THESIS

STUDENTS' PERCEPTION OF USING KAHOOT FOR ENGLISH VOCABULARY LEARNING MEDIA AT JUNIOR HIGH SCHOOL

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN MAULANA MALIK IBRAHIM MALANG
2023

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Collected to Compile A Thesis on the Undergraduate English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University of Malang

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MOTTO

We never know if we never try.

Kita tidak akan tahu jika kita tidak pernah mencoba.

-Arbain-

DEDICATION

This thesis is proudly dedicated to :

My Amazing parents (Mr.Syahbaniar & Mrs. Nurlianti)

My Beloved brother and Sister (Aswad, Aulia, Adila & Aiman)

My Advisor Prof. Langgeng & My Amazing Lecturer Miss Whida

My Big Family

All of my friends

ARABIC- LATIN TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	<u>h</u>	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphthong Vocal

ا و	=	aw
ي ا	=	ay
و ا	=	ŭ

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ABSTRAK

Al-Ashar. Arbain 2023. Persepsi Siswa dalam penggunaan kahoot sebagai media pembelajaran kosa kata bahasa Inggris Skripsi Jurusan Tadris Bahasa Inggris, Fakultas ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Kahoot, Persepsi, Pembalajaran Vocabulary

Penelitian ini bertujuan untuk menggambarkan bagaimana siswa mempersepsikan penggunaan Kahoot sebagai media pembelajaran kosa kata Bahasa Inggris, mengidentifikasi manfaat dan kekurangan aplikasi Kahoot sebagai media pembelajaran tata bahasa, serta menganalisis aspek-aspek yang mengalami peningkatan pada diri siswa setelah menggunakan Duolingo sebagai media pembelajaran mereka. Subjek penelitian ini adalah 30 siswa kelas satu di MTs X. Metode yang digunakan adalah kualitatif deskriptif, yang mencerminkan pengalaman yang dialami oleh subjek penelitian. Pengumpulan data dilakukan melalui pengisian angket tertutup dan wawancara terhadap beberapa siswa yang dipilih secara acak. Data yang terkumpul dianalisis secara kualitatif melalui langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan: (1) Siswa memberikan persepsi positif terhadap penggunaan Kahoot sebagai media pembelajaran, terutama dalam aspek efektivitas media dan ketertarikan mereka terhadap penggunaan media tersebut. Mereka menganggap bahwa Kahoot efektif sebagai media pembelajaran yang dapat diakses kapan pun dan di mana pun. (2) Siswa mengalami pengalaman positif dengan menggunakan Kahoot dalam hal fleksibilitas penggunaannya, namun juga menemui kendala dalam koneksi internet. (3) Setelah menggunakan Kahoot, siswa mengalami peningkatan dalam minat dan motivasi mereka untuk menggunakan bahasa Inggris dalam kehidupan sehari-hari.

ABSTRACT

Al-Ashar, Arbain 2023. Student Perceptions in the use of kahoot as a medium for learning English vocabulary Thesis Department of Tadris English, Faculty of Tarbiyah and Teacher Training Maulana Malik Ibrahim State Islamic University Malang.
Advisor Dr. H. Langgeng Budianto, M.Pd.

Keywords: Kahoot, Perception, Vocabulary Learning

This study aims to describe how students perceive the use of Kahoot as a media for learning English vocabulary, identify the benefits and disadvantages of the Kahoot application as a Vocabulary learning medium, and analyze aspects that have improved in students after using Kahoot as their learning medium. The subjects of this study were 30 first grade students in MTs X. The method used was descriptive qualitative, reflecting the experience experienced by the research subjects. Data collection was conducted through filling out closed questionnaires and interviews with randomly selected students. The collected data is analyzed qualitatively through data reduction steps, data presentation, and conclusions. The results showed: (1) Students gave a positive perception of the use of Kahoot as a learning medium, especially in aspects of media effectiveness and their interest in the use of the media. They consider that Kahoot is effective as a learning medium that can be accessed anytime and anywhere. (2) Students experienced a positive experience using Kahoot in terms of flexibility of use, but also encountered problems in internet connection. (3) After using Kahoot, students reported an increase in their interest and motivation to use English in daily life.

خلاصة

الآشر، أرباين. 2023. تصورات الطلاب حول استخدام كاهوت كوسيلة لتعلم المفردات الإنجليزية. أطروحة، قسم تدريس اللغة الإنجليزية، كلية التربية والدراسات الإسلامية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

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الكلمات المفتاحية: كاهوت، التصور، تعلم المفردات

_____

تهدف هذه الدراسة إلى وصف كيفية إدراك الطلاب لاستخدام كاهوت كوسيلة لتعلم المفردات الإنجليزية، وتحديد الفوائد والعيوب في تطبيق كاهوت كوسيلة لتعلم المفردات، وتحليل الجوانب التي تحسنت لدى الطلاب بعد استخدام كاهوت كوسيلة تعليمية. شملت الدراسة تم استخدام المنهج الوصفي النوعي، الذي يعكس الخبرات التي مر بها الباحثون. تم 30 MTs X. طالبًا من الصف الأول في مدرسة جمع البيانات من خلال استبيانات مغلقة ومقابلات مع طلاب تم اختيارهم عشوائيًا. تم تحليل البيانات نوعيًا من خلال خطوات تقليص البيانات، وعرض البيانات، واستخلاص الاستنتاجات.

أظهرت النتائج أن: (1) الطلاب أعطوا تصورات إيجابية بشأن استخدام كاهوت كوسيلة تعليمية، وخاصة فيما يتعلق بفعالية الوسيلة واهتمامهم باستخدامها. اعتبروا أن كاهوت وسيلة فعالة يمكن الوصول إليها في أي وقت ومن أي مكان. (2) مرَّ الطلاب بتجربة إيجابية باستخدام كاهوت من حيث مرونة الاستخدام، لكنهم واجهوا مشكلات تتعلق باتصال الإنترنت. (3) بعد استخدام كاهوت، أفاد الطلاب بزيادة في اهتمامهم وتحفيزهم لاستخدام اللغة الإنجليزية في حياتهم اليومية.

CHAPTER I
INTRODUCTION

This chapter presents and describes the background of the study, research question, research objective, significance of the study, limitation of the study, and definition of the key term.

1.1 Background of the Study

English has a significant influence on students, both as a method of communicating with foreign languages and as a means of assisting students in learning other disciplines of study. As a result, the curriculum produced presently strives to teach students to have competencies that enable them to reflect on their own and others' experiences, articulate ideas, and understand other people's cultures (Ministry of Education: 2004).

