STUDENTS' PERCEPTION OF KAHOOT
AS ENGLISH NARRATIVE READING ONLINE ASSESSMENT
AT SDN 2 NGELUK

A FINAL PROJECT PROPOSAL
Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree in English Education



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# VALIDATION

### A Sarjana Pendidikan Final Project on

## STUDENTS' PERCEPTION OF KAHOOT AS ENGLISH NARRATIVE READING ONLINE ASSESSMENT AT SDN 2 NGELUK

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# STATEMENT OF THE ORIGINALITY

## STATEMENT OF THE ORIGINALITY

I hereby declare honestly that this undergraduate thesis that I have written does not contain the work or part of the work of others, except those that have been quoted in quotations and references, as a scientific paper should. If my statement is invalid at a later date, I strongly agree to accept academic sanctions in the form of revocation of my paper and the degree I obtained from the paper.

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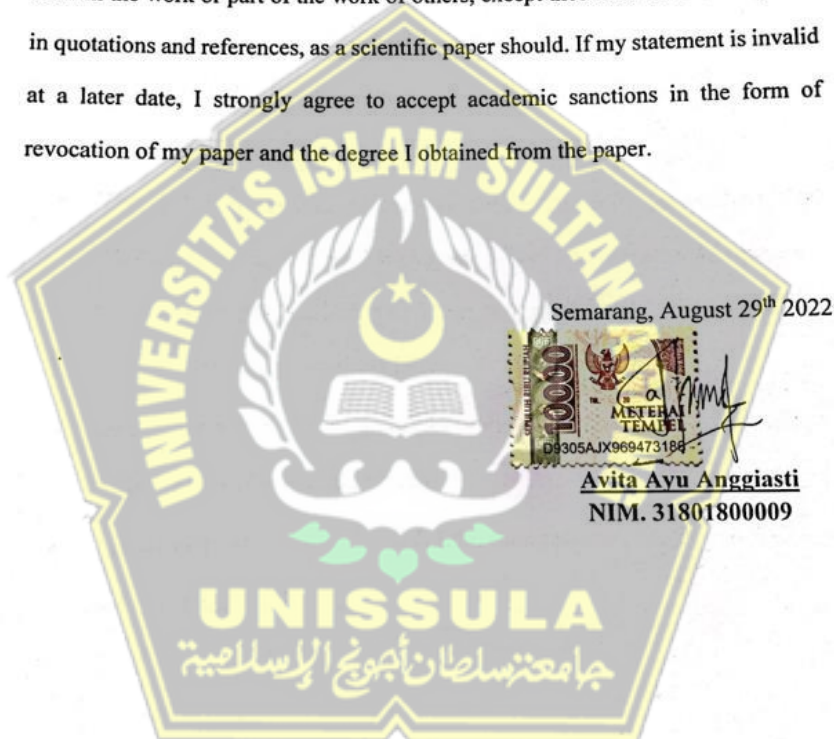
# MOTTO

"Berbiasalah, berbahagialah" – Wira Nagara

# DEDICATION

This Final Project is dedicated with love to:

- My self

- The whole family, especially to my beloved mother (Siti Aminah) and father (Endang Kusmanto) who always give endless prayers, love, and patience. No words can describe how proud I am to be your daughter. You both, have given me love and everything I need.

- All my good friends from junior to senior high school who supported me while I was working on this thesis.

- All my classmates in the English Education program, thank you for being such good and solid friends.
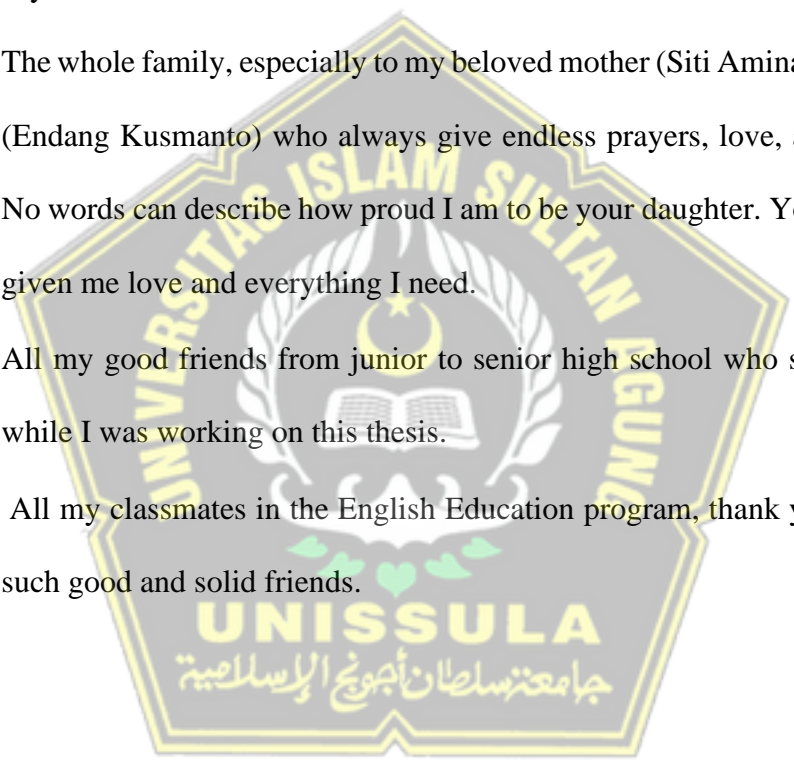
# ABSTRACT

**Avita Ayu Anggiasti. 2018**. "*Students' Perception of Kahoot as English Narrative Reading Online Assessment at Sdn 2 Ngeluk".* A Final Project, English Education Study Program, Language and Communication Science Faculty. Sultan Agung Islamic University. Supervisor: Nani Hidayati, S.Pd., M.Pd.

With regard to the new era of teaching and learning, the use of technology had a great impact on student learning activities. The purpose of this study was to describe student's perception of Kahoot as English narrative reading online assessment. This research used descriptive quantitative method as the research design. This study used 21 samples to fill out a questionnaire with 15 questions. The data collection technique used in this study was a closed-ended questionnaire. This questionnaire is divided into 3 aspects, the first aspect is educational effect got 74,84%, the second classification is catalytic effect got 88,12% and the last is Eligibility got 57,07%. The results of this study obtained an average percentage of 73,34%, therefore it can be concluded that students' perceptions were positive about Kahoot as an online reading assessment.

**Keywords: Perception, Kahoot, Online Assessment and Reading.**

# INTISARI

**Avita Ayu Anggiasti. 2018.** *"Persepsi Siswa tentang Kahoot sebagai Penilaian Online Membaca Naratif Bahasa Inggris di SDN 2 Ngeluk".* Tugas Akhir, Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Pada era baru belajar mengajar, penggunaan teknologi berdampak besar pada kegiatan belajar siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa tentang Kahoot sebagai penilaian online untuk membaca naratif bahasa Inggris. Penelitian ini menggunakan metode deskriptif kuantitatif. Penelitian ini menggunakan 21 sampel untuk mengisi kuesioner dengan 15 pertanyaan. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket tertutup. Kuesioner ini dibagi menjadi 3 aspek, aspek pertama adalah education effect mendapatkan 74,84%, klasifikasi kedua mendapatkan catalytic effect 88,12% dan terakhir Eligibility mendapatkan 57,07%. Hasil penelitian ini diperoleh persentase rata-rata sebesar 73,34%, sehingga dapat disimpulkan bahwa persepsi siswa positif terhadap Kahoot sebagai penilaian membaca online.

