collected from interviews and questionnaires.

The writer applied the data collection method with the following stages.

1. First, the writer came to SMP N 2 Tegowanu.
2. And then, asked permission to the headmaster of SMP N 2 Tegowanu to conduct the research.
3. The writer met with Ms. Nova as a teacher in VII A and B.
4. The teacher gave the writer for research in VII A and B
5. The research gives eight questions to fifteen students on each other of A and B classes to collect the data interview.
6. The researcher gave questionnaires to the sample and the student's checklist (✓) if they agreed with the questions.
7. The researcher analyzed the data.

## **E. Method of Data Analysis**

### **1. Interview**

An interview is a process to seek a piece of direct statement informant from the person concerned and according to the purpose of the research. Interviews were conducted by way of immediate question and answer by interviewers and informants using a tool, namely the interview guide with the research subject. This way is done by asking questions based on the guidelines prepared previously for the informant. Eight questions gave during the interview, (1) What students think about the *Kahoot* game? Is it easy to use or not? (2) Have students enjoyed learning vocabulary using *Kahoot*? (3) What students think about *Kahoot* as a media learning? (4) Is *Kahoot* suitable to use in learning vocabulary? (5) Did studying with *Kahoot* make students bored? (6) What makes students happy when



learned using Kahoot? (7) Did students think Kahoot helps them remember new vocabulary more easily? (8) Can Kahoot games make students enthusiastic in learning vocabulary?

To collect the data, the researcher gave eight questions to students and record the answer. Here, the researcher took fifteen students from classes A and B using random sampling.

The tools that researchers use in this study include:

- a. An interview guide is a tool used in conducting interviews which are used as the basis for obtaining information from informants in the form of a list of questions.
- b. Notebooks and stationery serve to record all conversations with the data sources that are considered essential.
- c. The camera serves to take a picture.

## 2. Questionnaire

The researcher analyzed the data from the questionnaire by calculating the percentage of the students' answers in each item of the questionnaire. It is used to determine the students' perception of "Kahoot as a media improving vocabulary students."

$$\text{Percentages} = \frac{\text{number of respondents who choose the answer (fo)}}{\text{total respondents (N)}} 100\%$$

According to (Sugiyono,2017) Likert scale is used to measure an attitude, perception, and opinion of a person or group of people about an object. Likert scale with four scores, (4) Strong Agree, (3) Agree, (2) Disagree, and (1) Disagreement.

No	Statement	Degree of Agreement			
		1	2	3	4
1	Using <i>Kahoot</i> In class is fun.				
2	The materials in Kahoot The class are difficult.				
3	Learning vocabulary is needed in Kahoot				
4	Interesting Kahoot Learning vocabulary helps me to understand the learning material more.				
5	Using Kahoot The class made me interested more in the next learning material.				
6	Using Kahoot As media learning helps me understand the new vocabulary.				
7	The media used to carry out Kahoot In vocabulary, the class is already qualified.				
8	The use of Kahoot As vocabulary learning is not complicated.				
9	Kahoot! Apps as a learning vocabulary are boring.				
10	Kahoot! As vocabulary is exciting.				
11	Using Kahoot makes me enjoy learning very much.				
12	I became more interested in vocabulary class because of using Kahoot As media learning.				
13	Kahoot Gave some relaxation during the lesson.				
14	Kahoot Help me a lot through the process of learning vocabulary.				
15	The use of Kahoot It does not affect any of my interests in learning new vocabulary.				

Adapted from Damara, G. (2016)

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

Descriptive qualitative research was used to analyze students' perceptions using the Kahoot game in a vocabulary classroom to answer the study's research question. This chapter focuses on the data analysis including, the findings.

#### **A. Research Findings**

The study's findings are shown below. There are two elements to the discussion. The first is about the students' interview outcomes based on their perceptions. The second questionnaire asked students to answer the statement based on their responses of interest in Kahoot media.

##### **1. What is the students' perception of Kahoot media?**

To answer the statements of the problem, the researcher used an interview after the students played a game in Kahoot. In this study, interviews were done with fifteen people taken by the researcher randomly for classes A and B; in this case, fifteen students' perceptions of the using Kahoot game in the vocabulary classroom of Junior High School 2 Tegowanu in the academic year 2021/2022.

According to the research findings, the interview result gave positive and negative perceptions about Kahoot as a media learning for vocabulary in the classroom.

One of the students who have a positive perception is NA. NA argues that the Kahoot game is very easy to use, and she was excited

about learning vocabulary with Kahoot. here, the researcher will give example perception between the respondents of interview.

Example positive perception from NA.

“Yes, the Kahoot game is straightforward and I am excited about learning vocabulary with Kahoot.”

And the other positive perception comes from ME.

“Yes, it is easy to use, and I more easily understand the new vocabulary use Kahoot.”

Furthermore, some students have a negative perception of Kahoot. Kahoot is a game that can be accessed using the internet, so the students must log in first to play quizzes in Kahoot. There is one some students who have negative perceptions is comes from A. A has a perception that playing with Kahoot must have a good signal for playing the game.

“Yes, I must have a good signal to play Kahoot. If my signal is bad, I must wait to answer the quiz.”

