

**THE EFFECT OF KAHOOT APPLICATION TOWARD STUDENTS'
INTEREST IN LEARNING ENGLISH AT SMP N 4 ANGGERAJA**



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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2023/2024**

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INTEREST IN LEARNING ENGLISH AT SMP N 4 ANGGERAJA**

A Thesis

Subbmitted to Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare in part of fulfilment of the requirement for the Degree of Sarjana Pendidikan (S.Pd)

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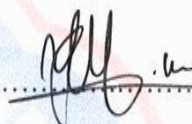
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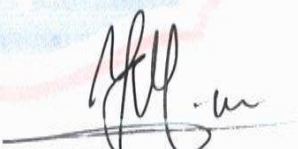
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Penulis

Eka Fitriyani

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ABSTRACT

Eka Fitriyani. 2024. *The Effect of Khoot Toward Students' Interest in Learning English at SMPN 4 ANGGERAJA.* (Suprvised by Badaruddin and Sywal).

Interest in learning is very important for students. With interest, educators can create a more effective and enjoyable learning environment that will ultimately improve student academic achievement. Kahoot is an alternative choice from several kinds of interactive learning media that makes the learning atmosphere not monotonous. The purpose of this study is to determine whether there is an influence on the use of the Kahoot Application on student learning interest, especially in learning English in the eighth grade of SMP N 4 Anggeraja.

This research is an ex post-facto research with a quantitative approach. Ex post facto research is a research method conducted after an event or phenomenon occurs, with the aim of finding causes or factors that may affect changes in behavior or certain symptoms. In this study, researchers did not manipulate or treat variables but only observed and analyzed existing data. The students who participated in this study were 23 students. Variable X in this study is Kahoot App as the independent variable, while variable Y is interested in learning English as the dependent variable. Based on the data analysis and discussion of the research results, it can be concluded that the use of the Kahoot application in the teaching and learning process is very supportive so that learning takes place cheerfully, actively, and effectively. However, the majority of students in UPT SMP N 4 Anggeraja's desire to use the Kahoot application is quite high, but the majority of students' interest in learning English is still in the medium category. This shows that students' interest in learning English must be improved more.

Keywords: Learning Interest, Kahoot Application, Ex post-facto design

ABSTRAK

Eka Fitriyani. 2024. The Effect of Khoot Toward Students' Interest in Learning English at SMPN 4 ANGGERAJA. (Dibimbing oleh Badaruddin dan Syawal).

Minat belajar merupakan hal yang sangat penting dimiliki oleh siswa. Dengan adanya minat, pendidik dapat menciptakan lingkungan belajar yang lebih efektif dan menyenangkan yang pada akhirnya akan meningkatkan prestasi akademik siswa. Kahoot merupakan alternatif pilihan dari beberapa macam media pembelajaran interaktif yang membuat suasana belajar tidak monoton. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh pada penggunaan Aplikasi Khoot terhadap minat belajar siswa utamanya dalam pembelajaran Bahasa Inggris pada kelas delapan SMP N 4 Anggeraja.

Penelitian ini merupakan penelitian ex post-facto dengan pendekatan kuantitatif. Penelitian ex post facto adalah metode penelitian yang dilakukan setelah suatu peristiwa atau fenomena terjadi, dengan tujuan untuk menemukan penyebab atau faktor yang mungkin mempengaruhi perubahan perilaku atau gejala tertentu. Dalam penelitian ini, peneliti tidak melakukan manipulasi atau perlakuan terhadap variabel, melainkan hanya mengamati dan menganalisis data yang sudah ada. Siswa yang berpartisipasi dalam penelitian ini sebanyak 23 siswa. Variabel X dalam penelitian ini adalah Aplikasi Kahoot sebagai variabel bebas, sedangkan variabel Y adalah minat belajar bahasa Inggris sebagai variabel terikat. Berdasarkan analisis data dan pembahasan hasil penelitian, dapat disimpulkan bahwa penggunaan aplikasi Kahoot dalam proses belajar mengajar sangat mendukung agar pembelajaran berlangsung dengan ceria, aktif, dan efektif. Namun demikian, mayoritas keinginan siswa di UPT SMP N 4 Anggeraja untuk menggunakan aplikasi Kahoot cukup tinggi, namun minat belajar siswa dalam belajar bahasa Inggris mayoritas masih dalam kategori sedang. Hal ini menunjukkan bahwa minat siswa dalam belajar bahasa Inggris harus ditingkatkan lagi.

Kata Kunci: Minat belajar, Aplikasi Kahoot, Desain Expost-facto

CHAPTER I

INTRODUCTION

A. Background

The development of technology is certainly very good for students, because it can make students enthusiastic in learning so that learning becomes interesting and not boring. Technology-based learning today can stimulate students to be more enthusiastic in learning. The presence of technology-based learning media greatly facilitates students and teachers in terms of learning. Learning media is an important part of the teaching and learning process. Learning media makes it easier for students to understand the learning material presented. Learning media is divided into several types including books, modules, and electronic media such as videos, PPT, etc. The utilization of technological media in the teaching and learning process is needed today to welcome the Industrial Revolution 4.0, especially for the utilization of technology in the field of education to support the learning process so that students will be more enthusiastic in participating in learning. Kahoot is an alternative choice from several kinds of interactive learning media that makes the learning atmosphere not monotonous and also does not make students feel bored.

Kahoot media is a tool for students and teachers in learning. Kahoot is an online application as another alternative to make learning media more interactive and fun for students. Using Kahoot will make learning more fun and simple for students. Using Kahoot will make learning more fun and simple for students.

Kahoot also has a positive impact so that students are more active because it has been adjusted to global developments in the use of ICT for student learning interests. There are many ICTs that can be used in education depending on the creativity of teachers and schools, one of the ICTs that can attract students to increase interest in learning is to use Kahoot. Kahoot is used as a variation in teaching and learning activities because students need learning that is not monotonous and can be used as learning money in class so that students are more motivated to learn and feel happy during class hours. It can be concluded, that to make students more active and creative in class, we must change the way the learning process becomes more active by using Kahoot media mainly in English language learning.

