

TEACHERS' AND STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF KAHOOT! GAME IN LEARNING VOCABULARY

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Abstract

This research was a descriptive study aimed at describing (1) how the teachers implement Kahoot! in teaching vocabulary. (2) Analyze the teachers' perception of using Kahoot! in English classrooms. And (3) to analyze the students' perception of Using Kahoot! in their English classroom. The subject of this study was the English teachers of twelfth-grade students in the language program and twelfth-grade students in the language program of SMAN 1 Kintamani. The methods of data collection were observation, questionnaire, and interview. The data were analyzed qualitatively. The results of the study showed that the English teachers of twelfth-grade students, especially the teachers in language programs, used Kahoot! to support the learning process more fun. The teachers used Kahoot! as an evaluation at the end of the learning session. The teachers had a positive perception of the implementation of Kahoot! in the English classroom. Then, mostly the students in the language program had a positive perception of the implementation of Kahoot! in learning English vocabulary. There were also some problems that they faced during the implementation of Kahoot, such as a problem with the internet connection and LCD projector. Some students also found it difficult to concentrate when answering because the classroom situation was not conducive. Some students were screaming and celebrating when the answer they chose was correct. Overall both teachers' and students' perception was positive. The implementation of Kahoot motivated students to learn so hard and effectively to increase students vocabulary achievement.

Keywords: *English teachers, senior high school, Kahoot!, Perception, vocabulary*

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Abstrak

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk mendeskripsikan (1) bagaimana guru menerapkan Kahoot! dalam mengajarkan kosa kata. (2) Menganalisis persepsi guru tentang penggunaan Kahoot! di kelas dan (3) menganalisis persepsi siswa tentang Menggunakan Kahoot! di dalam belajar kosakata bahasa Inggris. Subyek penelitian ini adalah guru bahasa Inggris siswa kelas dua belas program bahasa dan siswa kelas dua belas program bahasa SMAN 1 Kintamani. Metode pengumpulan data adalah observasi, angket dan wawancara. Data dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa guru bahasa Inggris siswa kelas dua belas khususnya guru program bahasa menggunakan Kahoot! untuk mendukung proses belajar yang lebih menyenangkan. Para guru menggunakan Kahoot! sebagai evaluasi di akhir sesi pembelajaran. Para guru memiliki persepsi positif terhadap implementasi Kahoot! di kelas bahasa Inggris. Kemudian, sebagian besar siswa program bahasa memiliki persepsi positif terhadap penerapan Kahoot! dalam mempelajari kosa kata bahasa Inggris. Ada juga beberapa masalah yang mereka hadapi selama implementasi Kahoot! seperti masalah dengan koneksi internet dan proyektor LCD. Beberapa siswa juga sulit berkonsentrasi saat menjawab karena situasi kelas yang tidak kondusif, ada beberapa siswa yang berteriak dan bergembira ketika jawaban yang mereka pilih benar. Secara keseluruhan persepsi guru dan siswa positif, penerapan Kahoot! memotivasi siswa untuk belajar dengan giat dan efektif untuk meningkatkan kosakata siswa.

Kata Kunci: *Guru Bahasa Inggris, SMA, Kahoot!, Persepsi, Kosa Kata*