And the other negative perception comes from PN and SW. Both students have a negative perception of the Kahoot game has limited time to answer the quiz. And the students sometimes have not finished reading to question.

PN: “No, I am not enjoying learning vocabulary using Kahoot because there is a limited time to answer the quiz.”

SW: “No, because sometimes I have not finished reading the quiz questions, but the time is running out.”

From the results of an interview, there are positive and negative perceptions about Kahoot as a media learning in class. Theory of Irwanto, 2002 someone who has interacted with the object to be perceived will have two perceptions, namely positive and negative perceptions. From the positive perception, according to the explanation convey by Irwanto, students can accept and support Kahoot if it is used as a medium for learning vocabulary for students. They provide feedback according to how they feel during the learning process using Kahoot. From the negative perception, it is in accordance with Irwanto explanation that students gave feedback to reject indirectly through the responses that students gave if they need a good signal and they do not like time limit to answer quizzes in vocabulary game.

## 2. What are students' interested when learning with Kahoot media?

The percentage calculation of the questionnaire results in the analysis of the students' interested in Kahoot during the vocabulary classroom. The researcher took 61 respondents. The researcher gives a complex file to students after they play Kahoot in the classroom. For the data of the questionnaire, percentages can check-in Appendices.

Based on the number one, using Kahoot in class is fun. The results of the questionnaire of 61 students in classes A and B are 0% of respondents chose disagreement, which means that 0 respondents, 0% of respondents chose to disagree, which means that 0 respondents, 26% of respondents decided to agree, which represents 16 respondents chose this statements, and 73%

respondents chose strongly agree, which means 45 students selected this statements.

From the highest percentage of 73%, the researcher can conclude that using Kahoot in class can make students happy because the game is fun.

Based on statement number two, the materials in Kahoot are complex. It can be seen that 62% of respondents chose disagreement, which means that 38 respondents chose this statement, 29% of respondents chose to disagree, which means that 18 respondents chose this statement, and 8% of students chose to agree, which means that 5 respondents chose this statements, and 0% respondents chose strongly agree, which means 0 respondent.

From the results of the highest percentage of 62%, the researcher can conclude that the materials in Kahoot are not tricky.

Based on statement number three, learning vocabulary is needed in Kahoot. It can be seen that 1% of respondents chose disagreement, which means that one respondent determined this statement, 4% of respondents chose to disagree, which means that three students chose this statement, and 77% of respondents chose to agree, which means that 47 respondents chose this statements, and 16% respondents chose strongly agree, which means that ten students selected this statements.

From the highest percentage of 77% results, the researcher can conclude if the students need Kahoot to learn more new vocabulary.

Based on statement number four, interesting Kahoot! Learning vocabulary helps students to understand the learning material more. It can be

seen that 0% of respondents chose disagreement, which means that 0 respondents, 3% of respondents chose to disagree, which means that two respondents chose this statement, 50% of respondents decided to agree, which means that 31 respondents chose this statements, and 45% respondents chose strongly agree, which means that 28 respondents chose this statements.

From the results of the highest percentage of 50% of respondents, the researcher can conclude if the students were interested in Kahoot because using Kahoot helps the students understand the materials of vocabulary.

Based on the statement number five, using Kahoot! The class made students interested more in the following learning material. It can be seen that 0% of respondents disagreement, which means that 0 respondents, 6% of respondents chose to disagree, which means that 4 respondents chose this statement, 54% of respondents decided to agree, which means that 33 respondents chose this statements, and 39% respondents chose strongly agree, which represents 24 respondents chose this statements.

From the highest percentage of 54% results, the researcher can conclude if students will be interested in the following vocabulary material using Kahoot.

They are based on statement number six; using Kahoot as media learning helps the students understand the new vocabulary. It can be seen that 0% of respondents disagreement, which means that 0 respondents, 0 respondents disagreed, which means that 0 respondents, 63% of respondents chose to agree, which means that 39 respondents chose this statement, and 36% of

respondents decided strongly agree, which represents 22 respondents chose this statements.

From the highest percentage of 63%, the researcher can conclude that Kahoot helps students understand new vocabulary.

Based on the statement number seven, the media used to carry out Kahoot in vocabulary class is already qualified. 0% of respondents disagreement, which means that 0 respondents, 8% of respondents chose to disagree, which means that 5 five respondents chose this statement, 67% of respondents decided to agree, which means that 41 respondents chose this statement, and 24% of respondents chose strongly agree, which means that 15 respondents chose this statements.

For the highest percentage of 67%, the students agree that media Kahoot is already qualified to use in vocabulary learning.

Based on the statement number eight, the use of Kahoot as vocabulary learning is not complicated. It can be seen that 0% of respondents disagreed, which means that 0 respondents, 3% of respondents disagreed, which means that two respondents chose this statement, 65% of respondents decided to agree, which means that 40 respondents chose this statement, and 31% respondents chose strongly agree, which means that 19 respondents chose this statements.

From the highest percentage of 65% results, the researcher can conclude that using Kahoot as vocabulary learning is not complicated for students.