Teaching is a very important aspect in the development of individuals and society as a whole. Science is structured and systematic knowledge obtained through the process of learning and experience. It has also been commanded by Allah (swt) in his words:

يَآَيُّهَا الرَّسُوْلُ بَلِّغْ مَآ اُنْزِلَ اِلَيْكَ مِنْ رَّبِّكَ ۗ وَاِنْ لَّمْ تَفْعَلْ فَمَا بَلَّغْتَ رِسَالَتَهٗ ۗ وَاللهُ يَعْصِمُكَ مِنَ النَّاسِّ اِنَّ اللهَ يَهْدِى الْقَوْمَ الْكٰفِرِيْنَ(67)

The meaning : *"O messenger ! announce that which has been revealed to you from your lord, and if you do not, then you have not conveyed his message. And Allah will protect you from the people. Indeed, Allah does not guide the disbelieving people (Al-Maidah : 67)*

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In the verse above, it is said that Allah SWT commanded the Prophet Muhammad SAW not to delay the mandate he had carried out even for a short time. That is, someone who has been equipped with knowledge or abilities, should spread and teach the knowledge to others in need. So, his educational knowledge is not only useful for himself, but also useful for those around him.

The various information on the internet can be used as a learning media.

In a learning environment, learning is the process of interaction between students, educators, and learning resources. Learning is the aid supplied by teachers to pupils in order for them to acquire knowledge and knowledge, master skills and habits, and establish attitudes and beliefs. In other terms, learning is a process that assists students in learning effectively.

According to Kepmendiknas No. 22 of 2006 from the Ministry of National Education, English is a tool for communicating orally and in writing. Understanding and expressing information, thoughts, and feelings, as well as producing science, technology, and culture, are all examples of communicating. The ability to communicate in a comprehensive sense is the ability to discourse, which is defined as the ability to perceive and generate oral and written texts through four language skills: listening, speaking, reading, and writing. In social situations, these four talents are utilized to respond to or create dialogue. As a result, English topics are designed to help students develop these skills so that they can communicate and discourse in English at a specific level of literacy.

According to Azleen (2008) generally students feel reluctant to learn English, some are even afraid or hate English. This has a negative impact on the quality of English learning in schools. The impact of negative issues about English can affect students in

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determining the success of learning English. As a result, students assume that English is a language that is difficult to learn compared to other languages. This means that it can have a negative impact on English learning outcomes.

The various advances in establishing learning innovations and satisfying suitable educational facilities and infrastructure are still required in order to improve English learning that is exciting and fun for pupils. A teacher must always innovate in order to improve English learning, one of which is learning to be more innovative in order to help pupils to learn more effectively. Teachers must also understand the subject matter and know how to teach it. In this regard, teachers must seek ways to entice students to actively participate in the teaching and learning process, because the goal of the teaching and learning process is to achieve optimal learning outcomes. The key goal is for the learning process to be successful. The success of the learning process is the main thing that is coveted in carrying out education in schools.

Therefore, the application of appropriate learning methods and media is the solution to this situation. With the development of sophisticated technology has a considerable influence on education. Teachers can create more diverse learning methods and media, which will certainly attract students' learning interest to be higher. One of the learning methods that can be applied is the Game-Based Learning method. Game-Based Learning can be interpreted as a learning method with games or game-based learning. Learning using this method can make the learning process more enjoyable, this can easily attract the interest of students so that the learning atmosphere becomes more enthusiastic. One application of the Game-Based Learning method that can be implemented is by using Kahoot! application.

Kahoot! is one of the educational applications that can be used as an interactive learning media to make the learning process more interesting and not monotonous. Kahoot! App It emphasizes more active participatory relationships between students and teachers, as well as students' relationships with classmates. This is because of Kahoot! application presents a game feature in the form of an online quiz that fosters competitive competitiveness against classmates in answering quizzes to obtain points that will appear every time students finish choosing answers.

In this study, researchers used Kahoot! as a game-based learning to find out how students perception the use of English. The reason researchers are interested and research this is because observations made previously in MTs X still lack the application of existing technology and educational media, making students' impressions of English boring and monotonous. Hopefully, after this study students' perception of English is much better and fun, especially in improving vocabulary learning.

1.1 Research Questions

Based on the research background above, the researcher formulate the research questions to be studied as follows:

1. What are students perception towards the use of Kahoot!! for English vocabulary learning attainment ?

2. What are the advantages and disadvantages of using Kahoot! as an English learning media?

1.2 Research Objective

Based on the research questions above, the researcher will explain the objective of the research as follows:

1. To explain students' perception of using Kahoot! as Vocabulary Learning Media in learning English.

2. To know the advantages and disadvantages of using Kahoot! as a collaborative learning method in English learning

1.3 Significance of the Study

This study will show how the students' perspectives after using Kahoot! in English learning and whether there are aspects that increase their Vocabulary skills, besides that in this study the researcher will describe the significance or benefits of the research being carried out for several parties as follows :

a. **Students;** This research is to help and provide memorable experiences to students in using technology as a learning medium and motivate students in learning creative and fun English. And it is hoped that this research can also improve their achievement and further motivate the process of learning English as a game-based learning response system

b. **Teachers;** This research can be used as information and learning for teachers to maximize technology and creative learning using the Kahoot! application as GBL (Game Based Learning) for students so that learning is more varied and increases student interest and enthusiasm in the English learning process which is considered boring and difficult to learn. Teachers can also find out the advantages and disadvantages of using Kahoot!

c. **Other researchers;** This study can also add information to other researchers about the use of Kahoot! as game-based learning in

collaborative learning to maximize technology in the English learning process to be more creative and fun.

1.4 Limitation of the Study

This study was conducted to determine students' perceptions in using the Kahoot! application as game-based learning in English learning using collaborative method . Researchers limit or only focus on teaching English in teaching vocabulary using the Kahoot! application in collaborative learning. The location of the study will be held at MTs X for the 2022 -2023 school year grade VIII. This study was conducted to see and analyze students' impressions in the use of Kahoot! as Game-Based Learning (GBL) in English language learning.

1.5 Definition of the Key Terms

Several keywords define to researcher by this research are:

a. Students' perception, students' perception is a process related to the entry of information or messages into the human brain. Perception is also the process of translating or interpreting stimuli that into the human senses. Thus in this study perception can be concluded perception is a process in which students' perception obtained based on their experience using Kahoot! in English language learning and is a response to an event through the five senses it has.

b. Kahoot!, Darren (2017) Kahoot! is an online application that presents quizzes in game format. Kahoot! is also a game-based learning (GBL)

that allows students to earn points or scores automatically to students who participate and join the Kahoot! game code. Learning using Kahoot! is one of the learning media that triggers visual and verbal components

c. Vocabulary as a component could be a tool for improving all English skills. Students could not develop their capacity to communicate with foreign people, read English literature, or write English literature if they lacked vocabulary. Horn's (1998) definition of vocabulary was 1) A person's entire vocabulary. 2) All of the words in a specific language. 3). The terms that people used when speaking. 4). A list of words with definitions, typically found in a book for learning a foreign language..

CHAPTER II
LITERATURE REVIEW

This chapter will present the conceptual framework and the previous studies. The conceptual framework contains the concepts of perception Kahoot! GBL (Game Based Learning), and Collaborative Learning. And the previous studieswill explain some research related to the use of Kahoot! ! Game Based Learning as Collaborative learning media for Vocabulary English learning.