English is one of the subjects that must be mastered by students in the era of globalization like today. As is known, starting from Junior High School (SMP), English is one of the compulsory subjects. English learning in junior high school is targeted so that students can start learning and using English in everyday life. In the 2013 curriculum, English subjects in junior high school aim to enable students to have the following abilities: 1) develop communication competencies in oral and written form to achieve literacy levels, 2) have awareness of the importance of English to increase competitiveness, 3) develop students' understanding of the relationship between language and culture. Proficient English learning outcomes will be obtained if teachers have good skills in managing learning in accordance with established competency standards. There are several factors that influence the responsibilities of learning management, such as designing learning models,

implementing learning, and assessing learning. In the teaching and learning process, teachers have responsibility for the success of the expected educational goals. Teachers are professional educators with the main task of educating, teaching, guiding, directing, and evaluating learners.

Teachers have an obligation to structure and create learning processes so that they can be accepted by students in this digital era in an interesting, innovative, creative, and fun way. In addition, teachers or educators are the spearhead in educating the nation's life, through various types of educational paths and levels. The role of a teacher is to organize teaching, development, and technical service provider activities in the educational field. Education providers are expected to produce quality human beings who will support the achievement of development goals. In line with the statement of (Sadirman, 2012) which says that teachers are not only "teachers" who transfer knowledge, but also "educators" who transfer grades and "guides" who provide direction and guide students in learning (Firmansyah, 2015). Teachers are a curriculum that works, no matter how good the curriculum and education system are without being supported by the ability of teachers.

Based on the pre-observation conducted by the study with several students at SMPN 4 Anggeraja, it was concluded that the average student was less interested in learning English, It was also said that English lessons were still of minim interest and even not a few students fell asleep during English lessons and were also supported by the learning atmosphere and the way the teacher delivered learning which was still the same way such as using the lecture method. This can

be evidenced by some students who complain of feeling bored during English lessons falling asleep and not paying attention when the teacher explains.

Based on these problems, the researcher conducted a study entitled "*The Effect of Kahoot Application on Students' English Learning Interest at SMP Negeri 4 Anggeraja*" to see if there is a significant influence between the effect of learning interest and the use of Kahoot Application as a learning media.

B. Problem of the Research

Based on the background, the research problem can be formulated as follows: "Is there any significant effect of Kahoot Application on students' interest in learning English at SMPN 4 Anggeraja?"

C. Objective of the Research

Based on the formulation of the problem, the objectives of this study are:
To find out there is a significant effect of the Kahoot Application toward students' interest in learning English at SMPN 4 Anggeraja.

D. Significance of the Research

The results of this study are expected to be useful for:

1. For Students

With this research, it is hoped that it can help increase interest in learning, especially in learning English, as well as being able to find out the steps of using Kahoot.

2. For Teachers

Teachers are expected to keep up with technological developments and utilize existing technology to create a new and less boring learning atmosphere in order to increase student interest in learning.

3. For other researchers

With this research, it can be information for researchers and add to the related literature in using the Kahoot application.

E. Scope of the Research

The scope of this research is limited to content and activities:

1. By discipline, this research covers aspects of psychology and linguistics, focusing on the influence of Kahoot and student's interest in learning English.
2. By activity, the researcher will collect and analyze data from students through questionnaires to see if there is a significant influence between Kahoot and interest in learning English.
3. By content, this research covers the influence of Kahoot and interest in learning English.

CHAPTER II

REVIEW OF RELATED RESEARCH LITERATURE

A. Some Related Research Findings

Many studies have concluded research about Increase students' interest in learning. Related to this study, the writer chose some kinds of literature about previous studies that is relevant to the interest in learning and using the Kahoot application.

The first research is by Marsha et, al (2021) In his research, quantitative data shows that there is a significant difference between students taught using Kahoot! Game and students taught using conventional games in the achievement of reading comprehension in fourth-semester students of the English Education Study Program at STKIP Nurul Huda Sukaraja. Second, the qualitative data results show that there is an effect of using Kahoot! Game in reading learning on the achievement of reading comprehension among fourth-semester students of English Education Study Program of STKIP Nurul Huda Sukaraja. They are students who have a very high impact on perception, motivation, and positive attitude.

The second research was carried out by Amalia et,al (2022). Results of this study show that statistically there is an effect of using the Kahoot application in improving students' writing skills. The achievement of better student writing skills can be seen in the mean value of the posttest raters in experimental classes 1 and 2 which is 67.85 which is higher than the mean value of the posttest in the control class which is 59.58. In addition, the mean value of posttest raters in experimental classes 1 and 2 is also higher than the mean value of posttest raters in the control

class which is 59.58. The results of this study indicate that the use of the Kahoot Application provides a significant difference to students' writing skills on the use of Language, Vocabulary, Mechanical Organization and how to create good content. That is, the Kahoot Application can improve the writing skills of grade XI students in SMA Negeri 01 Luragung. Grade XI Students at SMA Negeri 01 Luragung 2020/2021.

Another study was carried out by Artati (2021). In his research he said that Kahoot has many benefits in language teaching, hence the importance of using Kahoot as an ice breaker to increase students' learning motivation, especially for EFL students who have low motivation. Kahoot is effective for creating a fun learning environment that affects students' motivation which can be seen through studies conducted by some previous researchers. Students' engagement through the use of Kahoot in language teaching shows that they have higher motivation to learn and Kahoot engages them to actively participate in class.

Kahoot provides opportunities for students to practice their language skills. Kahoot has been implemented as a medium of instruction, especially in reading instruction. It was found that the students experienced enriched language learning where they could explore their language abilities and experienced improvement in their reading skills. Lastly, Kahoot can be used as an assessment tool when teachers use Kahoot as an icebreaker. This is evidenced by research and theory on the existence of Kahoot as an assessment tool. Teachers can record and download the results of quizzes given to students as ice breakers as data to evaluate or assess

students' knowledge. It can be concluded that Kahoot is very important to be implemented in language teaching.