Kata kunci: **Persepsi, Kahoot, Penilaaian Online dan Membaca.**

# ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. Praise be to Allah SWT, the Lord of the Universe for His mercy, grace, health, and inspiration so that this thesis can be completed, so that this research can be completed perfectly. Sholawat and greetings may be poured out to the Prophet Muhammad SAW who has guided mankind to the path of Allah. I would like to express his deepest gratitude, appreciation, and love to many parties who have helped him in completing this Final Project. I would like to thanks:

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2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd as the Dean of College of Languages and Communication Science, Sultan Agung Islamic University.

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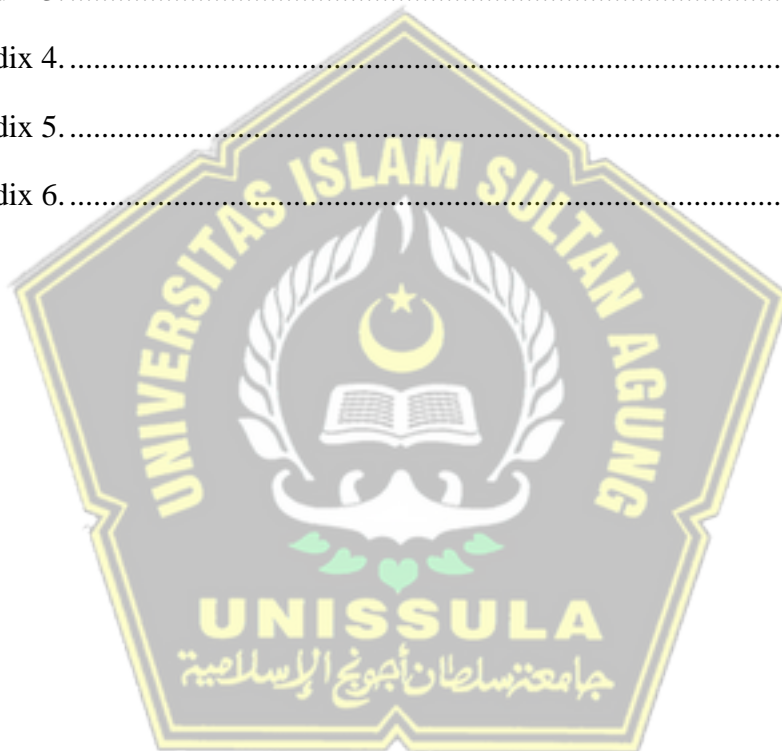
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# CHAPTER I
# INTRODUCTION

This chapter presents about Background of Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key terms, and Organization of the Study.

## 1.1 Background of the Study

Technology is referred as something that is able to provide instant result in various aspects. In terms of education, technology also has a considerable impact. These two things are increasingly inseparable because of the roles of the two that are interconnected with each other. Education today requires the involvement of technology either directly or indirectly, this is due to the rapid development of technology. In the process of learning and teaching, of course technology is needed. In addition to help the assessing and learning process, technology is also a medium to support learning and assessment, for example Kahoot, Quizeez, Ispring, etc. With these media, teachers can create alternative ways of teaching and assessment that are more interactive and innovative.

Assessment is important in the learning process as it measures the students knowledge and evaluates the students during the learning process. Teachers need to have core competencies such as assessing and learning processes and outcomes, and using assessment outcomes for learning purposes. By providing assessments, students can gain a deeper understanding and practice of their skills.

Assessment is also part of the teaching and learning process performed to measure students performance and learning progress and to provide teachers with information about whether education is effective and achieving its goals. The success of a learning program is usually determined by the outcome of the evaluation. Ratings can be used not only to measure students ability, but also to measure teachers ability to teach a students.

Most teachers use traditional evaluation tools: multiple-choice test, true or false tests, short answers, and essays taken only from students' books using pencils or pens and paper. Most of these standardized tests only assess students' lower-level thinking skills. Smaldino (2000) stated that traditional assessment often focuses on students' memorization and recall skills, so students' cognitive skills are weaker. Furthermore, traditional assessment tools require students to present their knowledge in a specific way. While most current learning has improved and modernized assessment techniques. There are now many online tools that can be used to make the assessment easier of the same types of assessments and can prevent students from getting bored with the pencil or pen and paper assessment forms.

One of the game-based learning platform, used as educational technology in schools is Kahoot. Kahoot is one of the online assessment media that contains quizzes and games. "Kahoot!" is an educational website founded by Johan Brand, Jamie Brooker, and Morten Versvik (2013). According to Siegle (2015) Kahoot is a game-based quiz that assesses students knowledge. Kahoot can help in the assessment process because in addition to utilizing technology, it is also more

efficient than having to write answer sheets in paper. In addition, using Kahoot is certainly very helpful for teachers in conducting assessments and using an assessment method using games can increase the enthusiasm of students to answer or work on the assessment given by the teacher.

By using Kahoot students got a new experience of assessment using Kahoot media that has never been used before in class and also Kahoot has interesting features. Applying Kahoot for assessment is a very good option compared to written assessment using paper and pen, students usually get bored using such assessment method. The teacher creates a quiz to evaluate student achievement by using multiple-choice questions presented in a game-like format for students. With Kahoot, teachers can conduct virtual assessments making it easier and more effective.

Based on the above background, it is interesting in knowing the students' perception of Kahoot as English reading assessment. This research entitles *Students' Perception of Kahoot as English Reading Online Assessment.*

## 1.2 Reasons for Choosing Topic

There are several reasons why this research is necessary and interesting to do:

1. Kahoot is one of the easily accessible online quiz media. Online assessment of course in this day and age is very necessary, by using online assessment of course can facilitate teacher and students.

2. Assessment is necessary in order to determine students' abilities in the material taught by the teacher.

3. Reading is very important because it can help students learn more.

## 1.3 Statement of the Problem

Based on the on the identification of the problems above, the statement of the problem:

What students' perception of Kahoot as English narrative reading online assessment at SDN 2 Ngeluk in the academic year 2022/2023 is.

## 1.4 Objective of the Study

Based on the research questions above, the research objective is:

To find out students' perception of Kahoot as English narrative reading online assessment at SDN 2 Ngeluk academic year 2022/2023.

## 1.5 Limitation of the Study

This study focuses on the following points:

1. Online media assessment being used is Kahoot.

2. Reading is the skill being assessed.

3. Grade 6 of SDN 2 Ngeluk as the subject of the study

## 1.6 Significiance of the Study

The research has some significances pedagogically and practically as follows:

1. Pedagogically

    a. For Teachers

For teachers, this research is expected to provide information, innovation, and understanding of students' perceptions of the Kahoot for English narrative reading online assessment. Hopefully it can help teachers in considering the selection of effective assessment media and provide benefits for students in online English learning.

b. For Students

With this research, students can understand and got benefit from using Kahoot, so that students do not need to use sheet paper when conducting assessments.

2. Practically

a. For Teachers

Hopefully this research can provide inspiration or ideas for teachers in assessing English through Kahoot. Teachers can use Kahoot for English narrative reading online assessment. This research can be used by teachers as input for the Kahoot media to improve the English online assessment process in the future.

b. For Students

With this research, students can be more enthusiastic when conducting assessments using Kahoot and be able to adapt to online English assessments in the current technological era. Kahoot can be accessed by students easily through gadgets.