Based on the statement number nine, Kahoot application as a learning vocabulary is tedious. It can be seen that 83% of respondents chose disagreement, which means that 51 respondents chose this statement, 9% decided to disagree, which means that six respondents chose this statement, 3% decided to agree, which means that two respondents chose this statement, and 3% chose strongly agree, which means that two respondents chose this statements.

From the highest percentage of 83%, the researcher can conclude that Kahoot did not make dull students when learning vocabulary.

Based on the statement number ten, Kahoot as vocabulary is exciting. It can be seen that 0% of respondents disagreed, which means that 0 respondents, 3% of respondents disagreed, which means that two respondents chose this statement, 34% of respondents decided to agree, which means that 21 respondents chose this statement, and 62% respondents chose strongly agree, which means that 38 respondents chose this statements.

From the highest percentage of 62% results, the researcher can conclude if the students feel exciting during the play quiz vocabulary in Kahoot.

Based on the statement number eleven, using Kahoot makes the students enjoy the learning very much. It can be seen that 0% of respondents chose disagreement, which means that 0 respondents, 1% of respondents chose to disagree, which means that one respondent determined this statement, 70% of respondents decided to agree, which means that 43 respondents chose this

statements, and 27% respondents strongly agree, which means that 17 respondents chose this statements.

From the highest percentage of 70% results, the researcher can conclude if the students enjoy using Kahoot.

Based on the statement number twelve, the students became more interested in vocabulary class because of using Kahoot as media learning. It can be seen that 0% of respondents disagreement, which means 0 respondents, 1% of respondents chose to disagree, which means that one respondent determined this statement, 70% of respondents decided to agree, which means that 43 respondents chose this statement, and 27% respondents strongly agree, which means that 17 respondents chose this statements.

From the highest percentage of 70% results, the researcher can conclude if the students were more interested in vocabulary learning using Kahoot.

Based on the statement number thirteen, Kahoot gave some relaxation during the lesson. It can be seen that 6% of respondents chose disagreements, which means four respondents picked this statement, 6% of respondents chose to disagree, which means that four respondents chose this statement, and 40% of respondents decided to agree, which means that 25 respondents chose this statements, and 45% respondents chose strongly agree, which means that 28 respondents chose this statements.

From the results of the highest percentage, 45%, the researcher can conclude if students feel relaxed during the lessons using Kahoot because this is the first time students use media games for their learning.

Based on the statement number fourteen, Kahoot helps the students a lot through learning vocabulary. It can be seen that 0% of respondents disagreement, which means that 0 respondents, 0% of respondents disagreed, which means that 0 respondents, 60% of respondents chose to agree, which means that 37 respondents chose this statement, and 39% respondents chose strongly agree, which means that 24 respondents chose this statements.

From the highest percentage of 60% results, the researcher can conclude Kahoot helps students a lot in learning vocabulary.

And finally, in statement number fifteen, the use of Kahoot does not affect any of my interest in learning new vocabulary. It can be seen that 65% of respondents chose disagreements, which means that 40 respondents chose this statement, 27% of respondents chose to disagree, which means that 17 respondents chose this statement, and 6% of respondents chose to agree, which means that 4 respondents chose this statements, and 0% respondent strongly agree, which means that 0 respondent.

From the results of the highest percentage, 65%, the researcher can conclude if students are interested in using Kahoot to add new vocabularies.

The results of this questionnaire were used to calculate the percentage of students regarding Kahoot as a medium for learning their vocabulary in class.

The results were analyzed using the formula listed above which calculates the largest percentage of the 61 questionnaires distributed in classes A and B.

Researchers analyzed based on the largest percentage of each statement from the questionnaire.

From the theory of Jalaluddin Rahmat perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. The experience of students after they were introduced to media games, this event occurred during the process of learning English, students can provide responses to the questionnaire because students have used it directly and felt it through themselves. So, that researchers can analyze their answer through the questionnaire.

The results of students' answers on the indicator number (1,5, 9, 10,11,12,13, and 15) show that students agree if they feel happy using Kahoot, they are interested in the following learning materials, Kahoot is not boring media for students, Kahoot as vocabulary is exciting, using Kahoot make the students enjoy the learning very much, they are more interested in language because using Kahoot as media learning, Kahoot gave relaxation in the process learning, and Kahoot can influence students to learn new vocabulary. It is indicated that most students expressed fondness for the relaxed atmosphere, competitiveness, and the motivation of games.

From the usefulness, it can be seen in the indicators number (3,4,6,8, and 14) which are learning vocabulary is needed in Kahoot, learning a language using Kahoot helps the students understand the material more, and using Kahoot as media learning helps understand the new terminology, the use of Kahoot is too complicated. Kahoot helps a lot through the process of learning vocabulary.

## **B. Discussion**

From the result of this research on the interview and questionnaire. The research question are “What is the students’ perception of Kahoot media? And “What are the students interested when learning with Kahoot media?” To answer this question, the data were obtained by the students Junior High School a case of seventh grade. The data were obtained by using interview, and questionnaire and the researcher can be conclude that students feel interest using Kahoot, based on the interest using Kahoot as a media learning. The students accept if they need Kahoot to learn vocabulary in English class. Students had positive perception on Kahoot as a media learning in class because they feel Kahoot is easy to be used, gave relaxation during learning, they can easy to remember and understand what the vocabulary the seen. Kahoot is very helpful for students in learning vocabulary. And students gave negative perception on Kahoot game because using Kahoot must be have a good signals and the students did not like for the time limit.

