CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presenting the finding data to answer research question about what is students' perception on the application of Kahoot! as digital media in learning descriptive text. The data is presented in description form after the researcher show the result from questionnaire.

A. Data Description

The data that presented in this section is data from questionnaire which is distributed by Google Form to tenth grade students of SMKN 2 Kota Serang. This data has a function to know about students' perception on the application of Kahoot! as digital media in learning descriptive text. Students choose their perception in learning descriptive text using Kahoot! in items of questionnaire.

Table 4.1

Gender of participants

Gender	Frequency	Percentage
Female	1	3.13%
Male	31	96.87%
Total	32	100%

In this research, the researcher involves 32 students of Electrical Engineering in SMKN 2 Kota Serang to know their perception after learning descriptive text using Kahoot!. The data was collected on Tuesday, 25th May 2021 until Monday, 31st May 2021.

The questionnaire contains 10 statements in multiple choice form with 4 answers that have students choose by their perception. Beside questionnaire, the researcher also make about 5 questions for several students in interview session. In this research, the researcher choose 4 students as interviewee. Their responses have a function to strengthen the answer from questionnaire. The result from questionnaire and interview will be described below.

Table 4.2

The result data of questionnaire

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
1.	The material of descriptive text is difficult	5	13	9	5	32
2.	Using digital media is needed in learning descriptive text	7	21	4	0	32
3.	Using digital media helps me to understand in learning descriptive text	16	12	1	3	32
4.	Kahoot! as digital media is exciting	8	21	3	0	32
5.	Using Kahoot! as digital media in descriptive text material makes learning more interested	7	22	3	0	32
6.	Using Kahoot! makes motivation in learning descriptive text increased	13	15	4	0	32
7.	I feel comfortable in learning descriptive text by using Kahoot!	8	21	3	0	32
8.	Kahoot! apps is easily to use	9	19	3	1	32
9.	The use of Kahoot! has improving my experience in learning descriptive text	11	17	2	2	32
10.	Kahoot! helps me a lot to understand in learning descriptive text	11	18	3	0	32

Annotation:

SA   : Strongly Agree

A   : Agree

D   : Disagree

SD   : Strongly Disagree

The data above which is obtained from respondents will be calculated the percentage level of each answer from questionnaire. To get the percentage, researcher using formula:

$$p = \frac{f}{n} x\ 100\%$$

Explanation: P = percentage

F = frequency of the item

N = number of participant

100% = consonant value

The result from questionnaire is changed into percentage level because to make analyzing and interpreting the data become easily. The tabulation data from questionnaire will be described below.

Table 4.3

The tabulation data of questionnaire

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
1.	The material of descriptive text is difficult	15.62%	40.63%	28.13%	15.26%	100%
2.	Using digital media is needed in learning descriptive text	21.87%	65.63%	12.50%	0.00%	100%
3.	Using digital media helps me to understand in learning descriptive text	50.00%	37.50%	3.13%	9.37%	100%
4.	Kahoot! as digital media is exciting	25.00%	65.63%	9.37%	0.00%	100%
5.	Using Kahoot! as digital media in descriptive text material makes learning more interested	21.87%	68.76%	9.37%	0.00%	100%
6.	Using Kahoot! makes motivation in learning descriptive text increased	40.63%	46.87%	12.50%	0.00%	100%
7.	I feel comfortable in learning descriptive text by using Kahoot!	25.00%	65.63%	9.37%	0.00%	100%
8.	Kahoot! apps is easily to use	28.13%	59.37%	9.37%	3.13%	100%

9.	The use of Kahoot! has improving my experience in learning descriptive text	34.37%	53.13%	6.25%	6.25%	100%
10.	Kahoot! helps me a lot to understand in learning descriptive text	34.38%	56.25%	9.37%	0.00%	100%

From the tabulation data of questionnaire, then the researcher explained the detail description of each statement below. Several statements are supported by data from interview session.

Table 4.4

The tabulation data of statement 1

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
1.	The material of descriptive text is difficult	5 (15.62%)	13 (40.63%)	9 (28.13%)	5 (15.26%)	32 100%

According to table of tabulation data, statement 1 about the material of descriptive text is difficult shows that almost half of students (40.63%) said agree that the material is difficult and small number of students (15.62%) state strongly agree. In the other side, nine students (28.13%) disagree and others (15.26%) state strongly disagree in this statement.

Although the difference of percentage level is low, but the researcher concluded that the material about descriptive text is difficult because more than 50% students agree.

Table 4.5

The tabulation data of statement 2

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
2.	Using digital media is needed in learning descriptive text	7 (21.87%)	21 (65.63%)	4 (12.50%)	0 (0.00%)	32 100%

Secondly, nearly quarter of students (21.87%) state strongly agree that using digital media is needed in learning descriptive text. While more than half of students (65.63%) choose agree for this statement. In contrary perception, a little bit of students (12.50%) said disagree and no one (0,00%) who state strongly disagree. Based on findings, the researcher state students agree that important to use digital media in learning descriptive text. This perception is also supported by data from the interviewee in interview session as follows.