**1.7   Definitions of Key Terms**

In this section, the study attempts to clarify and explain the terms used in this study. The definitions of the key terms are as follows:

1.   Perception

According to Robbins (2019), The process by which people organize and interpret their sensory perceptions in order to comprehend their surroundings is known as perception".

2.   Kahoot

Wayan (2019) states Kahoot is a free game-based learning platform that can be used for any field of study, on any device, and by users of all ages. Kahoot! was created to make learning more enjoyable and to be used both in and out of the classroom.

3.   Reading

Reading already improves students' general language proficiency in English by improving writing, vocabulary, and the ability to learn new concepts and information. (Mickulecky & Jeffries, 2004)

4.   Online Assessment

Online assessment is the process of evaluating students' learning performance online via an internet connection using ICT such as laptops, computers, and smartphones. (Lutfiah, 2020).

**1.8   Outline of the Study**

This study consists of five chapters, as follows:

Chapter I is an introduction consisting of the background of the research, reasons for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study, definitions of key terms, and outline of the study.

Chapter II discusses a review of the related literature which describes several theoretical points that underline the research and reviews of previous similar studies.

Chapter III discusses research method. The contents are research design, subject of the study, variable of study, and instruments for collecting data.

Chapter IV present the result of the research and discussion. It describes the analysis of result, measuring validity and reliability and discussion of research result.

Chapter V present conclusion and discussion. It draws conclusions from the data that have been discussed in previous chapters and suggestions that refer to the next action to be taken.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

The theoretical basis which includes the Definitions of Perception, Kahoot, Online Assessment, and Review of Previous Related Researches will be explained in this chapter II.

## 2.1 Perceptions

Perception is one of the keywords in this research. Perception is a sub-chapter in chapter II which includes the Definition of Perception, the Process of Perception, and Types of Perception.

### 2.1.1 The Definition of Perception

In psychology, the term is known for processing information obtained through observations, including perception. Perception is a psychological fungcion that begins as a sensation, but it continues to classify, classify, interpret, and taste several stimuli at the same time. The stimuli grouped in this way are interpreted in their own subjective sense. Slameto (2003) discovered that perception is the process of inputting messages and information into the human brain via human perception, which is constantly linked to the environment. This general definition can be understood as the ability of a person to see, hear, feel, imagine and understand what he or she is physically and mentally thinking about the environment and social life.

Perception is the process by which an individual chooses, organizes, and observes images that come from their environment as a result of their learning process and experience. Perception is people's reaction to what they receive from

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their environment. Sinaga (2018) suggests that perception is the process of entering massages or information into the human brain through human perceptions of long-term relationships with the environment.

From the above explanation, it can be concluded that perception is the process of sensing what is happening in the external world. In addition, the information received is interpreted and concluded. The purpose of perception itself is to show an individual's thoughts.

**2.1.2    The Process of Perceptions**

Qiong (2017) states that in order to fully understand how the perceptual process works, it should include the following steps:

1. Selecting

Selecting is the first part of the perceptual process, focusing attention on certain incoming sensory information. All five senses can be used to retrieve this information, but because there are so many stimuli in our field of perception, the brain is unable to fully process and comprehend them all. As a result, when information comes in through the senses, a variety of factors affect how the perceptual process actually develops.

2. Organizing

The second stage of perception is organization, during which we categorize perceived information using both innate and learned cognitive patterns. The categories can be size, color, texture, shape, etc.

3. Interpreting

Interpretation is generally the most subjective area of perception. Interpretation is the last stage in the perception process. Different people will give different interpretations even though they get the same stimulus.

Based on the three points of selection, organization, and interpretation above it can be concluded that everyone has a different perception. When people react differently in a situation, some of their actions can be explained by looking at their perceptual processes and how their perceptions lead to their reactions.

**2.1.3   The Types of Perceptions**

According to Irwanto (2002), there are two types of perceptions, namely negative perceptions and positive perceptions. the following is the explanation:

1. Negative perception

Negative perception is a perception that describes information that is known to be negative or not in accordance with the perceived object. In other words, negative perception is negative. An interpretation in which people evaluate the things around them.

2. Positive perception

Positive perception is a perception that positively describes all information, knowledge that is known. In this case, if the person has a positive perception, he will accept and support the perceived object.

By paying attention to the points above, positive or negative perceptions will always influence one's actions. Furthermore, whether the perception is positive or negative depends on how one describes the knowledge of the perceived object.

## 2.2 Reading

This sub chapter consists of Definition of Reading, Definition of Reading Comprehension and Narrative Text.

### 2.2.1 Definition of Reading

Patel (2008) states that Reading is an active process of recognizing and understanding skills. Reading is a crucial life activity because reading provides excitement, benefits and new knowledge to students about what they have read. Mikulecky (2008) stated that reading is the foundation of instruction in all facets of language learning, including revision of writing, vocabulary development, grammar acquisition, editing, use of computer-assisted language learning programs, and creation of new meaning from the reading.

According to Goestina (2016), reading is a complex, reflective, social, and cognitive process in which readers use their spoken and written language knowledge, text knowledge, and cultural knowledge to construct meaning at the same time. Reading is a process rather than a skill that can be learned once and for all. Reader competence evolves over time as a result of interaction with various types of texts and reading domains for various purposes.

Based on the above definition, it can be concluded that reading skills are important for the learning process. reading is the basis of teaching in all aspects of language learning developing vocabulary, acquiring grammar and speaking.

### 2.2.2 Definition of Reading Comprehension

Reading comprehension, according to Klingner (2007), is a process of interaction between readers and what they bring into the text. This process also includes text-related variables such as the reader's interest in the text and their understanding of the genre of the text. This means that what students learn and how they respond and comprehend differ. Individual competence determines the steps to construct meaning. Understanding is one of the goals of reading. Reading can help people improve their comprehension. The process by which a person understands the meaning of written or spoken language is referred to as comprehension. Reading comprehension, according to Blachowicz et al. (2015), is a process that requires skills and strategies.

From the text above, it can be concluded that reading comprehension is a process of building meaning by combining several complex processes including word reading, and word knowledge and fluency.

### 2.2.3 Narrative Text

According to Johns (2010), narrative text is a story written in a constructive form (written, spoken, prose, picture, song, drama, or dance) that describes a fictional or non-fiction sequence of events. It comes from the Latin verb narrate meaning to convey. Another definition, Bal (2009) argues that narrative text, is a text in which an author or subject tells a story to a purpose in a particular medium, such as language, images, and buildings.

From the above definition, it can be concluded that story text is basically a text that tells us that it didn't really happen, and was only written by the author. The

story text is intended to entertain, discover, and attract the attention of the reader or listener of the story. It educates, informs, conveys the author's reflection on the experience, and develops the imagination of the reader or listener. The purpose of stories is to entertain and entertain the reader in a way that is different from real or imaginary experiences.

## 2.3  Online Assessment

Online Assessment is the third keyword in this research. This is a sub that covers Definition of Online Assessment and Criteria of Good Assessment.

### 2.3.1  Definition of Online Assessment

Since today's students are loyal users of technology and various online virtual platforms (Khairil & Mokshein, 2018; Lister, 2019), teachers should gain considerable advantages to make their learning more meaningful by, for example, capturing their attention through their mobile devices. With technology-based assessments available on their mobile devices that can more accurately represent students' knowledge in an online environment.