2.1 Perception

2.1.1 Definition of Perception

The word "perception" means experience, observation, sensation, and sensing (Echols, 2015). Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages (Jalaludin ,2010). Thus, objects can be perceived through the senses and projected onto specific parts of the human brain for observation. This allows for organizing observations by distinguishing one object from another, grouping similar objects, and the ability to discriminate, classify, focus, and so on.

Observation is also an activity of the human mind to recognize stimuli that are received through the sensory organs with human capabilities (Zikri, 2006). The human ability of perception or observation is not limited to stimuli from external objects or differences, but it can also recognize sensations of pain, hunger, and thirst, which are objective facts of the human body, intangible but their symptoms can be felt by certain stimuli that give rise to perception.

Perception is also a stimulus that is consciously recognized by humans in recognizing their environment. Stimuli can hit the human self. And of course, not all humans have the same intensity and purpose of usefulness for humans. So that through that attention, human activities in the environment are selective. Thus perception is the process by which individuals can perceive objective objects and facts using sensory devices (Alifu Sabri, 1993)

While perception in the view of the Qur'an is as an important psychic function that is an introduction to understanding the events and realities of life faced by humans. Man as a creature is given the mandate of leadership and power and various other privileges, one of which is the process and function of perception that is more complicated and more complex than other creatures of God. In the Qur'an some and perceptual functions begin from the process of creation. The process of human creation is complemented by the creation of auditory and visual functions and the best of all his created beings (Abdul Rahman Shaleh, 2015)

2.1.2 The Process of Perception

The process of perception is measured from several stages, including: (a) The first stage is a natural process / or physical process which is the process of capturing stimulation by the human sense apparatus. (b) The second stage is known as the physiological process, the process of stimulation which then proceeds to the sensory nerve brain through the five senses of humans. (c) The third stage is the stage of psychological processes, which is the process that occurs in the center of consciousness or in the brain. Then there is a process in the brain as the center of consciousness so that the individual is aware of what is seen, heard and what is

touched. (d) The fourth stage of the result obtained by perception is some response or behavior. A final process in perception is called the result of perception. Response as a result of the occurrence of perceptions received by individuals from various forms of stimuli that produce individual perceptions

2.1.3 Indicator of Perception

According to Walgito (2010), perception has the following indicators:

1. Absorption against stimuli or objects from the outside of the individual.

The stimuli or objects are absorbed or received by the five senses, both sight, hearing, touch, smell, and taste individually or together. From the results of absorption or reception by these sensory devices will get images, responses, or impressions in the brain, these images can be singular or plural, depending on the object of perception observed. In the brain are collected images or impressions, both old and newly formed. Clearly or not excitatory, normality of the sense apparatus and time, new or old.

2. Understanding to Object

After the images or impressions occur in the brain, the images are organized, classified (classified), compared, interpreted, so that understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The understanding that is formed depends also on old images that the individual has had before (called perception)

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3. Assessment or evaluation

After understanding and understanding are formed, there is an assessment from the individual. The individual compares the newly acquired understanding with the criteria or norms that the individual has subjectively. Individual assessments vary even if the objects are the same. Therefore perception is individual.

2.2 Kahoot

2.2.1 History of Kahoot

Johan Brand, Jamie Brooker, and Moten Versvik founded Kahoot! in 2013 as an online multimedia platform. The makers of the Kahoot! game wanted to make learning more interesting and fun. Kahoot! can be played by people from all over the world, including teachers, students, businesses, and social media users, and the software is free. (Chumairok and Ardiyani, 2020). According to Mansur & Fadhilawati (2019). Kahoot! in the classroom can assist teachers in collecting informal feedback from learners, measuring learners' knowledge about learning, and conducting polls on things happening in the classroom related to learning. Kahoot! is a game-based class response system where all classes play in real time. It is a technology-based platform for administering quizzes, conversations, and surveys. Students will use their computer or smartphone to answer multiple-choice questions displayed on the screen. Putri (2019) stated, the use of the Kahoot! application in the learning process can enrich the quality of student learning, with the highest effect on class dynamics, engagement, motivation, and increased learning experiences. According to Ismail & Mohammad

(2017), Kahoot! is a viable and practical formative assessment tool to make learning fun and inspire students to learn. Based on the explanation above, researchers concluded that Kahoot! is an online game that aims to enrich the quality of student learning and make the learning process more enjoyable based on the features provided such as discussions, quizzes, multiple choice, and others. Kahoot! can also be customized according to the learning needs required by students.

Kahoot! is intended for group play, but it can also be played alone. Kahoot! customers do not need to install software because it is created using web-based software and does not require specs. Account registration as an educator or trainer was only necessary through a Kahoot!.com account. If you already have a Facebook or Gmail account, creating an account will be much easier..

Students, on the other hand, merely utilize the Kahoot.it URL address and do not need to register their own account; they simply input the PIN obtained from the educator when Kahoot! is used. It is enabled, particularly on smartphones, by a mobile app that can be downloaded for free from the Google Playstore. Participants in Kahoot! will be given questions presented on the screen, and they will be given a time restriction to answer them. Each accurate or false response is directly displayed on the screen and receives points at the end of each question; the five highest point positions are presented on the screen, unlike the Kahoot! game only reveals the order of the top three points at the end.

Playing Kahoot! also aims to make learning fun without having to hold text in the form of paper and other stationery. As mentioned by Arsyad that in learning good media is needed to support learning practices and media can generate new desires and interests and provide motivational encouragement and stimulation of learning

activities. In using this Kahoot! application, students will be eager to answer every question that appears on their device and laptop screen. Then, they also always want to be at the top so that in the end they can remember the material that has been given after doing this activity, (Eka fenny, 2019).

2.2.2 Kahoot! Features

Basically, Kahoot! is an app that offers a question-and-answer game in the form of quizzes with game modes. Besides, Kahoot!! Has a role as a broad function. Not only intended for the learning process in the classroom but anyone can use and access Kahoot!! (Google playstore)

1) Quiz Creation app, which is a quiz model maker application quickly. This is the main function and preference of teachers in using Kahoot!! In class.

2) Live game app, which is an application for a live game service provider (live game), which is a game that can be played simultaneously through certain media. In this case the screen of the projector, mobile phone or other devices.

3) Trivia app, which is an entertainment application by answering fun guessing quizzes.

4) Homework app, which is an application that can be used as a medium for assignment or homework to students and help teachers in assessment and see student progress.

5) Remote training app, which is a remote training application. Game participants can connect anywhere as long as they are connected to the system.
   Use Kahoot! Provided many features to increase the flexibility and creativity of Kahoot! quiz makers as it does, Kahoot! providing services in the form of digital

tools for teachers to present quizzes briefly, quickly, and easily.

2.3 Collaborative learning

According to Deutch (Feng Chun, 2006), collaborative learning is learning that uses small groups of students working together to maximize their learning outcomes. More specifically, Gokhale (1995) defines collaborative learning as learning that places students with diverse backgrounds and abilities working together in a small group to achieve common academic goals. Each student in a group is accountable to fellow group members. In collaborative learning, students share roles, tasks, and responsibilities to achieve mutual success. Collaborative learning refers to a technique of solving tasks or problems together so that it is faster and better and with minimal effort.

