

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

There are many perceptions of students about Kahoot! as a media for learning English in general, Kahoot! can make students enthusiastic and motivate students to learn English, students feel they are not bored with learning to use Kahoot! and students are happy to learn to use Kahoot!. Huseyin Bicen tells in his study that Kahoot! was shown to be best application for teachers to promote students in the classroom and integrate competition into the educational environment. Kahoot! encourages learning and creates a fun and competitive environment.<sup>1</sup>

According to Nokham, Kahoot! is an online game which was developed to address the challenges in the learning process that makes students more concentration, more collaboration, comfortable in learning and increase motivation to learn.<sup>2</sup> Kahoot! is a game-based learning platform, used as educational technology in schools and other

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<sup>1</sup> Huseyin Bicen and Senay Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot as a case study", <https://doi.org/10.3991/ijet.v13i02.7467>, Vol. XIII, No. 2, (2018), 85.

<sup>2</sup> Leony Sanga Lamsari Purba et al, "Effectiveness of Use of Online Games Kahoot! Chemical to Improve Student Learning Motivation", *Jurnal Pendidikan Kimia*, Vol. XI, No. 2, (July-August 2019), 59.

educational institutions. This is a learning game, generated multiple choice quiz which can be accessed via a web browser or the Kahoot app.

In this study, the reason the researcher uses the Kahoot! application as a learning media is to create an interesting learning process by using internet-based media. This is in line with the present era where the use of the internet has been applied in almost every activity, including learning activities in schools. Kahoot! brings a lot of interaction to the classroom.<sup>3</sup> Students reiterated that they enjoyed the competitive nature of the game and commented that it helped them retain concepts. The use of the Kahoot! application also makes the learning process more enjoyable because the interaction process that occurs between teachers and students involves game-based media so that students become more excited in the learning process.

In learning English especially about descriptive text, writing skill is important for students to understand its material. If the students are not mastering this skill, they will face the trouble in learning descriptive text. One of case about this problem has been found by Abdullah Syarofi. In his preliminary research, it shows that the students have problems with

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<sup>3</sup> Yassine Benhadj et al, "Investigating the Impact of Kahoot! on Students' Engagement, Motivation, and Learning Outcomes: Ifrane Directorate as a case study", *International Journal of Advance Study and Research Work*, Vol. II, No. 6, (June 2019), 7.

both ability and participation in writing.<sup>4</sup> Most of students have problems in developing the idea or the content and they also often make error in grammar and vocabulary.

Further, in Syarofi's study, students argue that the writing activity is mostly monotonous since the writing task is usually given without being facilitated by some strategies or media. Teacher should use a strategy or attractive media to improve the students' writing skills and participation in searching about the topic being discussed. Based on this case, the use of Kahoot! can be a strategy of using media in learning descriptive text.

According Susiwi chemistry learning should not rule out the discovery process chemistry concepts, for it takes the appropriate approaches and media during the learning process. All aspects of chemistry teaching should focus on learners change towards the better. One focus is student motivation. According Kasmadi and Indraspuri, subjects were classified as is chemistry lesson is tough enough for most high school students /MA. Advances in technology and science have

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<sup>4</sup> Abdullah Syarofi et al, "Implementing Process Writing Strategy Using Weblogs to Improve Students' Ability in Writing Descriptive Text", *Lingua Cultura*, Vol. XII, No. 4, (November 2018), 351.

drawn attention to the technological tools that appeal to the sense organs and require interaction with students in environmental education.<sup>5</sup>

Kahoot! as a digital platform can create more relaxed and pleasant atmosphere in the learning process. The interaction process that occurs between teacher and students becomes more developed so that learning objectives can be achieved easily. Therefore, the researcher interested in studying and finding the students' perception on the application of Kahoot! as digital media in learning descriptive text.

## **B. Limitation of Study**

Due to the researcher has many weaknesses and and faces some of obstacles in conducting of the study so the focus of this study only concern to know the students' perception on the application of Kahoot! as digital media in learning descriptive text.

## **C. Statement of the Problem**

In this research, the statement of problem is about what is the students' perception on the application of Kahoot! as digital media in learning descriptive text?

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<sup>5</sup> Purba, "Effectiveness of Use of Online Games Kahoot!", No. 11, 58.

#### **D. Objective of the study**

Based on the research problem, the objective of this research is to find out the students' perception on the application of Kahoot! as digital media in learning descriptive text.

#### **E. Significances of the Research**

The implementation of this research is intended to make several contributions, especially in the field of educational innovation. In addition, there are some useful information and input for several parties, including:

##### **1. For researchers**

Indirectly, this research provides a broad and deep understanding for the researcher in studying the use of the Kahoot! application as a digital media in learning for students. In addition, researchers can also develop this method in teaching that is more creative and innovative.

##### **2. For students**

The learning system with the help of media can basically produce more enjoyable learning activities and create a more interactive classroom atmosphere, either students and students or students and teachers. Students are expected to more easily accept and understand the learning material provided.

### **3. For further research**

Researchers expect more in-depth research on the Kahoot! application as a digital media in learning. This can be done by further exploring the content of this application such as question forms, group division systems, and other things that are still related to the use of the Kahoot! application so that students get a better understanding.

### **F. Previous Study**

The researcher also used some previous study from Yassine Benhadj et al about Investigating the Impact of Kahoot! on Students' Engagement, Motivation, and Learning Outcomes: Ifrane Directorate as a case study. This paper shapes the landscape of an empirical research study on applying gamification to education.<sup>6</sup> In this investigation, the aim was to assess to what extent Kahoot! leads to more students' engagement and motivation, improved learning outcomes, and more willingness and readiness to try Kahoot! in future learning experiences. The most obvious finding of this study is that teacher should teach Digital natives, the Net generation, the Google generation or the Millennials the way they want to learn. The researcher suggest that in

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<sup>6</sup> Benhadj, "Investigating the Impact of Kahoot!", Vol. II, No. 6, 1.

future work will be more qualitative in nature. The upcoming analysis of the qualitative data will take the form of words, text or behavior patterns.

Another research from Huseyin Bicen tells about Perceptions of Students for Gamification Approach: Kahoot as a Case Study. Student perception on gamification were surveyed to determine the best application of this method, the environment necessary for its use, and the manner by which the application should proceed.<sup>7</sup> The findings showed that inclusion of a gamification method increased the interest of students in the class, and increased student ambitions for success. This method was also found a positive impact on student motivation. The researcher give a recommendations for further study that the next research should conduct in verbal lessons because this study was conducted during the computing lesson.

## **G. The Organization of Writing**

To make this research comprehend easily, the researcher organize this paper as follows:

1. Chapter I is Introduction which is consist of the background of the study, statement of problem, objective of study, limitation of study,

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<sup>7</sup> Bicen, "Perceptions of students", Vol. XIII, No. 2, 72.

significance the study, previous of the study, and the organization of writing

2. Chapter II is Theoretical Framework which is consist of the definition of perception, Kahoot!, and descriptive text.
3. Chapter III is Method of the Research which is consist of the research method, place and time of the research, participants, technique of data collection, technique of data collecting, and research procedure.
4. Chapter IV is Finding and Discussion which is consist the data description and discussion about this research.
5. Chapter V is Conclusion which is consist the conclusion of this research and suggestion.