Assessment is One of the most significant and effective components of the educational process, which offers palpable proof of learning, gauges student progress, and shows comprehension of the curriculum. In the current era, with technological advances in the hope of improving the learning process, including methods and process assessment. E-assessment has mostly been used for formative assessment, it was developed from an assessment form by converting based paper versions of multiple, true false, multiple choice and extended questions into an

electronic format, it has now been realized that it offers a number and advantages for modifying and assessing plan. Processes that are more relevant, valid, interesting, and meaningful (Anuradha, et al., 2020).

From the explanation above, it can be concluded that E-assessment can facilitate the assessment process of students and teachers. technology-based assessments available on their mobile devices to more accurately represent students' knowledge in an online environment.

**2.3.2   Advantages of Online Assessment**

According to Seifert & Feliks (2018), there are several advantages of online assessment as follows:

a. E-Aseessment also help save paper and time invested in print jobs. This reduces the limitations of class assessment.

b. E-Aseessment are available anywhere, anytime, on any device, great live feedback, automated ratings and reporting are just some of the benefits.

c. Conducting e-assessments for learning can optimize outcomes, reduce administration time and encourage immediate feedback.

d. E-Assessment can create unique situations and affect students' motivation and attitudes. Student success is influenced by individual differences in motivation and achievement.

According to Khairil and Mokshein (2018), there are several advantages of online assessment as follows:

a. Auto-marking

Online ranking platforms allow educators to create their own ranking platforms or use them online for free. Online evaluation also avoids human error when asking questions.

b. Quality feedback and fun discussion

Online assessments have enabled educators and students to provide high-quality, long-lasting feedback on performance when answering questions. Educators can also provide useful feedback and accountability.

c. Reliable and valid measurement

Online assessment and assessment questions are reliable and valid. The International Computer-Based Testing Guidelines state that equivalence test scores should be assigned to conventional paper-based tests (PBT).

d. Economics and ecology

The use of online reviews can be done paperless as an eco-friendly and cost-effective solution. Conducting online assessments is very inexpensive as time and materials can be reduced and all data collection and analysis can be done automatically. Reducing paper usage indirectly reduces energy consumption.

e. Exercise

According to educators, online assessment can be done anytime, anywhere. It also allows for more flexible levels of learning. Computers

can also process items much larger than those printed on paper, and can also shuffle between groups of items.

f.  Motivation

Online lessons and assessments can create unique situations and influence student motivation and attitudes. Online reviews are more unique, fun and fully responsive to what is needed in the 21st century. Student success is influenced by individual differences in motivation and achievement.

From the explanation above, accuracy, speed and objective assessment are the advantages of online assessments. This greatly helps the assessment process to be more efficient. Therefore, the online assessment platform chosen must have a good system in order to support teaching and learning activities.

### 2.3.3 Disadvantages of Online Assessment

According to Hricko & Howell (2006), there are several weaknesses faced by students such as:

a.  Online assessments are more demanding on certain skills, such as typing, using multiple screens to memorize passages, mouse navigation, and use of combinations.

b.  Some people become more tired when reading text on a computer screen than on paper.

c. Long sections may be more difficult to read on a computer screen. The inability to see the entire issue on the screen at once is a challenge as some items require scrolling horizontally and vertically to get the entire graph on the page.

d. Graphical user surfaces present a considerable obstacle for visually impaired students.

e. Web tools such as HTML and document converters are constantly being developed and modified. As a result, some features may not be globally accessible.

f. The inability to see the entire issue on the screen at once is a challenge as some items require scrolling horizontally and vertically to get the entire graphic on the page

From the explanation above, it can be concluded that the disadvantages of online assessment are the limited internet access. If you are in an area that does not have stable internet coverage, it will be difficult for you to access the web and the lack of supervision in conducting online assessments can make users or students sometimes lose focus.

**2.3.4 Kind of Assessment**

According to Vero and Alexander (2019), there are two kind of assessment, namely formative and summative assessments. Formative assessment refers to iterative interactive assessment of student progress to identify learning needs and shape teaching. Formative assessment includes a variety of strategies such as class

discussions and quizzes designed to generate feedback on student performance. Formative assessment refers to a tool that identifies weaknesses, struggles, and learning gaps during learning. Summative assessments summarize what students have achieved by the end of the time period, relative to relevant learning objectives and state or national standards such as midterms, and final assignments.

Based on the explanation above, it can be concluded that formative and summative assessments have their respective risks. Ultimately, good judgment criteria should apply equally to institutions and individuals. This research will focus on formative assessment which will be used to assist students in the assessment process.

### 2.3.5 Criteria of Good Assessment

According to Norcini, et al., (2011) good assessment criteria follow and apply to a single assessment or scoring system that focuses on a single goal. The following are the criteria for a good assessment, including:

1. Educational effect: Exams should motivate students to study.
2. Catalytic effect: Exams provide feedback that stimulates learning.
3. Eligibility: The exams are practical and realistic

Based on the seven criteria for a good assessment above, it can be concluded that each of the above criteria is certainly very important to be used as a reference in making a good assessment.

### 2.4   Kahoot

There are two parts that explain about Kahoot, they are the Definition of Kahoot, Features of Kahoot and Advantages and Disadvantages of Kahoot.

**2.4.1 Definition of Kahoot**

Kahoot is a game-based learning platform that is used as an educational technology in schools and other educational institutions. Learning games are multiple choice quizzes that allow user creation and can be accessed via a web browser. Kahoot is an educational game played in the classroom with students. It can be defined as a student response system. You can use the Kahoot app to create multiple choice questions in debate format and play with all students (Bicen, 2018). Kahoot is educational software that has the potential to enable student collaboration on research topics, as well as preparing for online surveys, discussions, or exams (Bicen and Kocakoyun, 2018). Besides, Chental. (2017) That Kahoot! Added Encourages wider and more active student participation while giving students the opportunity to retain their most desirable personal participation options.

Based on the explanation above, it can be concluded that Kahot is a form of formative assessment and can be used to help achieve learning objectives by using an interesting assessment method. Kahoot encourages wider and more active student participation, but gives students the opportunity to retain their most desirable personal participation options. In short, the Kahoot game can be an alternative solution to make the class more fun when doing assessments

**2.4.2 Features of Kahoot**

According to Kaur (2021), the features of Kahoot are as follows:

1. To make learning interactive and fun, games are designed through videos.

2. Implement games according to students' potential.

3. Children can easily play at home or in the classroom.

4. Students can play individually and in groups.

5. Quiz creators can also add multiple choice questions to quizzes.

6. Attention is generated by true/false questions.

7. Users can be flexible about the time depending on the level of the question.

8. Quiz makers can get feedback through polls.

9. Assess student understanding of learning through a quiz choice.

10. More content can be created and displayed through slides.

Philiph (2021) states there are various features that Kahoot offers. Some of them are given below:

a. Maker features

- Can create a quiz in a few minutes.

- Question import feature.

- Option to mix multiple Kahoots.

- Can add youtube video into question.

- Teachers or creators can combine multiple questions into one class, such as quizzes, polls, puzzles, and slides.

- Option to select high-lineament images from the library.

b. Reports along with analytics

- Kahoot can provide reports in a spreadsheet.

- Provides access to report visibility near course progress scores.

- Teachers can also report percentages with other teachers as well as school management.

- Individual learning is possible through this app.