Fazriyah et al,(2020) and Rina Indriani with their research is an experimental research on 5th-semester students in the PGSD study program of Pasundan University. The results of this study using the Mann-Whitney Test obtained the value of asymp.sig is 0.008 or less than alpha 0.05 so the study concluded that there is a difference in the average value of learning outcomes between classes that use Kahoot application learning media with classes that do not use the Kahoot application.

Al Kudri and Maisharo (2021) This research was conducted with the aim of revealing the Influence of Game-Based Learning Kahoot Learning Media on student learning outcomes. This study used a form of quasi-experimental design using purposive sampling techniques with a sample of 60 people and was conducted online using Zoom. Studies suggest that the data results are processed by giving tests and non-tests using t-tests. The results showed that the value of t count $(4.95) > t \text{ table } (1.68)$ means that there is an influence on the use of game-based learning Kahoot learning media on student learning outcomes.

Irwan Hamdi (2019) The researcher stated that this study aims to analyze the use of the Kahoot platform as a medium in PPKN learning. This research uses a mixed method. The object of this study is MKWU students of Padang State University as many as 2 classes. The results of this study showed that there was an improvement in students' thinking and learning skills after using Kahoot. Studies

suggest that this is due to Kahoot's interesting features so as not to make them bored and bored.

Ramenda (2019) The study suggests that this type of research is a Quasi-Design Experiment study. The population used by the study was grade VII I students and grade VII H students at SMP N 5 Bandar Lampung using purposive sampling techniques and t-tests as data analysis tools. The results of this study show that there is an increase in interactive games of the Kahoot application, there is an understanding of students' mathematical concepts, and the learning interest of grade VII students of SMP N 5 Bandar Lampung.

From the 8 research findings above, the Study can state that using the Kahoot application is very helpful in the teaching and learning process, especially in increasing student interest in learning.

B. Some Pertinent Ideas

This section covers some pertinent ideas or theories to better understand the aim that this study is specifically trying to accomplish.

1. English Learning Interest

English is the second language learned after the mother tongue. Realizing the importance of English, the curriculum in Indonesia sets it as a compulsory subject in schools to equip students with English. Teaching English is certainly not an easy thing, because many of the students think that English is a difficult subject because the pronunciation is different from the writing so that it becomes a factor that reduces interest in learning English. Realizing this, the government,

especially in the field of educators, needs to work together to foster student interest in learning, especially in English lessons.

In linguistically, interest is the feeling that an activity, lesson, or object is exciting and valuable to the individual. Meanwhile, according to the term, the researcher presents several expert opinions on the definition of Interest above.

According to Jahja, Yudik (2015) Interest is an impulse that causes individual attention to be attached to certain objects such as work, lessons, objects, and people. Meanwhile, Djaali (2012) said that interest is a sense of preference and a sense of interest in something or activity, without anyone telling it. Interest is basically the acceptance of a relationship between oneself and something outside oneself.

a. Characteristics of interest

According to Muhammedi (2017), the characteristics of Interest are as follows.

- 1) Diligent in facing the task
- 2) Tenacious in the face of adversity, and does not require outside encouragement to perform at its best.
- 3) Many desire to show interest in a wide variety of problems for adults.
- 4) Prefer to work alone
- 5) Creative (can defend the opinions expressed)
- 6) Happy to find and solve problems

Based on the explanation above, the researcher draws the conclusion that interest in learning in student learning can be known from several characteristics and characteristics such as diligently working on the assignments given. Basically,

students who have an interest in learning will tend to be more enthusiastic about doing the assignments given when compared to students who lack interest in learning.

b. **Factors Influencing Interest**

According to Janoer, and Dewi (2011), argue that there are 2 factors that influence interest, namely intrinsic factors and extrinsic factors. Intrinsic factors are things that arise from within the individual itself without an influence from outside and extrinsic factors are influences that come from outside the individual.

2. Concept of Kahoot

a. **Defenition of Kahoot**

Kahoot is one of the free and fun game-based learning application media for learning materials that can be customized by users. Kahoot is one of the interactive media-based media in which there is eco that can be developed, one of which is a quiz game. Users can create quizzes according to what they want to give to their students so that the atmosphere in the classroom is not boring and becomes active. Kahoot is an educational application that can be used by teachers and students to help the learning process it includes a type of visual learning, where this visual media attracts students' attention so that students concentrate on the learning delivered by the teacher that students are excited about learning because the Kahoot application displays attractive colors and also a good visual presentation.

According to Krista Graham (2021), Kahoot is an online learning media based on unpaid questions used in teaching and learning activities to evaluate the

subject matter and stimulate students to conduct discussions in groups and classically about the questions given by Kahoot. Kahoot application is also one of the free and fun game-based Learning Objects or learning materials that can be customized by users.

Meanwhile Iwamoto et al (2017) also explained that the Kahoot Application is an online application that can develop and present questions in a “Game-Show” format The display of questions in this application can be equipped with images and videos that can clarify the questions. This Kahoot application is very easy to use because it can be accessed through applications and websites, making it practical to use.

This Kahoot media research can be classified as silent projection media in the context of games. A game is any contest between players who interact with each other by following certain rules to achieve certain goals. Another advantage possessed by Kahoot is that the results of the acquisition of student points in answering questions can be displayed directly on the screen so that it can be a medium for measuring student learning outcomes, Fitri Rofiarti & Anisa Yunita Sari (2017)

In line with that, Licorish et al (2017) say that overall findings reveal that the development of Kahoot enriches the quality of student learning in the classroom dynamics, engagement, motivation, and improved learning process can improve the quality of learning in the classroom, make the class more dynamic, motivate and foster learning experience.

Meanwhile Lukman (2019) revealed that Kahoot is an application whose design is like a game. The advantages of Kahoot can be seen in the question presented in the application with a presentation that uses time limits in answering it. Due to the limit, students are trained to think quickly and precisely when solving the questions given using Kahoot media. Another advantage is that the answers to the questions in this media are represented with pictures as well as colors and attractive displays both on the teacher's device and the student's device. This learning media can be used at the beginning of learning as an apperception activity, it can also be during learning, at the end of learning, and even at home so that both at school and at home students can utilize the use of their smartphones for positive things. In addition, the features that attract students' attention make students experience learning. Students will more easily remember the material for a long time. In addition, it can increase student motivation in learning.