The findings of this research line with the previous study by Sharlock A (2018), the results found that Kahoot had a positive response from respondents in the form of increased motivation, increased involvement, and increased learning experience.

Meanwhile, these findings contrast with Hadijah’s (2020) research in a previous study by a researcher who aimed to find out students’ perspectives on using Kahoot as a medium for students’ vocabulary tests. The study had five respondents participate. The findings show that Kahoot is practical for a

vocabulary test. Using Kahoot attracts students' attention to the exam, and helps students be more active and enthusiastic about taking tests. These findings also have a negative side, students are less confident with grades because grades will appear immediately after they finish working on assignments, and students have less knowledge with application and limited time.

This research is different from current research in terms of the usage of pointers. In previous studies, Kahoot was used as a test medium for vocabulary. Meanwhile, in the current study Kahoot was used as a medium for learning student vocabulary which has the aim of making students more interested and encouraged through the media games. Students are interested in using media games because they can learn by playing, some pictures make students feel happy, enjoy learning in a new atmosphere in the classroom and Kahoot can make students feel easier to remember the vocabulary.

Here, the researcher focuses on students' perceptions by knowing students' perceptions is expected to be able to create a good atmosphere between students in the classroom. Knowing the perception will know the students' perspective on their learning process. Train students to be confident in their opinions, and train students to judge a learning medium for themselves.

Therefore, the researcher wanted to know the students' perception of the media it knows their feelings when they used games to learn their vocabulary. The responses of each student are not all the same. Some

students have positive perceptions because Kahoot can make students more interested in learning vocabulary because during the learning process used Kahoot they can play while learning, and the various images presented can make students feel more interested and focused on what they are learning. Meanwhile, the negative side conveyed by students regarding Kahoot is that they must have a signal to work on the game and they have to catch up on time to answer the game.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestions for completing this research based on the result of the study.

#### A. Conclusions

From the research that has been done about An Analysis of Students' Perception Using Kahoot Game in Vocabulary Classroom (The Case of Seventh Grade of Junior High School 2 Tegowanu in the Academic Year 2021/2022). The researcher concludes that:

1. Based on the findings of an interview to find out the results of an interview, the researcher has eight-question for respondents chosen by random sampling. Before the respondents answered the questions interview, the researcher introduced a Kahoot game for the students in the classroom. The students played a quiz game in school with their friends. The researcher found positive and negative perceptions about Kahoot media in students' vocabulary learning process. Positive perceptions like Kahoot can make students relax during the lessons, make it easy to remember new vocabulary through Kahoot, make Kahoot easy to use and make students more enthusiastic about the following tasks. And then from negative perceptions like limitation time and signal. Students feel that the time set during the quiz game can make students think rushed in answering



questions because Kahoot is an online game, so students' also need signals to answer quizzes smoothly with a predetermined time limit.

2. Based on the findings of a questionnaire, the researcher distributed questionnaires to 61 students who were involved during the learning process using Kahoot media so that they could fill out statements that matched what students felt while using Kahoot. The questionnaire consisted of fifteen reports using a Likert scale. The results of this questionnaire are used to show that there is students' interest in Kahoot media through the percentage results of the questionnaire.

## **B. Suggestions**

Based on the conclusion, the researcher would like to give some suggestions as follows:

1. For the students

By using Kahoot games, students are expected to be more independent. The students' can learn more about vocabulary to improve their English language. Kahoot has features that are not boring because pictures are presented during the game. The students can easily understand speech through the images provided. And Kahoot creates a pleasant atmosphere during the learning process.

2. For the Teacher

The teacher can use Kahoot as a suitable learning media in the classroom. Kahoot can help teachers create a pleasant atmosphere, and

teachers can use Kahoot to train students' competitive spirit through the available quizzes.

### 3. For the Next Researcher

Future scholars who intend to perform similar research can use it as a model for their study. It is hoped that further researchers can create more interesting and fun learning so that students get new experiences in the learning process.

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## LIST OF APPENDICES

### Appendix 1 Lembar Usulan Tema Dan Pembimbing Skripsi



**YAYASAN PEMBINA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG**  
**UNIVERSITAS PGRI SEMARANG**  
**FAKULTAS PENDIDIKAN BAHASA DAN SENI**  
 JALAN GAJAH RAYA NO. 40 SEMARANG

### USULAN TEMA DAN PEMBIMBING SKRIPSI

Yth. Ketua Program Studi \*)

1. Pend. Bahasa dan Sastra Inggris
2. Pend. Bahasa dan Sastra Jawa di Semarang

Dengan hormat,

Yang bertanda tarigan dibawah ini,

N a m a : Melinda Kusumaningrum  
 N P M : 18420053

bermaksud mengajukan tema skripsi dengan judul :