Wiersema (2002) argued each group member can learn from the others in collaborative learning, and teachers can learn from their pupils. If the teacher divides the pupils into groups to study various topics, the teacher will be able to learn a lot from them. Students will feel proud, if every once in a while, the teacher honestly says: "oh, I don't know about it yet" to comment on the student's findings. According to Panitz (1996), Collaboration is a learning strategy that emphasizes cooperation as the key to a group's success in accomplishing common goals. Collaborative learning emphasizes fundamental concepts such as working together, constructing together, learning together, advancing together, and succeeding together.

This idea is emerging along with the awareness of many people that success requires good cooperation from various parties. In the international world, various countries work together to achieve progress. Various educational institutions also

collaborate with graduate user industries to ensure that graduates can be better prepared to face job competition. In society, cooperation is also important to create a more comfortable and harmonious community life. It is evident that cooperation or collaboration is a necessity in all aspects of life.

2.4 Learning Vocabulary

Vocabulary as a component could be used to improve all aspects of English proficiency. Students could not develop their capacity to communicate with foreign people, read English literature, or write English literature if they lacked vocabulary. Horn (1998) defined terminology. 1) A person's entire vocabulary. 2) All of the words in a specific language. 3). The terms that people used when speaking. 4). A list of words with definitions, usually found in a book for learning a foreign language.

Similarly, Hornby (1986) in Siregar (2013) defined vocabulary as "the collection of words that a person in a profession can use to express his or her mind." It signifies that vocabulary was the total quantity of words that someone possessed in communicating in a language. In contrast, the Oxford Learner's Pocket Dictionary defined vocabulary as "all the words a person knew or used." In Kasim (2011), Good (1973) defined vocabulary as the words that have significance when heard or seen by an individual himself to connect with others

. Similarly, Read (2006) in Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative

By looking over that definition, the writer concluded that vocabulary was a

unity of letters then became words and then arrange to use by person or group to communicate.

2.4.1 The Importance of Vocabulary

Vocabulary was essential for learning English. It was for this reason that vocabulary was so crucial to teach students. According to Bintz (2011), John Dewey (1910) claimed that vocabulary was crucial since a word was a tool for thought about the meanings that would express.

According to Allen (1997), vocabulary is particularly significant in a language. Siregar (2013) defined vocabulary as "basic communication" (Krasen: 24). We would know and understand a language based on its vocabulary. Students must be able to increase their vocabulary as they progress through the grades. According to McCarten (2007), the overall number of words pupils must acquire ranges between 12.000 and 20.000 depending on their level of schooling. Most academics assumed that kids organically added between 2000 and 3000 new words each year, however Beach City Press (2007) reported that they would encounter 10.000 new words in their reading alone (Nagy and Anderson 1984).

It was necessary to develop vocabulary on a daily basis in order to facilitate mastery of a target language. Knowing, memorizing, and interpreting words required a lengthy process of learning vocabulary. When we studied or were taught about vocabulary, we had to repeat the term from day to day. One major finding from study, according to Smith (1998) in Bintz (2011), revealed that vocabulary development never ceases. Harmon (2009) and Bintz (2011) defined vocabulary learning as a continuous process of meeting new words. To summarize, vocabulary was important

to language and critical to ordinary language. Vocabulary learning is required as a fundamental foundation for developing English skills.

2.4.2 Review of Previous Studies

There have been several previous studies conducted on the topic of this research. Study conducted by Sherlock A. Licorish and colleagues published in the journal Research and Practice in Technology Enhanced Learning, Department of Information Science, University of Otago, New Zealand discusses students' perspectives on the influence of Kahoot! in teaching and learning which results in that Kahoot! increases motivation and affects student learning The results suggest that Kahoot! engaged students and fostered participation in the classroom. Students agreed that using Kahoot! in the course had a favorable influence on their knowledge and abilities.

Students said that the desire to improve their attention and focus, as well as their involvement and participation, aided their learning throughout the course. Our findings indicate that using educational games in the classroom is likely to reduce distractions, therefore boosting the quality of teaching and learning above and beyond what is delivered in traditional classrooms.. The similarity of research lies in students' perceptions of the use of Kahoot! as game-based learning, but the difference is that researchers focus on teaching and learning in general without any specification in what learning and teaching.

This research departs from the problems that occur in SMP Muhammadiyah Palangka, namely the difficulties faced by students in learning English, especially in mastering vocabulary. There are some students who still have difficulty

understanding what they read and also have difficulty expressing their ideas using foreign languages due to lack of vocabulary mastery. This study aims to find out how to improve students' mastery of English vocabulary by using Kahoot! as a learning medium in the learning process of Class VII students of SMP Muhammadiyah Palangka Raya.

This study aims to measure that students who are taught using Kahoot! application provides higher or no vocabulary mastery than those who are taught without using Kahoot! application. The research used was a quasi-experimental design. Quasi-experimental aims to investigate cause and effect between research objects. The instrument used is a test.

Furthermore, it is a research conducted by Cut Fatimah in her research "*an analysis of students' perception in learning English with kahoot at SMAN 3 Pekanbaru"*. The results showed that as much as 74% increased students' motivation and interest in using kahoot as an English learning medium.

CHAPTER III
METHODOLOGY

This chapter will explain and provide information about the research methodology of this research. It consists of detailed descriptions of the research design,the subject of the study, the research instrument, data collection, and data analysis.

3.1 Research Design

This study uses a descriptive qualitative approach, which is intended to test a particular hypothesis, but only describes the state as it is about a variable, symptom or circumstance. (Muri Yusuf: 2014).

Qualitative research is research that produces findings that cannot be achieved using statistics or by means of qualifications (M. Djunaidi Ghony and Fauzan Almanshur: 2016) not much different from that, Qualitative research techniques are research methods based on the concept of post-positivism that are used to explore the natural circumstances of objects (as opposed to experiments) and in which researchers play a fundamental role. Triangulation (mixed) data gathering procedures are used, data processing is inductive/qualitative, and qualitative research outcomes stress meaning rather than generalization (Sugiyono, 2018).

A qualitative approach is a research that displays an assessment procedure that produces descriptive data in the form of written or spoken words of people and observed behavior. In this case, researchers interpret and explain the data obtained by researchers from interviews, observations, and documentation, so as to get detailed and clear answers to problems. The selection of qualitative research approaches is carried out on the basis of the specifics of the research subject and to obtain in-depth information and

cover social reality. According to Nasution, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words, from people and observed behavior. In this study, efforts are made to collect as much descriptive data as possible which will be outlined in the form of reports and descriptions (Nasution, 1996). Suharsimi Arikunto, 1992 also explained that the type of descriptive research is if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and things.

The descriptive-qualitative research method focuses on problems based on facts carried out by observation, interviews, and studying documents. This method was chosen so that researchers know the picture and how students' perspectives on the use of Kahoot! As English vocabulary Learning Media by collaborative learning methods in junior high school.