Kahoot! is a game application that has two different website addresses, namely <https://kahoot.com/> for teachers and <https://kahoot.it> for students. The features in Kahoot can be used for free with ease. The Kahoot app can be used in several features including online quizzes, surveys, and discussions where all three have various ways to be played. An internet connection is required in playing this game. Kahoot can be played individually, however, the game is mainly designed for group play. Ningrum (2018).

b. Benefits of the Kahoot Media

Kahoot is a platform that is combined in the form of a game and can be used as a medium for learning. There are two ways of making Kahoot, namely, we can use pictures and writing. Kahoot can be accessed and used by teachers or students through mobile phones, laptops, or computers. According to information collected from the official Kahoot media page (www.quizizz.com), as many as 10 million students use Kahoot media, 1 in 2 schools in the United States uses the Kahoot media learning method, and 500 million questions have been answered every month opening students insight into the questions and materials to be learned. In addition, the use of Kahoot media can also be used by teachers at the end of learning as evaluation material.

c. Purpose of the Kahoot

Kahoot is an application in the form of an online quiz game that contains elements of competition because the score results can be seen on the device screen so it can be used as a tool to get points while increasing student learning motivation. The learning process becomes more interesting by using Kahoot media through this quiz game. It can arouse student interest and knowledge, stimulate student reactions to teacher explanations, and help students in doing the task given by the teacher. The use of Kahoot media is still rarely used in schools, especially in Enrekang Regency.

Based on the results of observations at SMP N 4 Anggeraja and the results of interviews with several students, it can be obtained that the English learning process can be associated with the use of technology, such as by using E-learning-based Kahoot media. In order for the learning process to be more interesting, it is

necessary to use technology in learning. Therefore, teachers should introduce technology to students so that learning becomes more active and increases students' interest in learning.

1) The Advantages of Kahoot Application media

- a) The class atmosphere becomes fun and not boring
- b) Students are trained to use ICT as a learning media
- c) Students become more active in learning and enthusiastic in answering every question on Kahoot media
- d) Opportunities for cheating are minimized because the questions on Kahoot media have a time limit.

Based on the explanation above, the researcher can conclude that the use of Kahoot in the learning process is very helpful because, using Kahoot, can change the atmosphere of the class to be more fun and build student enthusiasm so that it is not boring. With the Kahoot feature designed like a game, students become more active in learning and enthusiastic in answering every question. The use of Kahoot is also very useful when taking tests because Kahoot is designed with a time limit so as to minimize the opportunity to cheat.

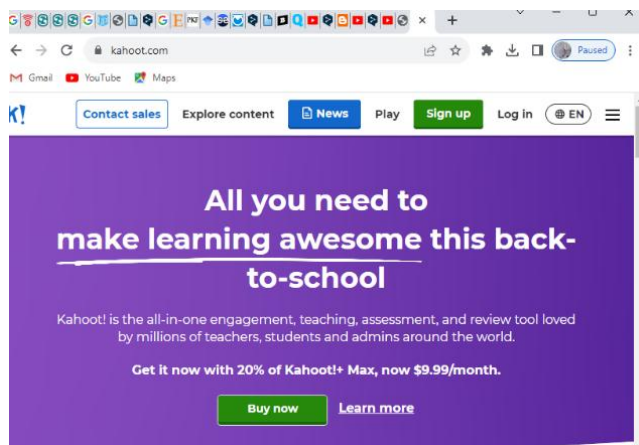
2) Disadvantages of Kahoot Media

- a) The class atmosphere becomes noisy
- b) Not all teachers can use Kahoot

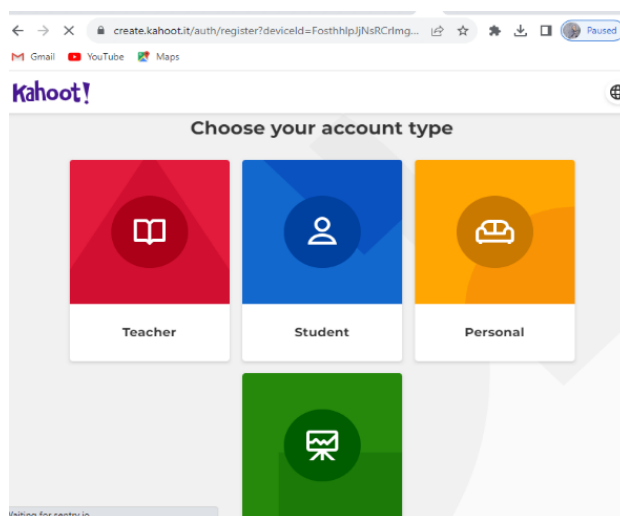
Based on the explanation above, researchers can conclude that not all teachers can use Kahoot because for the Junior High School level, they still use conventional learning and rarely use applications for the learning process.

d. Steps to Create a Kahoot Account

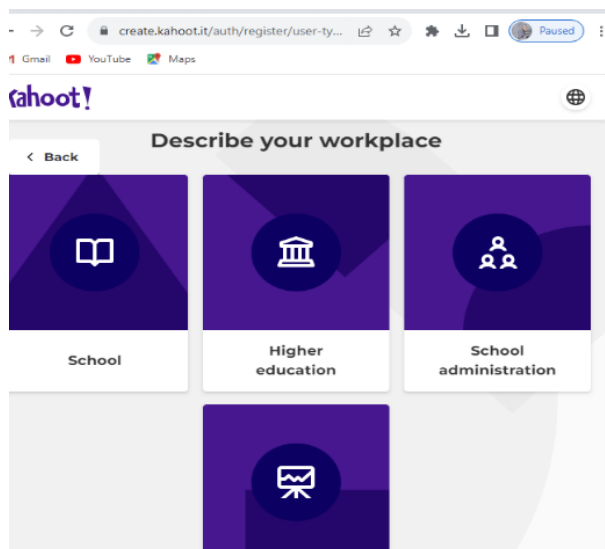
- 1) Access Kahoot through the Kahoot.com website
- 2) After successfully entering the website, if you never created an account then click the “Sign Up” button located at the top right of the website page.