"Very important, the reason is because digital media can

make learning easier". (Interviewee*3)

"Using digital media is very important. Because in this

time, it can provide another reference so do not get bored

with books". (Interviewee*2)

"It is very important, because the use of learning media

is very beneficial in this time". (Interviewee*1)

Table 4.6

The tabulation data of statement 3

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
3.	Using digital media helps me to understand in learning descriptive text	16 (50.00%)	12 (37.50%)	1 (3.13%)	3 (9.37%)	32 100%

Next, half of students (50.00%) said strongly agree that using

digital media helps them to understand in learning descriptive text. There

are 12 students (37.50%) state agree that digital media is help them in

learning. In the other hand, only one student (3.13%) disagree and small

number (9.37%) state disagree. From the results, the researcher

concluded most of students agree that using digital media helps to

understand in learning descriptive text. This statement is supported by response from the interviewee as follow.

"Using digital media is sometimes easier to understand and make me not sleepy easily in the learning process". (Interviewee*4)

Table 4.7

The tabulation data of statement 4

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
4.	Kahoot! as digital media is exciting	8 (25.00%)	21 (65.63%)	3 (9.37%)	0 (0.00%)	32 100%

The fourth statement state that Kahoot! as digital media is exciting. The result shows quarter of students (25.00%) state strongly agree and more than half (65.63%) agree that Kahoot! is exciting. In contrast, small number of students (9.37%) said disagree and nothing students (0.00%) state strongly disagree to this statement. From the data, the researcher concluded more than 90% students agree that Kahoot! as digital media is exciting.

Table 4.8

The tabulation data of statement 5

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
5.	Using Kahoot! as digital media in descriptive text material makes learning more interested	7 (21.87%)	22 (68.76%)	3 (9.37%)	0 (0.00%)	32 100%

Meanwhile, the statement 5 shows most students (68.76%) state agree and seven students (21.87%) said strongly agree that using Kahoot! as digital media in descriptive text material makes learning more interested. In the same case from statement 4, small portion of students (9.37%) disagree and no one (0.00%) state strongly disagree. It can concluded that students mostly agree about learning descriptive text can be more interested when using Kahoot! as digital media. To support the data, the researcher provided an answer from the interviewee in the interview session as follow.

"Yes, because by using Kahoot!, the learning process become more fun, interesting and not bored". (Interviewee*4)

Table 4.9

The tabulation data of statement 6

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
6.	Using Kahoot! makes motivation in learning descriptive text increased	13 (40.63%)	15 (46.87%)	4 (12.50%)	0 (0.00%)	32 100%

Then, almost half of students (46.87%) said agree that using Kahoot! makes motivation in learning descriptive text increased. Almost the same number of students (40.63%) state strongly agree that their motivation is increased. In contrary perception, no one students (0.00%) state strongly agree in this statement and others (12.50%) said disagree. From the data, the researcher concluded that the use of Kahoot! in learning descriptive text makes students' motivation increased because more than 80% students agree about this statement.

Table 4.10

The tabulation data of statement 7

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
7.	I feel comfortable in learning descriptive text by using Kahoot!	8 (25.00%)	21 (65.63%)	3 (9.37%)	0 (0.00%)	100%

In statement 7, quarter of students (25.00%) said strongly agree and more than half (65.63%) state agree that they feel comfortable in learning descriptive text when using Kahoot!. In contrast, the small number of students (9.37%) state disagree. Even, there are no one students (0.00%) who said strongly agree. Based on the result, the researcher concluded more than 90% students agree that they feel comfortable by using Kahoot! in learning descriptive text. The researcher also provided a response from the interviewee which is supported the result from questionnaire below.

"Yes, because the media makes learning easily and the atmosphere in learning become more enthusiastic because using a different method than usual". (Interviewee*1)

Table 4.11

The tabulation data of statement 8

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
8.	Kahoot! apps is easily to use	9 (28.13%)	19 (59.37%)	3 (9.37%)	1 (3.13%)	32 100%

From the data, more than half (59.37%) state agree and nine students (28.13%) said strongly agree that Kahoot! apps is easily to use. While small portion of student (9.37%) disagree and one students (3.13%) said strongly disagree. The researcher concluded students agree that using Kahoot! apps is easily. This perception is also supported by data from the interviewee as follow.

"It is not difficult because before using Kahoot!, we accepted the guide from the teacher. So I do not find the difficult". (Interviewee*3)

Table 4.12

The tabulation data of statement 9

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
9.	The use of Kahoot! has improving my experience in learning descriptive text	11 (34.37%)	17 (53.13%)	2 (6.25%)	2 (6.25%)	32 100%

Moreover, most students (53.13%) state agree that the use of Kahoot! has improving their experience in learning descriptive text. This is also support by eleven students (34.38%) said strongly agree about statement. In the other hand, there are four students who state the contrary perception, each two (6.25%) for disagree and also two (6.25%) for strongly disagree. From the result, the researcher state students' experience in learning descriptive text improved by using Kahoot!, because more than 80% students agree for this statement.