AN ANALYSIS OF STUDENTS' PERCEPTION USING KAHOOT  
GAME IN VOCABULARY CLASSROOM

Selanjutnya, dosen pembimbing skripsi kami serahkan sepenuhnya kepada Ketua Progd., dengan keputusan pembimbing :

1. Dr. Liseyaning Sumardiyani, M. Hum.
2. Ririn Ambarini, S.Pd., M.Hum.

Menyetujui,  
 Ketua Program Studi,

[Signature]  
 NIP./NPP. 056701117

Semarang, ..... 20

Yang mengajukan,

[Signature]  
 Melinda Kusuma Ningrum

## Appndix 2 Form Bimbingan Skripsi (Dosen Pembimbing 1 dan 2)



KARTU BIMBINGAN FINAL PROJECT

## MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Melinda Kusumaningrum  
 NPM : 18420053  
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Dr. Listyaning Sumardiyani., M.Hum.  
 DOSEN PEMBIMBING II : Ririn Ambarini, S.Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	30 November 2021	Judul skripsi	la
2	09 Desember 2021	Outline skripsi	la
3	29 Desember 2021	Proposal (1-3)	la
4	21 Januari 2022	Format skripsi cek Grammar	la
5	04 Maret 2022	proposal	la
6	17 April 2022	Bimbingan skripsi chapter 1-3	la
7	10 Mei 2022	ACC skripsi chapter 1-3	la
8	04 Juli 2022	Cap. IV - V : app.	la
9			
10			



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Melinda Kusumaningrum  
 NPM : 18420053  
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Dr. Listyaning Sumardiyani, M.Hum.  
 DOSEN PEMBIMBING II : Ririn Ambarini, S.Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	09 Desember 2021	Judul skripsi	
2	29 Desember 2021	Outline skripsi	
3	21 Januari 2022	Proposal 1-3	
4	04 Maret 2022	Revisi Proposal 1-3	
5	24 Maret 2022	ACC Proposal	
6	07 April 2022	Bimbingan skripsi 1-3	
7	09 Mei 2022	Revisi skripsi 1-3	
8	19 Mei 2022	Acc 1-3	
9	22 Mei 2022	Bimbingan 4-5	
10	27 Mei 2022	Revisi 4-5	





**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Melinda Kusumaningrum  
 NPM : 18420053  
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Dr. Listyaning Sumardiyani., M.Hum.  
 DOSEN PEMBIMBING II : Ririn Ambarini, S,Pd., M.Hum

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
12	03 Juni 2022	Acc Bab 4-5	
12	09 Juni 2022	Bimbingan Artikel	
13	16 Juni 2022	Revisi Artikel	
14	23 Juni 2022	Acc Artikel	
15			
16			
17			
18			
19			
20			

## Appendix 3 Berita Acara Ujian Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
 FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
 Faks. (024)8448217 Website: www.upgris.ac.id

## BERITA ACARA UJIAN SKRIPSI

Pada hari ini Rabu 10 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Listyaning Sumardiyani, M.Hum  
Jabatan : Anggota (Penguji I)
4. Nama : Ririn Ambarini, S.Pd., M.Hum.  
Jabatan : Anggota (Penguji II)
5. Nama : Siti Nur Aini, S.Pd., M.Hum., Ph.D.  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Melinda Kusuma Ningrum Fakultas : FPBS  
 N.P.M : 18420053 Program Studi : Pendidikan Bahasa Inggris  
 Program Pendidikan : Strata 1


Judul Skripsi :


AN ANALYSIS OF STUDENTS' PERCEPTION USING KAHOOT GAME IN VOCABULARY CLASSROOM: THE CASE OF SEVENTH GRADE OF JUNIOR HIGH SCHOOL 2 TEGOWANU IN THE ACADEMIC YEAR 2021/2022

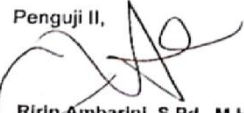
Nilai :


Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua  
  
 Dr. Asropah, M.Pd.

Sekretaris  
  
 Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,  
  
 Dr. Listyaning Sumardiyani, M.Hum

Penguji II,  
  
 Ririn Ambarini, S.Pd., M.Hum.

Penguji III,  
  
 Siti Nur Aini, S.Pd., M.Hum., Ph.D.