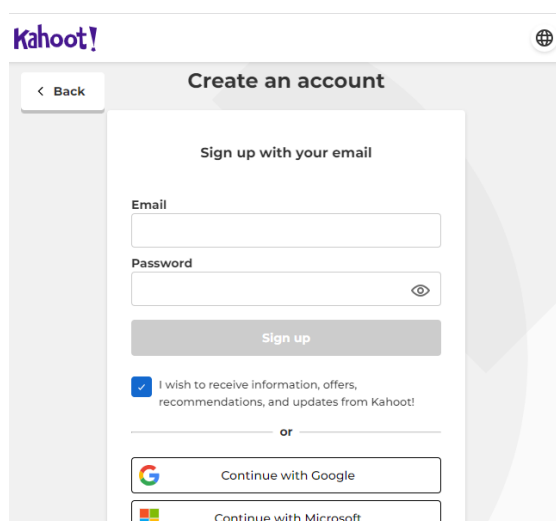
- 3) After successfully clicking the “Sign Up” button, a question will appear about the type of account to be created, for teachers can select "Teacher".



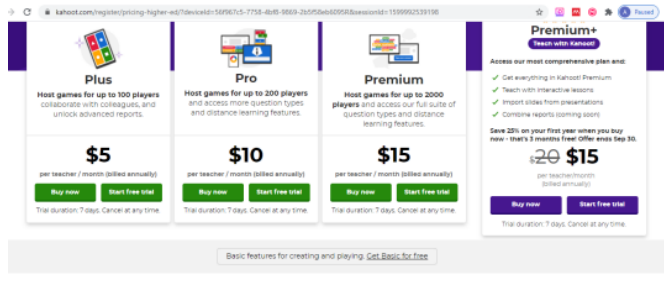
- 4) After that, the question will appear where you work s



- 5) On the next page, you will be asked to fill in your email and password.



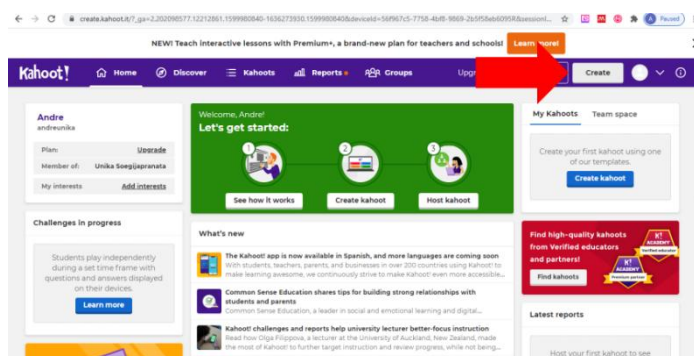
- 6) After successfully logging in, the type of payment will appear, but if you want to use the free version, please click “Get Basic for Free”.



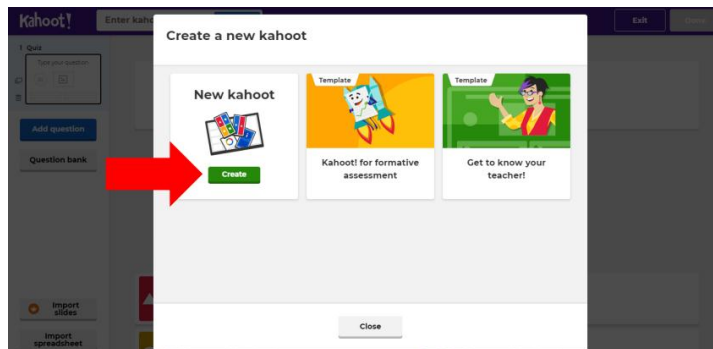
e. Creating Kahoot

- 1) After successfully registering/logging in, please fill in personal data such as name, username, country, and school name.

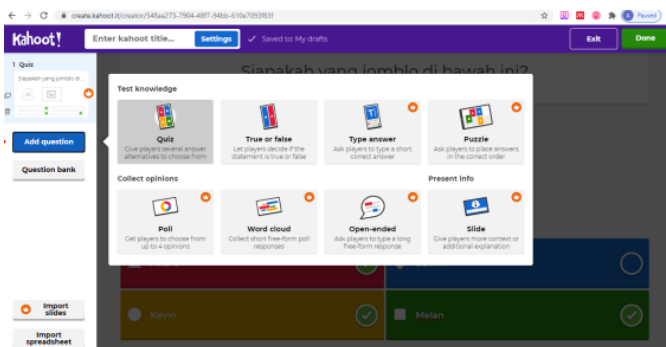
- 2) If the registration has been successful you can immediately create a Kahoot Quiz by clicking the “Create” button on the top right of the dashboard.



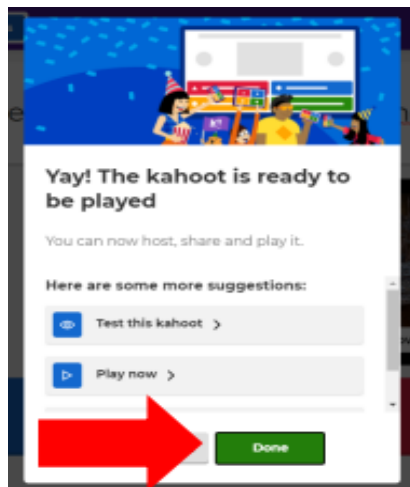
- 3) Next, the Kahoot option will appear. Click “Create” to create Kahoot.



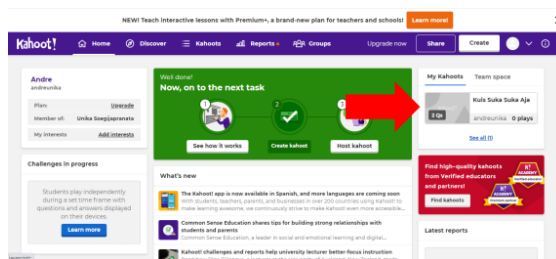
- 4) Start creating questions, but for free accounts can only create question types “Quiz and True False”.
- 5) To add a new question, you can click “Add question” on the left side of the dashboard.