From the above explanation, it can be said that there are many fethurs of Kahoot from makers, players, and analytical reports. With this feature, it will certainly help teaching and learning activities so that assessment activities can run well.

### 2.4.3 Advantages and Disadvantages of Kahoot

According to Veronika, Sudarsono, and Regina (2018), there are some advantages of using Kahoot which include free online games, students can enter the system without loading the application, the instructor is easy to learn, provides student participation, reviews and student results by providing excellent music and color. Through this, students can take the test multiple times and compete for the best. The duration of answering questions is considered good by adjusting the response time between 5-120 seconds, so that students can compete and get the best position. Therefore, students must learn and understand the material in order to be able to answer quickly. By studying these materials students can actively participate in the Kahoot competition.

However, are also some disadvantages to Kahoot where educators and students need to be aware that there is a limit to the number of characters you can use in questions and responses, educators cannot ask open-ended questions or

receive open-ended responses, limited internet access will affect the learning process, and students must have a minimum of gadgets and internet facilities.

From the explanation above, it can be concluded that the advantages of Kahoot are that students got a new atmosphere in the learning and assessment process, the disadvantage is that Kahoot is accessed via the web so that students can access sites other than Kahoot. Even so, Kahoot still has many advantages that can be done to support learning.

## 2.7 Previous of Related Research

There are several previous studies that are relevant to this research. Dawara (2016) in his research entitle *"Students' Perceptions of Using Kahoot! As Rigid Breakers in the Film Interpretation Class"*. He found that the use of Kahoot! As an ice breaker, it helps students to learn in a fun way. Especially Kahoot! really helps students to learn with fun, with Kahoot! Students become more motivated to learn more in-depth material in the Film Interpretation course. However, the students gave suggestions to improve the use of Kahoot! as an ice breaker in Film interpretation class. External categories i.e. internet connection and frequency of use must be developed properly in order to use Kahoot! As an ice breaker in an interpretation class, Kahoot can be one of the best apps for an ice breaker session.

The second research was previously stated by Nurhadianti and Pratolo (2020) entitled *Student Perceptions of the Application of Kahoot! as an Assessment Tool in the EFL Classroom*. The purpose of this study was to determine students' perceptions of the use of Kahoot! as an assessment tool. The subject of the research

was conducted at a private university in Yogyakarta with four students of the Master of English Education program selected as participants. This research is phenomenological qualitative research and uses the instrument by applying semi-structured interviews to obtain information from participants. The findings show that the inclusion of Kahoot! in the teaching and learning process affects students' curiosity and increases their motivation and goals to become successful learners. This finding also shows that Kahoot! improve the quality of student learning, with the greatest impact on classroom atmosphere and engagement and progress in learning activities. In addition, this assessment tool offers convenient feedback to assist students in increasing their motivation in learning. Therefore, Kahoot! can be used effectively in assessing student mastery of the subjects offered.

The third previous study from Andyni, et.al (2019) entitled *Teacher and Student Perceptions on the Use of Kahoot! for English Learning*. The purpose of this study was to determine (1) Teacher's perception of the use of Kahoot! for learning English; (2) Students' perception of using Kahoot! for learning English; and (3) Obstacles encountered when using Kahoot! for learning English. The subjects of this study were an English teacher and 32 students of class X MIPA 1 SMA 4 Singaraja. This research is a quantitative descriptive study and uses instruments using closed questionnaires, structured interviews, and non-participatory observations. The results highlight teacher and student perceptions of using Kahoot! very good. The problem faced by teachers is a slow internet connection when accessing Kahoot!

The last previous research from Mahbub (2020) entitled *An Investigation of Undergraduate Student Perceptions About Kahoot Mediated E-Assessment*. This study aims to describe students' perceptions of the digital game-based learning program (DGBL) called Kahoot! integrated into undergraduate student learning. The research subjects were 21 participants who were voluntarily involved in this study. They are all registered students in the third year of the English Education Program at a private university in Jember, Indonesia, who were enrolled in the 2016 – 2017 academic year. This is a quantitative descriptive study. The instrument used were questionnaire using by Google forms with open questions and closed questions and focus group interviews. The results of the interviews showed that most of the students expressed a supportive attitude towards the integration of Kahoot! into classroom practice. They claimed to be very enthusiastic about taking classes with Kahoot! They strongly agree that Kahoot! can create a positive learning atmosphere considering its ability to create interesting, fun, and entertaining classrooms.

From all the previous studies above, there are similarities and differences. In line with this research the topic revolves about students' perceptions of learning and assessing by using Kahoot. The difference in this study lies in the methods and instruments. Although there are differences, they can be used as a reference in analyzing the data in this study.

# CHAPTER III

## RESEARCH METHOD

This method of study chapter consists of Design of the Study, Participant of the Study, Intrument, Validity and Reliability, Data Collecting Procedure, Data Analysis, and Time Schedule.

## 3.1    Research Design

This research design of this study has been conducted by using descriptive quantitative research. Creswell (2013) states that quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. This quantitative research methods include some research design like for example a descriptive research Hosein (2015) states that descriptive research is a research design in which the researcher a survey of people to describe attitudes, opinions, behaviors, or characteristics related to a recent problem.

## 3.2    Subject of the Study

According to Arikunto (2010), the subject of this research is needed to obtain data for research or data sources for research. This chapter described the research subject, namely the population and sample.

### 3.2.1 Population

Population is the subject of research. Saleh (2008) says that the population is a group of objects, events or indicators that are the target of research. The population in this study were students of SDN 2 Ngeluk.

### 3.2.2 Sample

The sample is obtained from sampling. The sampling technique in this study is needed to determine a representative sample of the population. In this study, the used sampling technique was purposive sampling. According to Ilker Etikan (2016), convenience sampling is a type of non-random sampling in which members of the target population meet certain practical criteria, such as ease of access, geographic distance, availability at a given time or Willingness to participate included for research purposes.

The sample of this study is students in grade 6 of SDN 2 Ngeluk in the academic year 2022/2023.

### 3.3 Instrument for Collecting Data

The instrument is one of the important steps in conducting this research. Therefore, researcher must choose instruments in the data collection process. The research instrument is a data collection tool that must be valid and reliable. According to Arikunto (2010), research instruments are tools used by authors in collecting data for better and easier results, besides that research is more accurate, systematic, and complete to facilitate data processing. In this research, the used instrument was questionnaire.

### 3.4.1 Questionnaire

Data collection were done through a questionnaire about students' perceptions of Kahoot for narrative reading assessment. Arikunto (2010) defines that a questionnaire is a number of questions, which are used to obtain information from students about themselves, or their knowledge, beliefs, etc.

There are many types of questionnaires. This study used questionnaire and a rating scale. Respondents must choose the answer (Likert scale) listed on the questionnaire and fill in the blanks for additional information. Likert scale type was used to assess the questionnaire. There are four-point scales ranging, a favorable score is 4 if the respondent chooses to strongly agree, a score of 3 to agree, a score of 2 to those who choose to disagree, and a low score of 1 to choose to strongly disagree.

**Table 3. 1 Table of the Likert Scale 4 points scoring method**

| Statement | Score |
|---|---|
| Strongly Agree | 4 |
| Agree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |

### 3.4.2 Validity of Questionnaire

Validity is a measurement of an instrument's or survey's ability to accurately measure what it is intended to measure. The definition of validity is "measures what is to be measured" (Field, 2005). The three main categories of validity are construct, face, and content validity.