Table 4.13

The tabulation data of statement 10

No	Statement	Degree of Agreement				Total
		SA	A	D	SD	
10.	Kahoot! helps me a lot to understand in learning descriptive text	11 (34.38%)	18 (56.25%)	3 (9.37%)	0 (0.00%)	32 100%

In the last statement, there are eleven students (34.38%) said strongly agree and more than half (56.25%) agree that Kahoot! helps them a lot to understand in learning descriptive text. Meanwhile, small number of students (9.37%) state disagree and nothing students (0.00%) who state strongly disagree. It concluded Kahoot! helps students a lot to understand in learning descriptive text. There are more than 90% students agree to his statement. In this statement, the researcher also provided an answer from the interviewee to supported the data as follow.

> Yes, because Kahoot! explain the descriptive text
> clearly, the game is educational and very good.
> (Interviewee*2)

B. Discussion

In learning activity, a teacher has a tough task to make sure every student can understand the material which is presented. To get a good learning outcome, of course a good mentoring, clarity in teaching process, and understanding the characteristics of students are things that must be considered by a teacher. When students feel a conducive situation and fun learning, it is likely that good learning outcome will be easily obtained.

The main purpose of this research is to know about the students' perception in learning English, especially about descriptive text by using Kahoot! as digital media. The teacher has a responsibility to get their perception by using Kahoot! as a method in learning process. Students will have good perception for this way if the teacher use a good teaching method and make them interested to learning process. Otherwise, if the teacher can not to be a real teacher, the learning process will be not maximum and students give negative perception.

According to the result from the questionnaire and interview above, the researcher concluded that students have a good perception on the application of Kahoot! as digital media in learning descriptive text. Most of students said that using Kahoot! as digital media help them to understanding the material about descriptive text. It is because Kahoot is a game-based technology which is provided supporting features in learning process. In addition, students also feel a different learning atmosphere from their habit when learning something in the class. This statement is related to Speck. His stated that English language learners will benefit if they approach and use technology in learning.[29] The use of technology-based learning media has some advantages in the students learning process who are familiar with the digital world.

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[29] Van Lam Kieu et al, "Effectiveness of using Technology in Learning English", *AsiaCALL Online Journal*, Vol. XII, No. 2, (2021), 24.

From the result of this research, more than half students said that the material of descriptive text is difficult. After using Kahoot! as digital media during learning process, they fell helpful to understand the material about descriptive text. This is in line with Plump and LaRosa. Their state that Kahoot! support the construction of new knowledge and understanding through further explanation during or after the game.[30] In this situation, Kahoot! as digital media is important in students learning process to understand the descriptive text material.

Moreover, students in learning descriptive text using Kahoot! as digital media get a new atmosphere in learning process. They feel more comfortable and happy when receive the learning material. The result is their motivation in learning descriptive text increased using Kahoot!. This statement is in line with Lofti and Pratolo. In their study, Kahoot! as an interactive online game-based learning media increase students' motivation in learning, building a good atmosphere in the classroom, helping students get focused, and providing positive competition in learning process.[31] In another research, this statement is also relate with Tang study. He state that learning with computer games excites and

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[30] Carolyn M. Plump and Julian LaRosa, "Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novice", *Management Teaching Review*, (2017), 6.

[31] Tio Moon Lofti and Bambang Widi Pratolo, "Students' Perception Toward The Use of Kahoot! Online Game for Learning English", *Ethical Lingua*, Vol. VIII, No. 1, (March 2021), 283.

captivates learners to learn about a subject through the use of game-play transforming from painfull learning experience to a fun, motivating and engaging experience.[32]

Although the result of this research shows most of students state agree that the use of Kahoot! as digital media makes their motivation and interesting in learning descriptive text increased, but there are students who give negative perception in the learning process. Some of students said descriptive text is not easy to learn because it is not their favorite material in learning English. There are also several students who lack of motivation in learning the material using Kahoot! as a learning media. This is become an important point for a teacher to pay attention to the condition of students so they are more interested follow the study.

From this research, we can see that every method or technique have strengths and weaknesses in the implementation. By using Kahoot! as media in learning descriptive text, students mostly may be have positive perception. Meanwhile, there are also some students who give bad perception in learning activity. Beside teacher use a good approach or strategy for the learning process, very important for teacher to know

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[32] Thomas Connolly, Mark Stansfield, and Liz Boyle, *Games-Based Learning Advancements for Multi-Sensory Human Computer Interfaces: Technique and Effective Practices,* (New York: IGI Global, 2009), 10.

the students' situation comprehensively to get the best result from their study.