In this study, researchers will try to see the incidence (students' perception) of the use of Kahoot! Game Based Learning as a collaborative learning medium for English vocabulary and then illustrated as it is. In relation to this, (Nana Sudjana &; Ibrahim, 2009)

3.2 The Subject of The Study

The subjects are 30 students from grade IX MTs X for the 2022/2023 academic year. 30 students were randomly selected to practice and apply Kahoot as one of the English Vocabulary Learning Media through Collaborative learning. The researcher chooses the subject randomly to know their English skill, especially in vocabulary. The researcher chooses the subject randomly to know their English skill, especially in

vocabulary. Researchers will obtain different data and perceptions using interviews, observations and documentation instruments by asking questions related to their experiences when using the Kahoot! !

3.3 Research Instrument

Goetz & LeCompte (1984), said various data collection strategies in qualitative research can generally be grouped into two types of ways, namely interactive and noninteractive data collection methods or techniques. Interactive data means that there is a possibility of mutual influence between researchers and their data sources.

Non-interactive techniques have absolutely no influence between researchers and their data sources because data sources are objects, or human or other data sources (Sutopo, 2006). Qualitative research techniques are basically an investigation process, meaning that we can make a sense of social phenomena gradually, then carry them out, mostly by contradicting, comparing, replicating, cataloging, and classifying the object of a study. All of these activities are sampling, to find uniformity and general nature of the social world, and activities are carried out continuously and repeatedly by qualitative field researchers (Miles, 2007: 47).

Data collection techniques are a particularly crucial phase of research as the primary goal of the study is collecting data. 60 Data collection can be done in a variety of settings, multiple sources, and in a variety of ways. In qualitative research, data collection is carried out in natural settings, primary data sources, and data collection techniques are more on participatory observation, in-depth interviews, and documentation (Sugiyono, 2006: 224).

In this study, researchers used data collection techniques with questionnaire,

interview, observation, and documentation. This is in line with the natural research philosophy, in data collection researchers mingle and interact intensively with respondents. Documentation and collection of supporting data in this study researchers use to complement the research and to maximize research results. The reason researchers use this research technique is because qualitative research to collect information involves direct participation, in the form of in-depth interviews, field observations, and reviewing documents that support research. The data collection technique that the author is referring to :.

1. Questionnaire

   Questionnaire or questionnaire is a technique in data collection carried out by giving a set of questions or written statements to respondents to answer. The purpose of giving questionnaires is to obtain information from respondents about what he experienced and knew.

   In making questions must consider the number of questions so that it is not too much or too little, which is important to be adjusted to the indicators set, Siyoto and Sodik (2015). In this study, the questionnaire technique was used to determine students' perceptions regarding the use of Kahoot! in learning vocabulary English using the student collaborative method in MTs X grade IX for the 2022/2023 school year.

2. Interview

   Interview is a meeting of two or more people to exchange information. Exploring data and ideas through question and answer, so that meaning can be constructed according to data and ideas through question and answer, so that meaning can be constructed according to the data to be sought by researchers.

Interview techniques are usually carried out face *to face* with the source. In addition, interviews can also be through telephone or focus groups Discussion, in conducting interviews the most important thing is that researchers must record / record information from sources.

In this study using face-to-face interviews, interview activities were carried out using free interviews, namely researchers only made the points of the problem to be studied. Furthermore, in the interview the researcher directly followed the situation so that later the researcher could find out how students' perceptions of the use of Kahoot! as a medium for learning English vocabulary in class IX MTs X, in the implementation of the interview the researcher conducted interviews at school

3. Documentation

There are two sorts of documentation instruments: documentation guidelines, which include outlines or categories that will be searched for data, and checklists, which contain a list of variables that will be gathered data. The strength of the symptoms investigated distinguishes these two types of devices. Researchers merely type a checkbox in the symptom column in the documentation guidelines, but in the checklist, researchers score each symptom manifestation (N. Cooper et al, 2002).

An analytical technique is used to create documentation tools for study. It is also utilized in research to locate historical facts, legal underpinnings, and previously in force rules. Books, journals, records, rules, meeting minutes, diaries, and even historical items such as inscriptions and relics might be the subject of inquiry (Clemmens, 2003).

Documents in qualitative research are utilized to supplement the interview data and observations gathered. In qualitative research, documents might take the form of text, photographs, or monumental works of the thing being studied (Ulfatin, 2014).

3.4 Data Collection

The presentation of data is research data that has been arranged in detail to provide a complete picture of the research. Qualitative research is naturalistic research, so the results of the research are presented in descriptive e-narrative form to convey a holistic picture (John W: 2011). The data was collected in detail and thoroughly then searched for patterns of relationships to draw the right conclusions. The presentation of data is then prepared in the form of a description or report in accordance with the results of the research obtained

3.5 Data Validity

In addition to being used to refute accusations of unscientific qualitative research, data validity analysis is an inseparable component of the corpus of qualitative research knowledge (Moleong, 2007: 320). The data's validity is checked to determine whether the research is genuinely scientific and to validate the collected data. The validity of data assessments in qualitative research includes believability, transferability, dependability, and confirmability (Sugiyono, 2007: 270).

Wiliam Wiersma (1986) said triangulation in credibility testing is defined as checking data from various sources with various times. Thus, there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2007: 273).

1. Source Triangulation

To test the credibility of the data is done by checking the data that has been obtained through several sources. The data obtained were analyzed by researchers so as to produce a conclusion then asked for agreement (member check) with three data sources (Sugiyono, 2007: 274).

2. Triangulation Techniques

To test the credibility of the data is done by checking the data to the same source with different techniques. For example, checking data can be done through interviews, observation, and documentation. If the data credibility testing technique produces different data, then the researcher conducts further discussion with the data source concerned to ensure which data is considered correct (Sugiyono, 2007: 274).

3. Time Triangulation

Data collected with interview techniques in the morning when the source is still fresh, will provide more valid data so that it is more credible. Further it can be done by checking by interview, observation or other techniques in different times or situations. If the test results produce different data, it is done repeatedly so that the data is found certainty (Sugiyono, 2007: 274).

3.6 Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, observations, and documentation, by organizing data into categories, breaking it down into units, synthesizing, arranging into patterns, choosing what is important and what will be learned, and making conclusions so that it is easily

understood by oneself and others.

Based on this type of research data, the analysis used is qualitative descriptive data analysis techniques. The qualitative analysis technique used in this study is a data analysis technique according to the stake model, which is trying to compare what happened with what has been targeted or expected to happen, namely comparing the results obtained with the standards that have been used before.

Data analysis in qualitative research is carried out during the data collection process. The data analysis technique proposed by Miles and Hubermen includes three activities, namely (1) data reduction (2) data presentation (3) drawing conclusions. The process of data analysis is carried out by researchers after researchers collect data obtained by observation methods, interviews, and documentation methods. The explanation is as follows:

1. Data reduction

   Data reduction is the process of analyzing data in order to simplify and summarize study findings by focusing on what researchers believe significant. Data reduction is accomplished by abstraction, which is an attempt to provide a summary of the core, processes, and assertions that must be preserved in order for them to stay in it (Lexy J, 2019). Data reduction tries to improve comprehension of the acquired data such that the reduced data delivers a more detailed picture.