- 6) After creating a question, you can fill in the Kahoot description by clicking the “Settings” button on the top left of the dashboard and clicking the “Finish” button on the top right of the dashboard.
- 7) If you want to play immediately, please click “Play Now” and click “Done” button if you don’t want to play yet.

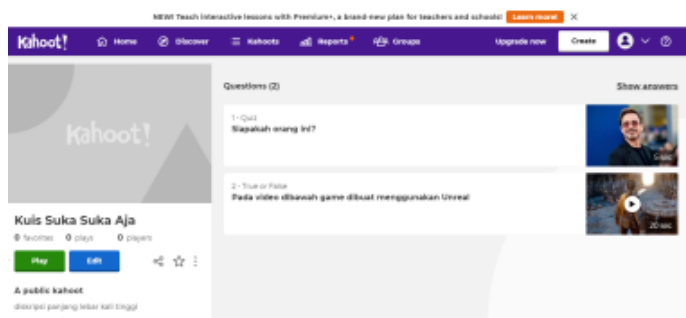


- 8) The successfully created Kahoot will be saved on the right side of the dashboard.

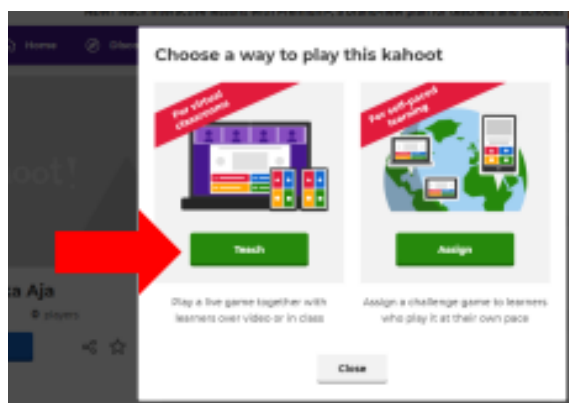


f. How to Play Kahoot

- 1) To play Kahoot, students/teachers can download the Kahoot application first or go to the web page <https://kahoot.com/> for teachers and <https://kahoot.it/> for students, then click the “play” button at the top of the dashboard.
- 2) To start playing, you can open the saved Kahoot first. Then click the “Play” button on the left side of the dashboard.



- 3) After success, a choice of Kahoot modes will appear, select teach mode if used while in the virtual classroom, and “assign” mode is used on each Kahoot screen.

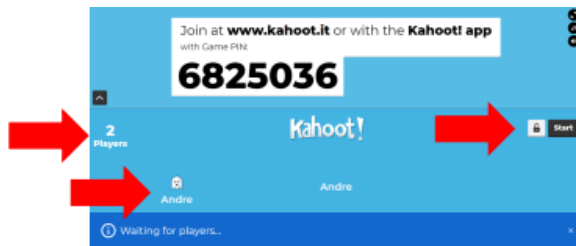


- 4) There are several setting options that can be set by the teacher to make the game more interesting :
- a) Friendly nickname generator, If turned on, student nicknames will be generated automatically by the system to avoid disrespectful names (Because when students enter the game, they will be able to create their own nicknames)
 - b) Lobby music, if turned on, the music will change according to what we want
 - c) Randomize the order of questions, if turned on the questions that have been created before will be randomized by the system
 - d) Randomize answers, if turned on then the order of answers that have been made before will be randomized

- e) 2-step join, if turned on then when a student wants to join then in addition to having to input the room code, must also match the symbol that appears on the teacher screen in order to join. This can be used to prevent outside students from infiltrating the game.
 - f) Automatically move through questions, if turned on then every turn of the question will automatically switch without the teacher having to click the next button
 - g) Rejoin after every game, if turned on then every game is finished students must re-join if they want to play again
- 5) After configuring the game options, please click on the “classic” mode, and will be able to start the game. When starting to enter the game room, a game code will appear that must be entered by the student in order to participate in the game.



- 6) If the student has successfully entered, then his name will appear at home at the bottom of the dashboard, and the number of players who entered will be visible on the left center of the dashboard.
- 7) If all players (students) have entered the room, then the game can be started by clicking the start button in the center-right of the dashboard.



- 8) When finished, the game will start, and if the game options earlier in the “automatically move through questions” section are not turned on the teacher must click the “next” button on the top left of the dashboard to proceed to the next question.



- 9) Do these steps until the game ends.

C. Kahoot in Learning English

English is a very important language to learn and is now one of the foreign languages that has been required starting from junior high school (SMP). The subject is considered difficult because of the different writing and pronunciation so that it reduces students' interest in learning, which makes educators have to build an innovative classroom atmosphere so that students can learn English effectively and fun. Kahoot application as a game-based learning media that can increase students' interest in learning because Kahoot Application is an application in the form of an online game that has several interesting features and

the appearance of the Kahoot Application is believed to attract students' interest in learning. This is also in line with the opinion of Mustikawati (2019) who said that the Kahoot Application can be used as an interactive media in learning, because this application involves student activeness in class.

D. Learning Media

According to Briggs (2019), learning media are “Physical means to convey learning content/material as books, films, videos, slides and so on”. Learning media can be understood as anything that can convey or distribute messages from a planned source, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively, according to *Rayanda Asyar (2012:8)*. Likewise, conveyed by *Syaful Bahri Djamarah and Azwan Zain (2010:121)*, the definition of learning media is anything that can convey and distribute messages from a planned source so that a conducive learning environment is created where the recipient can carry out the learning process efficiently and effectively.

Arief Saidiman et al, explained that the uses of media in the teaching and learning process in general are:

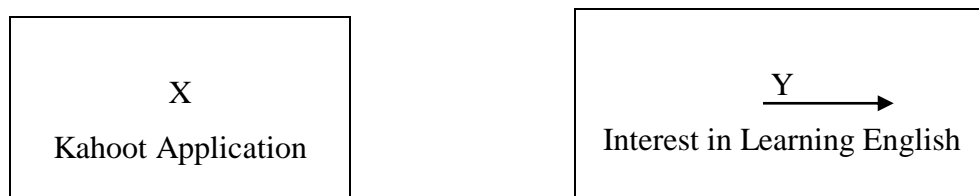
- a. Clarify the presentation of messages so that they are not too verbose
- b. Overcoming the limitations of space-time and sensory power
- c. The appropriate and varied use of educational media can overcome the passivity of students.