According to Taherdoost (2016), face validity is used to assess the appearance of the questionnaire in terms of suitability, legibility, consistency of style and format, and clarity of the language used.

In order to make sure the questionnaire includes all relevant questions and leaves out irrelevant ones, an instrument's content validity must be assessed. To facilitate content validity, researchers and subject matter experts must be present.

How effectively a test measures what it is intended to measure is determined by its construct validity. Construct validity is the ability to successfully translate or transform the ideas, concepts, or behaviors that make up a construct into an actual, operational reality.

This study used 2 validities, namely face validity and content validity. Facial validity is a good display of questionnaire items so that respondents can understand well. Content validity is that the question items was only focus on the questions that was asked of the respondent and then was checked by expert reviewers.

### 3.4.3 Reliability of Questionnaire

According to Mccarthy (2014), reliability is used to indicate whether the questionnaire works consistently. There are three ways to test reliability. The first is to test the retest-testability of the questionnaire: the ability of the questionnaire to produce the same results when administered to the same person on two separate occasions. The more reliable the questionnaire, the higher the correlation between the results. The second method is to test the interobserver reliability. The same subject was evaluated by two interviewers, using the same questionnaire. The results were good if the questionnaire has good interobserver reliability. The third

method checks for consistency in the questionnaire: the degree to which subjects answer similar questions in the same way.

To measure the reliability of the questionnaire, this study was tested the questionnaire to the population (except the sample) to determine the understanding of each statement in the questionnaire. According to Cohen (2007), if Cronbach's Alpha coefficient is more than 0.6, then the questionnaire is reliable. The reliability test of the questionnaire is needed to ensure that the questionnaire is a good instrument to rely on. In this test, the reliability was tested by using SPSS v.25 program.

**3.4    Procedure of the Study**

This data collection procedure, there are several steps to carry out this research. The steps of this research were as follows:

1. Visited to schools to obtain information about students and teacher as participants. Then, ask the administration whether the research setting in the school is allowed or not. Explain the purpose and ask the school teacher for information about the setting and participants.

2. Asked permission from the teacher to distribute questionnaires and conduct interviews to student.

3. Conducted a questionnaire on the population that is not included in the sample to check the validity of the questionnaire.

4. Distributed the questionnaire to the sample used in the study.

5. Explained the questionnaire to students.

6. Gave students time to fill out the questionnaire.

7. Collected and analyzed information to obtain valid data.

## 3.5    Procedure of Data Analysis

The obtained data was analyzed using several steps:

1. The respondents data were ranked based on when the questionnaire will collect.

2. The data that had been received then entered into the research table.

3. The percentage of respondents was calculated in the research table. The use of scale classification in this study is to measure the respondents' agreement and disagreement with the object in the questionnaire. The statements contained in the questionnaire contain the contents that were assessed by the respondents.

4. The results of the data for each statement were explained and conclusions then were drawn.

The results of the questionnaire were classified based on the following criteria:

1. The results of the 0%-50% questionnaire can be concluded that the student's perception is negative (H0).

2. The results of the 60%-100% questionnaire can be concluded that the student's perception is positive (H1).

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter deals with the finding and discussion. It discussed the measuring Validity and Reliability, Quantitative Description of Questionnaire Result, and The Discussion of Research.

## 4.1.  Finding

The data are tabulated and explained in the following sections. First, the study measure and describe the validity and reliability of the questionnaire. Second, tabulates the data (quantitative) and describes the frequency and percentage of questionnaire data in total and each statement from the questionnaire about students' perceptions of Kahoot for English Reading Online Assessment at SDN 2 Ngeluk.

## 4.2.  Measuring Validity and Reliability

Before distributing the questionnaire, first step checking its validity and reliability. this instrument used face and content validity to ensure that the instrument can be used to measure students' perceptions of Kahoot for English Reading Online Assessment at SDN 2 Ngeluk.

## 4.2.1.  Instrument Validity

This study uses face and content validity. For face validity, the questionnaire was checked based on a questionnaire which had to be confirmed by the English lecturer and teacher at the school. The appearance of the face validity rubric can be seen in the appendix 2.

### 4.2.2. Instrument Reliability

An important characteristic of a good test is reliability. The reliability test of the questionnaire is needed to ensure that the questionnaire is a good instrument. The study tested the questionnaire on 22 students to determine the understanding of each statement in the questionnaire. To measure the reliability of the test, the questionnaire was measured by SPSS V 25. The results are shown below:

**Table 4. 1 Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .634 | 15 |

Based on the reliability results from the table above, it can be concluded that of the 15 questionnaire items, the Cronbach's Alpha coefficient is 0.634, each of which has more than 0.60. So, the questionnaire in this study is reliable because the score for 15 items is higher than 0.60.

### 4.3. Data Analysis

This sub-chapter describes the results of the questionnaire data analysis. The purpose of this study was to analyze students' perceptions of Kahoot for online Assessment of English narrative reading at SDN 2 Ngeluk. The respondents of this study were the VI sixth graders of SDN 2 Ngeluk, totaling 21 students. This section describes the results of the questionnaire scores using SPSS. The table above shows that the result data analysis is of questionnaires students' perception of Kahoot for

English narrative reading online assessment. This questionnaire is divided into 3 aspects, namely educational effect, catalytic effect, and eligibility. The explanations are below:

### 4.3.1 Educational Effect

This aspect was discussed how Kahoot assessments should motivate students to learn, and the explanations for questions 1 through 7 are as follows:

**Table 4. 2**

| | | | | | Cumulative |
|---|---|---|---|---|---|
| **Detailed Description of Statement 1** | | | | | |
| | | Frequency | Percent | Valid Percent | Percent |
| Valid | Agree | 2 | 9.5 | 9.5 | 9.5 |
| | strongly agree | 19 | 90.5 | 90.5 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Item 1 of the questionnaire is "assessing reading comprehension with Kahoot is more fun." According to the score table, the "strongly agree" scale received 19 responses from a total of 21 respondents, or 90.5%. This means that the highest score on statement 1 is "strongly agree." While the "agree" scale received two responses from a total of 21 respondents, representing 9.5%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 1, it is possible to conclude that assessing reading comprehension with Kahoot is more enjoyable, and statement 1 has a high percentage. This means that the answer to question number one is positive.

**Table 4. 3**

| Detailed Description of Statement 2 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 21 | 100.0 | 100.0 | 100.0 |

Item 2 of the questionnaire states that "assessing reading comprehension with Kahoot is not boring." According to the score table, the "strongly agree" scale received 21 responses from a total of 21 respondents, indicating that 100% chose strongly agree. This means that everyone voted "strongly agree."

Based on statement 2, it is possible to conclude that assessing reading comprehension with Kahoot is not boring. Statement 2 receives a high percentage. This means that the answer to question number two is positive.

**Table 4. 4**

| Detailed Description of Statement 3 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 6 | 28.6 | 28.6 | 28.6 |
| | Strongly Agree | 15 | 71.4 | 71.4 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Questionnaire item 3 is described as "a very interesting Kahoot feature." According to the score table, the "strongly agree" scale received 15 responses from a total of 21 respondents, representing 71.4%. This means that the highest score on statement 3 is "strongly agree." While the "agree" scale received 6 responses from

a total of 21 respondents, representing 28.6%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 3, it is possible to conclude that Kahoot has interesting features. Statement 3 has a high percentage. This means that the answer to the question 3 is positive.