Mengetahui,  
 Dekan  
  
 Dr. Asropah, M.Pd.  
 NPP/NIP 930601104

## Interview

### Question number 1

**Q1** : What do you think about Kahoot game? It is easy to use or not?

**I1** :

**AC** : Yes, Kahoot game easy to use, it can make me a good mood during the lessons.

**HP** : Yes, I think Kahoot game is pleasure and easy to use. I am enjoy learning vocabulary with Kahoot.

**A** : Yes, it is easy to use because there are instructions.

**KA** : Yes, Kahoot game is a quiz game with guess the pictures with english. This game easy to use and delight.

**SL** : Yes, in Kahoot game as a media learning is easy to use and played.

**NA** : Yes, Kahoot game is very easy to use and I am excited learning vocabulary with Kahoot.

**A** : Yes, easy to use because the instruction is clear.

**SM** : Yes, Kahoot game is a game of vocabulary that is easy for user to understand and it is pleasure.

**IP** : Yes, easy to use, because learning vocabulary with Kahoot is delight.

**FZ** : Yes, it is easy to use and fun.

**NC** : Yes, it is easy to use and very satisfying.

**NA** : Yes, Kahoot easy to use.

**IE** : Yes, Kahoot is easy to use and make me happy to add a new vocabulary.

**NU** : Yes, Kahoot game is a game of vocabulary that is easy to use.

**TD** : Yes, Kahoot game is a game of vocabulary that make me more easily to remember the new vocabulary.

**CA** : Yes, Kahoot is easy to use and make me not bored during the lesson.

**UK**: Yes, easy to use and not many difficult feature.

**JN** : Yes, because the instruction is clear.

**RA** : Yes, I think kahoot application is very easy to use.

**PN** : Yes, Kahoot is a game of vocabulary that is very easy to use and make me good mood during the lessons.

**M** : Yes, the instruction is clear so make me easy to use.

**TR** : Yes, because Kahoot not many difficult feature.

**SW**: Yes, Kahoot is good and easy to use.

**AT** : Yes, Kahoot is game that is easy to understand.

**SR** : Yes, Kahoot easy to use and I don't get bored quickly during the lessons.

**RN** : Yes, easy to use because there are a picture that makes it easier for me to answer.

**JD** : Yes, Kahoot is easy to use.

**ME** : Yes, it is easy to use and I more easily understand the new vocabulary use Kahoot.

**MA** : Yes, Kahoot is easy to use.

**FZ** :: Yes, Kahoot is easy to use.

Based on the first question, the students 100% answer “Yes”. The researcher can be concluded if Kahoot is a game of vocabulary that is easy to use for students and make the students not bored during the lessons. Using Kahoot make students easy to remember and understand a new vocabulary.

### Question number 2

**Q2** : Do you enjoy learning vocabulary using Kahoot? Give reasons!

**I2** :

**AC:** Yes, I am enjoy because there are a picture of vocabulary.

**HP:** Yes, I am enjoy learning vocabulary using Kahoot and strongly agree using kahoot to add a new vocabulary.

**A:** Yes, I am interesting because there is a picture.

**KA:** Yes, because kahoot is fun. Furthermore, kahoot also make a new atmosphere in my class.

**SL:** Yes, I am very enjoy because it is a fresh situation in my class.

**NA:** Yes, I am happy playing kahoot game because it easy to use and also there is a picture that make me not bored.

**A:** Yes, I am interesting because there is a picture.

**SM:** Yes, because there is a picture.

**IP:** Yes, I am happy because I can play a game and get a new vocabulary.

**FZ:** Yes, I am enjoy.

**N:** Yes, I am enjoy during vocabulary lesson in my class because using kahoot as a media learning.

**N:** Yes, I am enjoy because kahoot easy to understand.

**IE:** Yes, I am happy because easy to way to enter and play.

**NU:** Yes, I am enjoy learning vocabulary using kahoot.

**TD:** Yes, learning vocabulary with kahoot is fun.

**CA:** Yes, Kahoot is media lesson not make me bored.

**UN:** Yes, I am enjoy.

**JN:** Yes, I am happy not as boring than before.

**RA:** Yes, I am enjoy.

**PN:** No, I am not enjoy learning vocabulary using kahoot because there is a limitation time to answer the question.

**M:** No, because I must quickly to answer the quiz.

**TR:** Yes, I am happy the game made me study.

**SW:** No, because sometimes I have not finished reading the quiz questions but the time is running out.

**AT:** Yes, I am happy.

**SR:** Yes, I can play with my friends.

**RN:** Yes, because when play quiz game I feel like competition with my friend because there is limitation time.

**JD:** Yes, because I can more bored quickly.

**ME:** Yes, I am happy and enjoy.

**MA:** Yes, because kahoot can make a new atmosphere in my lesson.

**FZ:** Yes, I am enjoy because there is a picture like in my real life.

Based on the second question, the researcher know that 10% answer not enjoy learning vocabulary with kahoot because there is a limitation time that make the students get quickly to answer the quiz. But 90% students enjoy because used media and have a new atmosphere in their class.