Learning media is also an inseparable part of learning activities in school. The utilization of this media is a creative and systematic effort to create experiences that help the learning process of students because the media really plays a role as a learning stimulus and can foster learning motivation so that students are not easily bored in participating in the teaching and learning process.

E. Educational Online Games

According to Maskha (2018), educational games are very interesting to develop. There are several advantages of educational games compared to conventional educational methods. One of the main advantages of educational games is the visualization of real problems. Massachusetts Institute of Technology (MIT) managed to prove that games are very useful for improving logic and understanding. Another advantage of educational games is the presence of animations that can improve memory so that children can retain learning material for a longer time compared to conventional teaching methods.

F. Conceptual Framework



In the figure above, X refers to Kahoot application, and Y refers to students' English learning interests. In this study, the researcher wanted to find out the effect of using the Kahoot application on students' English learning interests.

G. Research Hypothesis

Null Hypothesis (Ho) : “There is no effect of using Kahoot toward students' interest in learning English at SMPN 4 Anggeraja”.

Alternative Hypothesis (H1) : “There is an effect of using Kahoot toward student's interest in learning English at SMPN 4 Anggeraja”

CHAPTER III RESEARCH METHOD

A. Research Design

This research is an ex post facto research with a quantitative approach, which is a method that relies on objective measurements and mathematical (statistical) analysis of sample data obtained through questionnaires, opinion trials, tests, or other research instruments to prove or test the hypotheses proposed in the study. Meanwhile, ex post facto is a retrospective design, involving the study of events that have already occurred to understand the relationship between variables (Locke, Silverman, & Spirduso, 2015). This method is used to determine whether there is a significant effect of Kahoot toward students' interest in learning English. This method is used to determine whether there is a significant the effect of Kahoot toward students' interest in learning English.

B. Research Variables and Their Operational Definitions

1. Research Variable

There are two variables that will be used by researchers in this study, namely:

a. Independent Variable (X)

The independent variable is the variable that causes or gives rise to the dependent variable. In this study, the independent variable is the Kahoot App because it affects toward students' interest in learning English.

b. Dependent Variable (Y)

The dependent variable is the result of the influence of the independent variable. In this case, the dependent variable is students' interest in learning English which is influenced by the Kahoot Application.

2. Operational Definitions

a. Kahoot Application

Kahoot is an online application that can be accessed for free on laptops and cell phones. Kahoot can be accessed by using the following link. For teachers by clicking <https://kahoot.com//> and for students by clicking <https://kahoot.it//>. When logging in, students will use their names and codes that are automatically available on the screen. There are many question features in Kahoot but only 2 features that can be used for free, namely, Quiz and True or False. Where, Quiz is a type of question that uses multiple-choice method and for answer options on a Quiz can be set according to needs. Furthermore, the True or False feature is a type of question that directs students to choose one of the correct or incorrect answers.

In Kahoot Application, there is also a music feature that can be turned on to attract students' sympathy and more enthusiasm for doing assignments. Kahoot can help increase students' interest in learning. This is supported by Kahoot's online game-based features that make students compete to get the highest score.

b. Learning Interest

The interest in learning referred to in this study is the encouragement that arises in students to study hard. Based on the pre-observation results found by the researcher, there are several facts obtained such as a lack of interest in learning,

especially in learning English. Some students revealed that English lessons are very difficult to understand because of the different writing and mentioning so it is difficult for them to understand, there are even some students who fall asleep and skip class during English lessons because they feel bored with this subject.

Therefore, the existence of an interest in learning is certainly very important to be owned by students because the existence of an interest in learning will make it easier for students to understand the lesson.

C. Population and Sample

The population of this study was seventh-grade students at SMPN 4 Anggeraja in the 2023/2024 academic year, totaling twenty-three students using total sampling. Population can also be interpreted as a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and possibly draw conclusions. This is also in line with Darmadi's opinion (2011: 46) saying "Population means all subjects in the research area that are used as research subjects. Meanwhile, the sample is part of the number and characteristics possessed by the population. According to (Arikunto, 2012) Samples are part or representative of the population under study.

D. Instrument of the Research

The instrument is one of the ways to find answers to the research and the instrument is the result of the learning design. This study consists of two main questionnaires to obtain data. In the first instrument, the researcher used a Kahoot questionnaire adopted from the thesis (Ramadhan, 2022) and an English Learning

Interest questionnaire adopted from the thesis (Tarigan, 2018). The questionnaire is one of the written media used to collect data. In addition, the advantage of a questionnaire is that it can be sent or given to many people at the same time" (Fraenkel et al., 2012).

This study uses a hard-copy questionnaire so that researchers can interact directly with respondents. The questionnaire consists of 17 questions for Kahoot Application and 25 questions for Learning Interest. The Likert scale was used to find out how the statements best describe the students. The scale ranges from one (strongly disagree), two (disagree), three (neutral), four (agree), and five (strongly agree). Furthermore, the questionnaire used to measure students' interest in learning using the Kahoot App has been validated and used in previous research with 140 respondents to test its validity and reliability.

1. Scale of measurement.

In accordance with the previous research title, the statement on the variable (Student learning interest) is determined by a Likert scale, the respondent's item consists of 5 responses as shown in the following table:

Table 3. 1 Likert Scale

Alternative answer	Description	Score (+)
STS	Sangat Tidak Setuju (Strongly Disagree)	1
TS	Tidak Setuju (Disagree)	2
N	Netral (Neutral)	3
S	Setuju (Agree)	4
SS	Sangat Setuju (Strongly Agree)	5

The Likert scale table above is used to measure learning interest, opinions, and perceptions of a person or group about the phenomenon of student interest in learning. The variables to be measured will be put together into variable indicators, then in using the Likert scale there are 2 ways of asking questions, positive and negative. Positive questions will be given a score of 5, 4, 3, 2, 1, and negative 1, 2, 3, 4, 5.