**Table 4. 5**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | | **Detailed Description of Statement 4** | | | |
| Valid | Strongly agree | 21 | 100.0 | 100.0 | 100.0 |

. The questionnaire statement for item 4 is "I am very excited when assessing reading comprehension using Kahoot." This item produces the same positive result as number 2. Based on the score table, the "strongly agree" scale received 21 responses from a total of 21 respondents, indicating that 100% chose strongly agree. This means that all voted "strongly agree."

Based on statement 4, it is possible to conclude that students are very excited when taking a Kahoot assessment. Statement 4 receives a high percentage.

**Table 4. 6**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | | **Detailed Description of Statement 5** | | | |
| Valid | Agree | 4 | 19.0 | 19.0 | 19.0 |
| | Strongly Agree | 17 | 81.0 | 81.0 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Questionnaire item 5 is "I concentrate when using Kahoot to assess reading comprehension." From the score table, the "strongly agree" scale received 17 responses from a total of 21 respondents, representing an 81.0% response rate. This means that the highest score on statement 5 is "strongly agree." While the "agree" scale received 4 responses from a total of 21 respondents, representing 19.0%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 5, it is concluded that students concentrate when taking reading assessments with Kahoot. Statement 5 receives a high percentage. This means that the outcome of question 5 is positive.

**Table 4. 7**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | | | | | |
| Valid | Agree | 2 | 9.5 | 9.5 | 9.5 |
| | Strongly Agree | 19 | 90.5 | 90.5 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Detailed Description of Statement 6

Questionnaire item 6 is "I am interested in using Kahoot to assess reading comprehension." According to the score table, the "strongly agree" scale received 19 responses from a total of 21 respondents, or 90.5%. This means that the highest score on statement 6 is "strongly agree." While the "agree" scale received two responses from a total of 21 respondents, representing 9.5%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

According to statement 6, students were more interested when assessing reading comprehension using Kahoot, and statement 6 receives a high percentage. This means that the answer to question 6 is positive.

**Table 4. 8**

| Detailed Description of Statement 7 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 4 | 19.0 | 19.0 | 19.0 |
| | Strongly Agree | 17 | 81.0 | 81.0 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Item 7 of the questionnaire is "I am confident in being assessed reading for comprehension by using Kahoot." The results for this item are the same as for item 5, such as the score table shows that the "strongly agree" scale has 17 responses from a total of 21 respondents, or 81.0%. This means that the highest score on statement 5 is "strongly agree." While the "agree" scale got 4 responses from a total of 21 respondents, representing 19.0%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

According to statement 7, students were confident when they are being assessed for reading comprehension with Kahoot. Statement 7 has a high percentage. This means that the answer to question 7 is positive.

This aspect concluded that all questions receive a high percentage, indicating that this aspect obtains positive results. Questions 2 and 4 have the highest percentage value with a percentage of 100%. The average percentage was calculated from all of the questionnaires, showing a result of 74.84%.

### 4.3.2. Catalytic Effect

This section discusses whether a Kahoot assessment can receive feedback, this aspect will be explained in questions 8 to 11, as follows:

**Table 4. 9**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| **Detailed Description of Statement 8** | | | | | |
| Valid | Agree | 2 | 9.5 | 9.5 | 9.5 |
| | Strongly Agree | 19 | 90.5 | 90.5 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Item 8 of the questionnaire states that "the score is obtained directly after making an assessment using Kahoot." Based on the score table, the "strongly agree" scale got 19 responses from a total of 21 respondents, or 90.5%. This means that the highest score on statement 1 is "strongly agree." While the "agree" scale received two responses from a total of 21 respondents, representing 9.5%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 8, it is possible to conclude that the assessment results can be obtained directly. Statement 6 has a high percentage. This means that the answer to question 6 is positive.

**Table 4. 10**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| **Detailed Description of Statement 9** | | | | | |
| Valid | Agree | 21 | 100.0 | 100.0 | 100.0 |

The questionnaire statement "there is feedback after conducting an assessment using Kahoot" it seems in item 9. This item produces the same positive results as numbers 2 and 4. From the score table, the "strongly agree" scale received 21 responses from a total of 21 respondents, indicating that 100% chose strongly agree. This means that everyone voted "strongly agree."

Based on statement 9, it is possible to conclude that there is no direct feedback when using Kahoot to assess. Statement 9 has a high percentage.

Kahoot has several types of questionnaire models including multiple choice, essay, and true and false. Each question the teacher can add feedback on the Kahoot menu after students work on the questions.

**Table 4. 11**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Agree | 4 | 19.0 | 19.0 | 19.0 |
| | Strongly Agree | 17 | 81.0 | 81.0 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

*(Detailed Description of Statement 10)*

Item 10 of the questionnaire is "can correct errors in answering questions when using Kahoot." The results for this item are the same as for item 5, such as the score table shows that the "strongly agree" scale has 19 responses from a total of 21 respondents, or 90.5%. This means that the highest score on statement 5 is "strongly agree." While the "agree" scale received 4 responses from a total of 21 respondents, representing 19.0%. There were no respondents who chose the

"disagree" or "strongly disagree" scales. According to statement 10, the assessment

using Kahoot can correct errors in answering questions. Statement 10 receives a

high percentage.

**Table 4. 12**

| Detailed Description of Statement 11 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 9 | 42.9 | 42.9 | 42.9 |
| | Strongly Agree | 12 | 57.1 | 57.1 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Questionnaire item 11 is "clear feedback from the teacher." Based on the

score table, the "strongly agree" scale received 12 responses from a total of 21

respondents, or 57.1%. This means that the highest score on statement 1 is "strongly

agree." While the "agree" scale received 9 responses from a total of 21 respondents,

representing 42.9%. There were no respondents who chose the "disagree" or

"strongly disagree" scales.

According to statement 11, the teacher provided feedback to students

following the Kahoot assessment. Statement 11 receives a high average score range

in the descriptive statistics table. This means that the answer to question 11 is

positive.

This second part concluded that all questions received a high percentage,

indicating that this aspect received positive results. With a percentage of 100% in

question number 9. The average percentage was calculated from all questionnaires,

showing a result of 88.12%.

**4.3.3. Eligibility**

This section discusses whether Kahoot's assessment is practical and realistic; this is explained in questions 12 to 15, as follows:

**Table 4. 13**

| Detailed Description of Statement 12 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 8 | 38.1 | 38.1 | 38.1 |
| | Strongly Agree | 13 | 61.9 | 61.9 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

"Assessing reading comprehension using simple Kahoot" is item 12 on the questionnaire. Based on the score table, the "strongly agree" scale received 13 responses from a total of 21 respondents, or 61.9%. This means that the highest score on statement 1 is "strongly agree." While the "agree" scale received 8 responses from a total of 21 respondents, representing 38.1%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 12, it is possible to conclude that after assessing reading comprehension, Kahoot is relatively simple to use. Statement 12 has a high percentage. This means that the response to question 12 is positive.

**Table 4. 14**

| Detailed Description of Statement 13 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 13 | 61.9 | 61.9 | 61.9 |

| | | | | | |
|---|---|---|---|---|---|
| | Strongly Agree | 8 | 38.1 | 38.1 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Questionnaire Item 13 is "Using Kahoot to assess reading comprehension is more practical." According to the score table, the "strongly agree" scale received 8 responses from a total of 21 respondents, or 38.1%. While the "agree" scale received 13 responses from a total of 21 respondents, representing 61.9%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 13, it is possible to conclude that assessing reading comprehension with Kahoot is more practical. Statement 13 has a high percentage. This means that question 13 is positive.