### **Question number 3**

**Q3:** What do you think about Kahoot as a medium learning?

**I3:**

**AC:** I think kahoot is easy to be access and play.

**HP:** I think kahoot is medium that can make me not bored.

**A:** I think kahoot is an interesting medium.

**KA:** Kahoot is learning tool about vocabulary.

**SL:** Kahoot is a game English to add a new vocabulary.

**NA:** I think kahoot is a good game and suitable to students that want to learn  
English language.

**A:** Kahoot is game for vocabulary.

**M:** Fun

**S:** Kahoot is game for add new vocabulary.

**FZ:** English Vocabulary.

**N:** Kahoot game is fun, easy to understand, unique and interesting.

**N:** Kahoot is fun to add new vocabulary.

**IE:** Kahoot is medium for learning vocabulary.

**NU:** Unique game because I can learn about vocabulary.

**TD:** In kahoot game I can learn more new vocabulary.

**CA:** Kahoot is fun medium and help me easily to remember vocabulary.

**UK:** Kahoot is fun.

**JN:** Kahoot is fun.

**RA:** Kahoot is fun and not bored.

**PN:** Kahoot make me easily to remember new vocabulary.

**M:** Help me easily to remember vocabulary.



**TR:** Kahoot is medium make me interested.

**SW:** Not bored in learning process.

**AT:** Fun.

**SR:** Fun.

**RN:** I think kahoot is good medium to use for learning new vocabulary.

**JD:** Fun.

**ME:** Kahoot is good game for add new vocabulary.

**MA:** A good medium.

**FZ:** Fun.

Based on the third question, the students 100% answer if kahoot is a good medium to use for learning new vocabulary in English language. And also the students fun during play the game. Especially the students not bored in the classroom.

#### **Question number four**

**Q4:** Is Kahoot suitable to use in learning vocabulary? Give reasons!

**I4:** Yes, I think kahoot suitable because I can remember new vocabulary more easily.

**AC:** Yes, it is make me easy to understand vocabulary.

**HP:** Yes, suitable and interesting.

**A:** Yes, because easy to remember new vocabulary.

**KA:** Yes, it is easy to understand in English vocabulary.

**SL:** I am strongly agree, I want to play again and it is so fun.

**NA:** Suitable, because there is a picture.

**A:** Yes, the picture like in my real life.

**SM:** Suitable. I think is fun.

**FZ:** Yes, because I can see the object through the picture.

**N:** Yes, because easy to play.

**N:** Yes, suitable. I think is fun.

**IE:** Suitable, I like play with kahoot.

**NU:** Yes, because easy to understand through the picture.

**TD:** Suitable, because the game is fun and there is a picture.

**CA:** Yes, I can see the object from the picture.

**UK:** Yes, I can see the picture and not bored.

**JN:** Suitable.

**RA:** Yes, I like learning with kahoot.

**PN:** Yes.

**M:** Yes.

**TR:** Yes.

**SW:** I think kahoot is suitable, because there is a picture and make me easily to  
remember the word from the object.

**AT:** Yes, suitable.

**SR:** I think suitable, because I can see the picture.

**R:** Suitable.

**N:** Suitable.

**JD:** Suitable.

**ME:** Kahoot is suitable to use for learning vocabulary.

**MA:** Yes, I can add new vocabulary more easily.

**FZ:** Suitable.

Based on the four question, 100% students answer suitable if kahoot used as a media learning vocabulary because in kahoot the students can see the picture like in their real life, so it is make the students more easily to remember the words of vocabulary.

### **Question number five**

**Q5:** Does studying with kahoot make you bored? Give reasons!

**I5:**

**AC:** No, because the game is fun.

**HP:** No, I am disagree if kahoot make bored, because I am enjoy learning vocabulary with kahoot.

**A:** I am not sure, I think if about our signal.

**KA:** No, because the game is fun.

**SL:** No, it is fun.

**NA:** No, it is fun.

**A:** Yes, I must have a good signal to play kahoot. If my signal bad I must waiting to answer the quiz.

**SM:** No.

**FZ:** No.

**N:** Kahoot is not boring.

**N:** No, kahoot is fun and not boring.

**IE:** No, kahoot not boring.

**NU:** No, because kahoot is fun.

**TD:** No, because learning vocabulary with kahoot is fun.

**CA:** Yes, because just there is a picture nothing a video that make me more interesting.

**UK:** I am not agree, because I am happy.

**JN:** No.

**RA:** Kahoot is fun learning medium.

**PN:** I think I am happy use kahoot as a learning tool.

**M:** No.

**TR:** No.

**SW:** Yes, because if m signal bad I must waiting to play in kahoot.

**AT:** No, because kahoot make me interesting to add my vocabulary.

**SR:** No.

**R:** No, I am happy and fun learning with kahoot.

**N:** I am not bored, because is fun.

**JD:** I am not bored, because is fun game.

**ME:** No, I am not bored learning with kahoot.

**MA:** No, because kahoot make a new fresh media for me.

**FZ:** No.

Based on the five question, the researcher know that 90% students answer if they not bored studying with kahoot, because in kahoot is game fun and a new medium in their classroom, but 10% students' answer if they feel bored use

kahoot because they must have a good signal to log in and play the quiz game. If the signal is bad the students must be waiting to join the games until their signal is good.

### **Question number six**

**Q6:** What makes you happy when you learning using kahoot?

**I6:**

**AC:** Because the game is fun.

**HP:** I am happy because using picture in kahoot.

**A:** Interesting and unique.

**KA:** Game in kahoot is fun.

**SL:** Kahoot using picture tool that easy to understand.

**NA:** There is a picture and the quiz easy to remember.

**A:** Fun.

**SM:** Fun.

**FZ:** Easy to remember new vocabulary.

**N:** Kahoot is fun.

**N:** Kahoot is fun.

**IE:** Kahoot game easy to understanding and playing.

**NU:** Because there is a picture.

**TD:** Interesting

**CA:** Easy to remember new vocabularies.

**UK:** There is a picture and color.

**JN:** Easy to remember a new vocabularies.

**RA:** Because I can see the picture.

**PN:** Kahoot is fun.

**M:** there is a picture that easy to understand the words.

**TR:** because I can play with my friend in class.

**SW:** It is different situation in class because use game as a medium.

**AT:** I can add new vocabulary when playing the game.

**SR:** I see the object of the quiz.

**R:** there is a picture and color in game.

**N:** Because kahoot is fun.

**JD:** Kahoot is fun game to add my new words english.

**ME:** there is a color that not bored to play.

**MA:** I can easy to remember the new words.

**FZ:** I am happy, it is like relaxation during the lesson.

Based on six question from interview with students, 100% students answer if they happy when learning using kahoot because there is a picture and color in quiz game. And also using game make their relaxation during the English subject.