2. Data presentation

   The data presentation is study data that has been meticulously organized to offer a thorough view of the research. Because qualitative research is a naturalistic study, the findings are presented in a descriptive-narrative

style to provide a comprehensive picture (John W: 2011). The data was meticulously collected and rigorously investigated for patterns of correlations in order to get the correct findings. The data presentation is then further created in the form of a description or report based on the study findings.

3. Conclusion

After conducting data analysis, data reduction and data presentation, then researchers draw conclusions from the research results. Drawing conclusions is a description of the author's answers to questions in the problem statement (Juliansyah Noor, 2011). The conclusion is the final stage of the research process in which the data that has been evaluated is given significance. The data processing process begins with the organization of field data (raw data) and progresses through data unification and categorization.

The conclusions currently need to be verified. Techniques that can be used to verify are triangulation of data sources and methods, peer discussion, and member checking (Wiratna, 2018). In this case, the conclusion contains a description of the answer based on the formulations of the research problem that have been determined.

The analysis of qualitative data is a continual, reproducible, and ongoing process. The problem of data reduction, data display, and conclusion drafting is a chain of analysis tasks.

CHAPTER IV
RESEARCH FINDING

This chapter presents the data collected from the questionnaire and interview, which are contained in two parts. The first is research findings and discussion to answer the three research questions in this study.

4. 1 Students' Percepetion

Research was conducted by using qualitative research. Researchers explain the results of data from the formula that has been described earlier. The results of the data were taken from a study of grade 2 students in one of the MTS schools in Malang Regency. Researchers took 30 data samples in the study. Researchers explain the findings of students' perception of using kahoot for english vocabulary learning media at junior high school.

The study took 30 participants in the study. By using a questionnaire adapted from (Bicen &; Kocakoyun, 2018) by filling out a form that was distributed directly after conducting English learning using kahoot. The questionnaire contains 10 questions. Numbers 1-5 are related to attraction and motivation, 6-10 are related to the advantages and disadvantages of using kahoot. In addition, researchers also use alternative data using interviews adapted using the theory of perception indicators according to (Walgito, 2010)

a. Student's Perception of Using Kahoot

Table 4.1 : Student perception of Using Kahoot for English in Interest and Motivation aspect

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	*Kahoot made me very interested in learning English vocabulary.*	-	-	3,3%	20 %	76,7%	100%

No.	Statement						
2.	*Using kahoot makes for more effective collaborative learning*	-	3,3%	3,3%	26,7%	66,7%	100%
3.	*Learning using Kahoot makes me aware of new Vocabulary materials*	-	-	3,3%	43,3%	53,3%	100%
4.	*The animation and audio from Kahoot made me more enthusiastic about learning English vocabulary.*	-	3,3%	10%	16,7%	70%	100%
5.	*Kahoot allows for comfortable self-expression*	-	3,4	3,4%	20,7%	72,4%	100%

Adopted by (Bicen & Kocakoyun, 2018)

In the aspect of student interest and motivation towards the use of Kahoot as Learning English vocabulary media, students give their statements based on the experience of using Kahoot with the application of collaborative learning. The first statement was "*Kahoot makes me very interested in learning English vocabulary"* from 30 students as many as (76.7%) students strongly agreed with the question, as many as 6 students (20%) agreed and 1 student (3.3) who answered neutrally.

As for the second statement *"Using kahoot makes for more effective collaborative learning"* showed the results of data that as many as 20 students (66.7%) strongly agreed if using kahoot as a collaborative media and as many as 8 people (26.7%) agreed, 1 student (3.3%) answered neutrally and one 1 student (3.3%) answered disagree.

The third statement "*Learning using Kahoot makes me aware of new Vocabulary materials"* shows that 16 students (53.3%) strongly agree and 12 students (43.3%) agree and 1 student (3.3%) who chooses neutral.

Next to the fourth statement " *The animation and audio from Kahoot made me more enthusiastic about learning English vocabulary.* Also showed significant results as many as 21 students

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(70%) chose strongly agree and as many as 5 students (16.7%) agreed and 3 students (10%) chose neutral and there was 1 student (3.3%) chose disagree.

Related to the statement *"Kahoot allows for comfortable self-expression"* shows that as many as 20 students (66.7%) strongly agree and 8 students (26.7%) agree while 1 person each (3.3%) is neutral and disagree.

Based on the results of research data related to students' perceptions of the use of kahoot as learning English vocabulary media in terms of interest and motivation aspects, it shows that kahoot has a significant impact on student interest and motivation in learning English vocabulary.

b. Advantage and Disadvantage of Using Kahoot as English Vocabulary learning media

Table below showed the percentage of students answering the questionnaire about advantage and disadvantage

Table 4.2 : Advantages and disadvantages of using the kahoot application.

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	*Kahoot is easy to use to learn english Vocabulary.*	-	-	3,3%	23,3%	73,3%	100%
2.	*Kahoot possible to use everytime and everywhere*	-	-	10%	20%	70%	100%
3.	*Kahoot make it difficult for me to learn English Vocabulary*	40%	36,7%	13,3%	-	33,3%	100%
4.	*Kahoot in English Vocabulary Learning is Boring*	46,7%	33,3%	10%	10%	-	100%

| 5. | Learning using Kahoot allows me to be more effective in learning. | - | - | 3,3% | 33,3% | 63,3% | 100% |

The first statement related to "*Kahoot is easy to use to learn English Vocabulary" shows the results of research data"* that as many as 22 students (73.3%) strongly agree with the statement, then as many as 7 students (23.3%) choose agree and 1 student (3.3%) choose neutral.

Then for the second statement related to the advantages and disadvantages of using kahoot is "*Kahoot possible to use everytime and everywhere"* as many as 21 students (70%) strongly agree, 6 students (20%) answer agree and 3 students (10%) answer neutral,

The third statement is "*Kahoot make it difficult for me to learn English Vocabulary"* and based on data as many as 12 students (40%) Strongly Disagree, 11 students (36.7%) answered disagree, there were 6 people (20%) neutral and 1 person (3.3%) answered Strongly agree.

Kahoot in English Vocabulary Learning is Boring was the fourth statement with 14 students (46.7%) answering Strongly disagree, 10 students (33.3%) answering disagree and 3 people each (10%) answering neutral and Agree.

The last statement "*Learning using Kahoot allows me to be more effective in learning"* shows that as many as 19 students (63.3%) strongly agree, 10 students (33.3%) agree and 1 student (3.3%) who choose neutral

4.2 Discussion

In this chapter, we will discuss the results of the research on students' perception of using kahoot as English Vocabulary Learning Media at Junior High School by distributing 30 questionnaires to grade 9 students at MTs X. and based on the results of the questionnaires

that have been distributed and interviews with 5 students carried out can answer the existing problem formulation.