**Table 4. 15**

| Detailed Description of Statement 14 | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 10 | 47.6 | 47.6 | 47.6 |
| | Strongly Agree | 11 | 52.4 | 52.4 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

"Easy to understand assessment guide using Kahoot" is Questionnaire Item 14. Based on the score table, the "strongly agree" scale received 10 responses from a total of 21 respondents, or 47.6%. While the "agree" scale received 11 responses from a total of 21 respondents, representing 52.4%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 14, it is possible to conclude that the Kahoot Instructions are simple for students to understand. Statement 14 receives a high percentage. This means that question 14 is positive.

**Table 4. 16**

| Detailed Description of Statement 15 | | | | |
|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Agree | 11 | 52.4 | 52.4 | 52.4 |
| | Strongly Agree | 10 | 47.6 | 47.6 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Item 15 of the questionnaire is "Assessment using Kahoot is more time efficient." Based on the score table, the "strongly agree" scale received 11 responses from a total of 21 respondents, or 52.4%. While the "agree" scale received 10 responses from a total of 21 respondents, representing 47.6%. There were no respondents who chose the "disagree" or "strongly disagree" scales.

Based on statement 15, it is possible to conclude that the assessment using Kahhot saves time. Statement 15 receives a high percentage. This means that the answer to question 15 is positive.

This last section concludes that all questions received a high percentage, which indicates that this aspect received positive results. The mean percentage was calculated from all the questionnaires, showing a result of 57,07%.

**4.4.    Discussion**

In this sub-chapter, following the analysis of the research findings, the next step is to discuss the questionnaire results. This sub-chapter contains students' perceptions of Kahoot for online assessment of English reading at SDN 2 Ngeluk. The results of the data from these questions are discussed in this study. There are 15 statements with 21 responses.

When conducting research, students were excited because it was their first time using Kahoot. This is a new learning innovation for them. Students work in groups of 4-5 people on questions using a smartphone, so they can answer questions together. Assessment with Kahoot is more enjoyable because the faster students answer the questions, the higher the score or ranking obtained. Students with this score are more competitive when working on questions to get the best score or ranking. Students can also adapt to today's technology by using Kahoot. There are a few problems when using Kahoot, namely signals, because the Kahoot signal problem cannot display images, so students have some difficulty when working.

From the results of the data, students are happy and more focused on using Kahoot in the learning process because Kahoot has interesting features. They are passionate and confident while using this platform. they also really enjoy doing the questions because it's like playing a game. Besides that, using Kahoot is also more time-saving and more practical. However, because it uses multiple choice question model, no feedback is given. so that feedback or explanations will be delivered by the teacher after the assessment is completed.

Based on the questions, the questions are divided into three categories: education effect, catalytic effect, and eligibility. Students responded to the questionnaire with "strongly agree" and "agree" on average. The average results of the three aspects were added together. The first aspect received an average percentage of 74,84%, the second aspect received an average of 88.12%, and the last aspect received an average of 57,07%, the total calculated average is 73.34%.

Students have positive perceptions of online reading assessments using Kahoot, showing that H1 is positive. It was related to the data result that most students agreed to the statement of the questionnaire. The result of this study relevant with previous study that was conducted by Mahbub (2020) entitled *An Investigation of Undergraduate Student Perceptions About Kahoot Mediated E-Assessment.* The results of the interviews showed that most of the students very enthusiastic about taking classes with Kahoot, they strongly agree that Kahoot can create a positive learning atmosphere considering its ability to create interesting, fun, and entertaining classrooms.
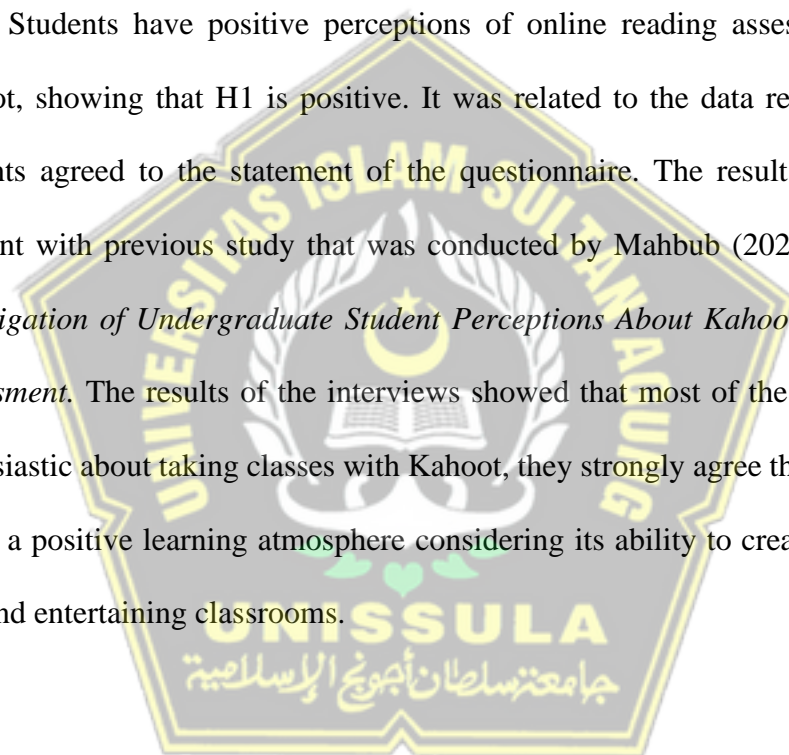
# CHAPTER V

## CONCLUSION AND SUGGESTION

This last chapter discusses the conclusions based on the results in chapter IV suggestions for teachers, students and future researchers.

### 5.1.    Conclusion

This study aimed to explain this section, namely Students' Perception of Kahoot as English Narrative Reading Online Assessment at Sdn 2 Ngeluk. Based on the research findings, students had positive perception of using Kahoot as an online narrative reading assessment. The questionnaire instrument supports these findings. They enjoyed and focused more on using the platform during the learning process. Furthermore, the instructions on the Kahoot app were easy to follow and save time. All students answered agree and strongly agree, none of them answered disagree. This study concludes that students have a positive perception of Kahoot online reading assessment, indicating that H1 is positive. It can be seen the average percentage of 3 aspects, the first aspect got an average percentage of 74.84%, the second aspect got an average percentage of 88.12%, and the last aspect got an average percentage of 57.07%, With total average of all aspect was 73,34 %.

**5.2.    Suggestions**

As the completion of the research, the following suggestions were given to the following people:

1. For the teachers

    Teachers have their own way of teaching. Sometimes, teachers need new technology to make students more interested and less bored. It is suggested for teachers to occasionally use technology media as a learning tool.

2. For the Students.

    Kahoot is one of the media that can be used. As a fun assessment tool that can make students confident to learn. It suggests that Kahoot can have a positive impact during learning activities, therefore students should use it independently order to make the learning process more enjoyable.

3. For next researcher

    It suggests that Kahoot would be even better during an assessment, because in the current era the use of smartphones and the internet has become a part of students' daily lives. Therefore, it is the duty of teachers and parents to make this social media a source to facilitate students in learning, especially learning English. Also, it should be under the control of educators to ensure that students learn according to classroom-based learning.

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