### **Question number seven**

**Q7:** Do you think kahoot helps you remember new vocabulary more easily?

**I7:**

**AC:** Yes.

**HP:** I am strongly agree.

**A:** Yes.

**KA:** Yes, because there is an picture like in real life.

**SL:** Yes.

**NA:** Yes. It so fun for learning.

**A:** Yes.

**SM:** Yes.

**FZ:** Yes.

**N:** Yes.

**N:** Yes. Because kahoot I can easy to remember the new vocabulary.

**IE:** Yes. I can easy to remember the new vocabulary.

**NU:** Yes, I can easy to remember the vocabulary through quiz kahoot.

**TD:** Yes.

**CA:** In kahoot I can see real objects that I see every day and it make me easy to remember the word in English.

**UK:** I can see the picture like in real life that is easy remember in English.

**JN:** Yes.

**RA:** Yes.

**PN:** Yes.

**M:** Yes.

**TR:** Yes.

**SW:** Yes.

**AT:** I can easy to remember in English word through the picture.

**SR:** In kahoot there is a picture that easy to remember the word.

**R:** Yes.

**N:** Yes.

**JD:** Yes.

**ME:** Yes.

**MA:** Yes.

**FZ:** Yes.

Based on seven question 100% students say “Yes”. The researcher can conclude if the students will be easy to remember the new words in English through picture like they can see in real life.

### **Question number eight**

**Q8:** Can Kahoot games make you enthusiastic about learning vocabulary?

**I8:**

**AC:** Yes, make me excited to add new vocabulary in English.

**HP:** Strongly agree.

**A:** Yes, I want to add many vocabulary through kahoot.

**KA:** Yes, because there is a picture that make more excited.

**SL:** Yes.

**NA:** Yes, I am happy because I like English subject, so I always excited.

**A:** Yes.

**SM:** Yes.

**FZ:** Yes, I am so excited.

**N:** I think so, because kahoot is fun and excited to play.

**N:** Kahoot interesting and definitely makes excited to learn.

**IE:** Kahoot make excited to play.

**NU:** Yes.

**TD:** Yes, kahoot not bored quickly so I am excited.



**CA:** Yes.

**UK:** Yes.

**JN:** Yes.

**RA:** Yes.

**PN:** Yes.

**M:** Yes.

**TR:** Yes, because I want to add more new vocabulary after play in kahoot.

**SW:** I want to learn vocabulary more in kahoot because there is a picture that excited to learn.

**AT:** I am excited and want to add a new vocabulary in kahoot.

**SR:** I want to play more exercise of vocabulary in kahoot.

**R:** I want play again.

**N:** Yes.

**JD:** I am excited to play again to add my vocabulary.

**ME:** Yes.

**MA:** Yes.

**FZ:** Yes.

From the last question the students 100% answer if they happy and want to improve their vocabulary more after using the kahoot. The students' excited play the quiz. And also the students can see the object of the vocabulary.

### Questionnaire

No.	Statements	Degree of Agreement			
		1	2	3	4
1	Using the Kahoot application in class is fun.	0%	0	26%	73%
2	The materials in Kahoot in class are complex.	62%	29%	8%	0%
3	Learning vocabulary is needed in Kahoot.	1%	4%	77%	16%
4	I am using Kahoot in vocabulary to help me understand the words.	0%	3%	50%	45%
5	Using Kahoot in the classroom makes me more interested in the following learning material.	0%	6%	54%	39%
6	Using Kahoot as media learning helps me understand the new vocabulary can easily.	0%	0%	63%	36%
7	The media used to carry out Kahoot in vocabulary class is already qualified.	0%	8%	67%	24%
8	The use of Kahoot as vocabulary learning is too complicated.	0%	3%	65%	31%
9	Kahoot apps as a learning vocabulary are boring.	83%	9%	3%	3%
10	Kahoot as vocabulary is exciting.	0%	3%	34%	62%
11	Using Kahoot apps makes me enjoy the learning very much.	0%	1%	70%	27%
12	I became more interested in vocabulary class because I used Kahoot as media learning.	0%	1%	70%	27%
13	Kahoot gave some relaxation during the lesson.	6%	6%	40%	45%
14	Kahoot helps me a lot through the process of learning vocabulary.	0%	0%	60%	39%
15	The use of Kahoot does not affect any of my interests in learning new vocabulary.	65%	27%	6%	0%

### Appendices C Documentation