The first research question is how students' perceptions of kahoot itself, researchers focus on student interest and motivation based on experience after students learn English using kahoot media. The word "perception" means experience, observation, sensation, and sensing (Echols, 2015). As stated in the literature review chapter that Kahoot is one of the game-based learning system media that can provide a more interesting learning experience because it can stimulate various senses. Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages (Jalaludin, 2010).

And based on the existing results that the average student tends to be interested in using kahoot as an English learning medium, especially vocabulary because of its attractive features, and easy to use. In addition, kahoot also has graphic design that makes students very happy and games in the form of mulitple choice and trivia that spur students' enthusiasm in learning English especially the work is done in groups, Thus perception is the process by which individuals can perceive objective objects and facts using sensory devices (Alifu Sabri, 1993)

In the questionnaires and interviews conducted, of course, the students have very diverse perceptions and answers which questions are taken from the perception indicators of Walgito (2010) which divides into the first three: (1) Absorption against stimuli or object from the outside of the individual, (2) Understanding to object, and (3) Assessment or evaluation.

As for the second problem formulation, it discusses the advantages and disadvantages of kahoot during learning. Students tend to feel young using kahoot because it is only enough to enter the code and name before starting kahoot. The appearance accompanied by audio visual increases the enthusiasm of students in doing existing learning. Princess (2019) stated, the use of the Kahoot! Application in the learning process can enrich the quality of student learning, with the highest effect on class dynamics, engagement, motivation, and increased

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learning experiences.

In addition, because the ranking makes students more enthusiastic about answering existing questions and improving each other's competitive spirit and cooperation because the application is carried out in groups. According to Panitz (1996), Collaboration is a learning strategy that emphasizes cooperation as the key to a group's success in accomplishing common goals.

However, the shortcomings felt by some students are more material and instructions that are quite difficult to understand because of the lack of vocabulary mastery. In addition, Kahoot can only be accessed if connected to the internet network. Thus, learning using kahoot is expected to increase student motivation in mastering English, especially vocabulary because we know together vocabulary is particularly significant in a language (Allen, 1997)

CHAPTER V
CONCLUSION AND RECOMMENDATION

In this chapter, the research presents the conclusion of the study and recommendations for the next studies.

5.1 Conclusion

The initial research question explored students' perceptions of Kahoot, emphasizing their interest and motivation in learning English vocabulary through this interactive platform. The term "perception," defined as encompassing experiences, observations, sensations, and sensing, played a crucial role in understanding how students engage with Kahoot.

The findings indicated a positive inclination among students towards using Kahoot as an English learning medium, particularly for vocabulary enhancement. The interactive and visually appealing features of Kahoot, along with its ease of use, contributed to heightened student interest. The incorporation of graphic design and game-like elements, such as multiple-choice questions and trivia, stimulated enthusiasm among students, especially when collaborative efforts were involved. This aligns with the idea that perception is a cognitive process through which individuals interpret and derive meaning from sensory information.

Moving forward, the research also explored the advantages and disadvantages of using Kahoot during the learning process. Students expressed a sense of excitement when using Kahoot due to its user-friendly setup and the engaging audio-visual elements. The application's impact on class dynamics, engagement, and motivation, as highlighted by Princess (2019), underscored its potential to enhance the overall learning experience. However, challenges such as difficulty in understanding instructions, particularly for students with limited vocabulary mastery, and the reliance on an internet connection were identified as shortcomings.

In conclusion, while Kahoot emerged as a promising tool to boost motivation and

collaboration in English vocabulary learning, acknowledging and addressing its limitations is crucial for effective implementation. The positive aspects of Kahoot, such as its ability to foster healthy competition and cooperation, should be capitalized upon, while efforts to mitigate challenges related to instruction clarity and internet connectivity must be considered. Overall, this research sheds light on the multifaceted nature of students' perceptions of Kahoot as a tool for enhancing English language skills, offering valuable insights for educators seeking innovative approaches to language learning.

5.2 Recommendation

In light of the research findings on students' perceptions of using Kahoot as an English vocabulary learning medium, a set of recommendations emerges to refine the incorporation of Kahoot in educational settings:

Firstly, there is a call to promote training and familiarization among both educators and students. This entails organizing sessions to acquaint them with Kahoot's functionalities, guiding them on navigation, quiz creation, and effective use of features. Workshops and tutorials become instrumental in empowering teachers to seamlessly integrate Kahoot into their lesson plans.

Secondly, recognizing the challenge some students face in understanding instructions due to limited vocabulary mastery, educators are encouraged to diversify instructional materials. Clear and concise explanations, complemented by visual aids and supplementary resources, can bridge language gaps, ensuring the full participation of all students in Kahoot activities.

Addressing the reliance on an internet connection, the third recommendation is to mitigate connectivity issues**. Exploring offline functionalities or providing alternative resources for students with limited internet access can contribute to a more inclusive learning environment, ensuring equal

opportunities to engage with Kahoot.

Building on the positive impact of Kahoot on collaboration and healthy competition, the fourth recommendation advocates for educators to encourage collaborative learning strategies. Fostering group activities enhances teamwork, communication skills, and a sense of camaraderie among students. Emphasizing the collective achievement of common goals aligns with the principles of effective collaboration in educational settings.

Finally, to continually enhance the integration of Kahoot into the learning environment, educators are advised to regularly seek feedback and adapt. Establishing a feedback loop with students provides valuable insights into the effectiveness of Kahoot and highlights areas requiring adjustments. The principles of flexibility and adaptability, in response to student feedback, contribute to an evolving and dynamic learning environment.

In implementing these recommendations, educators can optimize Kahoot as an engaging and effective tool for English vocabulary learning, fostering a supportive and inclusive environment that leverages technology to enhance language acquisition and student motivation.

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QUESTIONNAIRE

ANGKET PENELITIAN

"PERSEPSI SISWA DALAM PENGGUNAAN KAHOOT SEBAGAI MEDIA PEMBELAJARAN KOSA KATA BAHASA INGGRIS DI MADRASAH TSANAWIYAH

Identitas Responden

Nama   :

Kelas   :

Petunjuk Pengisian:

1. Bacalah semua pertanyaan dengan teliti dan cermat
2. Pilih salah satu kriteria yang sesuai dengan pendapat anda, dengan cara memberi tanda (v) pada salah satu kriteria skor
3. Keterangan kriteria skor:
   STS   : Sangat tidak setuju
   TS   : Tidak Setuju
   BS   : Biasa saja
   S   : Setuju
   SS   : Sangat setuju

No.	Statement	Alternative Answer				
		SDA	DA	N	A	SA
1.	Kahoot membuat saya sangat tertarik untuk belajar kosakata bahasa Inggris. *Kahoot made me very interested in learning English vocabulary.*					
2.	Menggunakan kahoot membuat pembelajaran kolaboratif lebih efektif					

No.	Statement					
	Using kahoot makes for more effective collaborative learning					
3.	Belajar menggunakan Kahoot membuat saya lebih tanggap akan Materi kosakata yang baru *Learning using Kahoot makes me aware of new Vocabulary materials*					
4.	Animasi dan audio dari Kahoot membuat saya semakin semangat belajar kosakata bahasa Inggris. *The animation and audio from Kahoot made me more enthusiastic about learning English vocabulary.*					
5.	Kahoot memungkinkan untuk mengekspresikan diri dengan nyaman. *Kahoot allows for comfortable self-expression*					

No.	Statement	Alternative Answer				
		SDA	DA	N	A	SA
1.	Kahoot mudah digunakan untuk belajar Kosakata bahasa Inggris.					

	Kahoot is easy to use to learn english Vocabulary.					
2.	Kahoot dapat digunakan setiap saat dan di mana saja. *Kahoot possible to use everytime and everywhere.*					
3.	Kahoot make it difficult for me to learn English Vocabulary. *Kahoot make it difficult for me to learn English Vocabulary*					
4.	*Kahoot in English Vocabulary Learning is Boring*					
5.	*Learning using Kahoot allows me to be more effective in learning.*					

INTERVIEW QUESTIONS

1. Apa tanggapan anda menggunakan kahoot dalam pembelajaran kosa kata bahasa inggris ? *What is your response to using kahoot in English vocabulary learning?*

2. Apakah kahoot mudah digunakan dalam pembelajaran kosa kata bahasa inggris ? *Is kahoot easy to use in learning English vocabulary?*

3. Bagaimana menurut anda belajar menggunakan kahoot dibandingkan dengan media lain seperti buku ? *How do you think learning to use kahoot compared to other media such as books?*

4. Lebih suka belajar menggunakan kahoot atau menggunakan media lain ? *Prefer to learn to use kahoot or use other media?*

5. Apa kelebihan belajar menggunakan kahoot ? *What are the advantages of learning to use kahoot?*

6. Apa kekurangan belajar dalam menggunakan kahoot ? *What are the disadvantage of learning in using kahoot ?*

Result of the Questionnaire

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
1.	*Kahoot made me very interested in learning English vocabulary.*	-	-	3,3% **1**	20 % **6**	76,7% **23**	100%
2.	*Using kahoot makes for more effective collaborative learning*	-	3,3% **1**	3,3% **1**	26,7% **8**	66,7% **20**	100%
3.	*Learning using Kahoot makes me aware of new Vocabulary materials*	-	-	3,3% **1**	43,3% **13**	53,3% **16**	100%
4.	*The animation and audio from Kahoot makes me more enthusiastic about learning English vocabulary.*	-	3,3% **1**	10% **3**	16,7% **5**	70% **21**	100%
5.	*Kahoot allows for comfortable self-expression*	-	3,3% **1**	3,3% **1**	26,7% **8**	66,7% **20**	100%

No.	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	

No.	Statement						Total
1.	*Kahoot is easy to use to learn english Vocabulary.*	-	-	3,3% 1	23,3% 7	73,3% 22	100%
2.	*Kahoot possible to use everytime and everywhere*	-	-	10% 3	20% 6	70% 21	100%
3.	*Kahoot made it difficult for me to learn English Vocabulary*	40% 12	36,7% 11	20% 6	-	3,3% 1	100%
4.	*Kahoot in English Vocabulary Learning is Boring*	46,7% 14	33,3% 10	10% 3	10% 3	-	100%
5.	*Learning using Kahoot allows me to be more effective in learning.*	-	-	3,3% 1	33,3% 10	63,3% 19	100%

Appendix IV

Interview Transcription

INTERVIEW TRANSCRIPTION

Interviewee 1

1. **What is your response to using Kahoot in English vocabulary learning?**

   Awalnya agak susah bagi saya tidak terlalu banyak kosakata bahasa inggris, namun untuk aplikasinya sangat mudah untuk digunakan. untuk fiturnya dan animasinya juga saya suka (At first it was a bit difficult for me not too much English vocabulary, but for the application it is very easy to use. for the features and animations too I like)

2. **Is Kahoot easy to use in learning English vocabulary?**

   Selama saya belajar kahoot kemarin tidak ada kendala karena fiturnya juga sederhana namun tampilannya menarik. (During my learning kahoot yesterday there were no obstacles because the features are also simple but look attractive)

3. **How do you think learning to use kahoot compared to other media such as books ?**

   Saya lebih suka menggunakan kahoot dibandingkan buku karena animasi kahoot lebih menarik dan menyenangkan.

   (I prefer to use kahoot over books because animated kahoot is more interesting and fun.)

4. **Which you prefer learn to use Kahoot or use other media?**

   Karena kahoot pertama kali untuk belajar bahasa inggris makanya saya lebih memilih kahoot.

   (I prefer to use kahoot over books because animated kahoot is more interesting and fun)

5. **What are the advantages of learning to use Kahoot ?**

   Setelah menggunakan Kahoot, saya merasa belajar bahasa inggris menjadi mudah dan menyenangkan.

   (After using Kahoot, I found learning English to be easy and fun *)*

6. **What are disadvantages of learning in using Kahoot ?**

   Sebenarnya lebih ke pribadi karena memang kosa kata saya yang kurang sehingga sulit memahami instruksi dan soal yang ada.

   (Actually, it's more personal because my vocabulary is lacking so it is difficult to understand the instructions and questions.*)*

Appendix V

Bukti Surat Izin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 2237/Un.03.1/TL.00.1/10/2023	24 Oktober 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: IzinPenelitian	

Kepada

Yth. Kepala MTs Walisongo Krebet Bululawang
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:
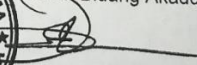
Nama	:	Arbain Al-Ashar
NIM	:	19180013
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2023/2024
Judul Skripsi	:	**Students' Perception of Using Kahoot ! for English Vocabulary Learning Media at Junior High School**
Lama Penelitian	:	**Oktober 2023** sampai dengan **Desember 2023** (3bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
PUSAT PENELITIAN DAN ACADEMIC WRITING

Sertifikat Bebas Plagiasi

Nomor: 0267/Un.03.1/PP.00.9/01/2023

diberikan kepada:

Nama   : Arbain Al-Ashar
NIM   : 19180013
Program Studi : Tadris Bahasa Inggris
Judul Karya Tulis : STUDENTS' PERCEPTION OF USING KAHOOT FOR ENGLISH VOCABULARY LEARNING MEDIA AT JUNIOR HIGH SCHOOL

Naskah Skripsi/Tesis sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Pusat Penelitian dan Academic Writing, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Malang, 20 Desember 2023
Kepala,

Benny Afwadzi

Appendix VII

Documentation

Asking for the research permission

Distributing the questionnaire

Interviewing the students

Student's Identity

Name	: Arbain Al-Ashar
Student's ID Number	: 19180013
Place and Date of Birth	: Pat Bajo, January 17th, 2001
University	: Maulana Malik Ibrahim State Islamic University
Faculty	: Faculty of Education and Teacher Training
Department (year)	: English Education (2019)
Address	: Mabbiring Pulu, Kec. Sibulue Kab. Bone, Sulawesi Selatan
Email	: Arbainsyahnur9@gmail.com
Phone Number	: 6288991066058

Malang,

Arbain Al-Ashar

NIM. 19180013