2. Categorization Kahoot Application and Learning Interest

The categories of Kahoot Application and Learning Interest will be determined by the following table:

Table 3.2 Categorization of Kahoot Application and Learning Interest

No	Category Range	Description
1	$X < M - 1SD$ $X < 43 - 9$ $X < 34$	Low
2	$M - 1SD \leq X < M + 1SD$ $43 - 9 \leq X \leq 43 + 9$ $34 \leq X \leq 52$	Medium
3	$M + \leq 1SD \leq X$ $43 + 9 \leq X$ $52 \leq X$	High

The table above shows 5 categories of Kahoot Application and Learning Interest based on the range of scores obtained. There are three levels of interest divided based on the mean value (M) and standard deviation (SD)

1. Low category: If the score (X) is less than the mean value minus one times the standard deviation ($M - 1SD$), or less than 50, then the Learning Interest and Kahoot Application is categorized as low.
2. Medium category: If the score is between the mean minus one standard deviation ($M - 1SD$) and the mean plus one standard deviation ($M + 1SD$), or between 50 and 76, then learning interest and Kahoot Application is categorized as moderate
3. High category: If the score is greater than the mean plus one standard deviation ($M + 1SD$), or greater than 76, then Learning Interest and Kahoot Application is categorized as high.

With this table, we can find out how much interest someone has in learning based on the score obtained. The higher the score, the higher the Learning Interest and Kahoot Application.

E. Procedure of Collecting Data

Because there are two instruments used in this study, the researcher divides them into two parts:

- a. One of the instruments is the documentation of English learning scores. The researcher first contacted the subject teacher to explain the purpose of the study. Then, the researcher asked for permission to access the grades. After that, the researcher asked for permission to access the students' English learning scores by taking their final assignment scores. After the researcher got the grade script from the teacher, the next procedure was implemented.

- b. The researcher met the targeted students and explained the purpose of the study and explained that this study would not affect the students' English grades, nor would it divulge the results of the questionnaires filled out by the students. The questionnaires were distributed after several meetings using the Kahoot App. The questionnaires were divided into 2 categories, namely the Kahoot App questionnaire and the English learning interest questionnaire.

F. Technique of Data Analysis

- a. The classification of Data from Questionnaires

- 1) The data that will be collected through questionnaires will be represented with a Likert rating scale as follows:

Table 3.3 Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

- 2) The total score from the Likert scale will be converted into 1-100 scale using the following formula:

$$Score = \frac{Student's score}{Maximum score} \times 100$$

- b. Data Analysis

Data analysis technique is one of the methods that is often used in finding data that has been obtained so that it can be understood with the aim of converting raw data into a form of information or results to explain in the research conclusion section, data processing generally uses the help of SPSS statistics 20. Statistical

analysis is usually used in quantitative. This data analysis technique can be used to answer problems or test hypotheses that have been formulated, this data analysis technique is quantitative because it uses statistical methods that are already available. Analysis of the quality of this test is one of the requirements that must be taken to determine the degree of quality of the test instrument, either part of the test instrument or the test as a whole.

1) Reliability Test

Reliability is a relationship between the consistency or stability of an instrument from the answers of the respondents from the questionnaire, Reliability can be associated with a test, namely with predetermined criteria and the test instrument will provide reliability on test results that have been tested on a group or at a certain time. In general, reliability can affect the number of questions in the level of difficulty, the more questions in a test instrument, the higher the test results will be at the reliability level. The reliability test will be carried out with SPSS Versi 24 with the Cronbach's alpha method, with the following formula:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{k}{\sigma_1^2} b^2 \right]$$

Where :

- r_{11} : Instrument reliability
- k : Large number of questions
- $\sum \sigma_b$: Number of grain variants
- σ_{2t} : Total

with a large number of questions will get a sample that is measured to be more, and if the score becomes high, the reliability obtained will be greater. The instrument coefficient is filled in by giving a check mark (✓) which represents a score of 1 - 5 on the answer that is considered in accordance with what they feel, then the number and percentage that will be obtained from students will be calculated by the number of scores for each question divided by the maximum score and multiplied by 100%.

$$P = \frac{F \times 100}{N}$$

Where :

P : Percentage of students' interest in learning

F : Scores obtained

N : Maximum score

After getting the percentage of student's interest in learning, the score will later be categorized into two categories, namely the low and high categories.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Description

The researcher examined the effect of Kahoot on students' interest in learning English at UPT SMP N 4 Anggeraja. The students who participated in this study were 23 students. Variable X in this study is Kahoot Application as the independent variable, while variable Y is English learning interest as the dependent variable. To investigate the significant effect of the independent variable on the dependent variable. The instruments were the Kahoot application questionnaire and students' learning interests.

a. Kahoot Application Questionnaire

The Kahoot application is considered an independent variable (variable x). The instrument to measure this variable is the Kahoot application questionnaire. Furthermore, researchers calculated the data to determine the categorization of Kahoot applications whether low, medium, or high. Range (R) is the difference between the highest value (X_{max}) and the lowest value (X_{min}) in a data set. For example, if the highest value is 68 and the lowest value is 17, then the Range is $68 - 17 = 51$. Mean (M) is the average of the highest value and the lowest value in the data set. So, if X_{min} is 17 and X_{max} is 68, then the Mean is $(17 + 68) / 2 = 85 / 2 = 43$. Standard Deviation (SD) is a measure of how far the data is spread out from the average. To calculate it, we can use the formula Range divided by 6. So, if the Range is 51, then the Standard Deviation is $51 / 6 = 8.5$ (rounded to 9).

Table 4.1 Frequency distribution result based on categorization

Categorization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	3	13,0	13,0	13,0
	High	20	87,0	87,0	100,0
	Total	23	100,0	100,0	

This data is about the categories and frequencies of data identified as “Medium” and “High”. There are a total of 23 data analyzed. Of these data, 3 data fall into the “Medium” category which is 13% of the total data, while 20 data fall into the “High” category which is 87% of the total data. From these data, it can be concluded that the majority of the data is included in the “High” category, which is 87%, while the data included in the “Medium” category is only 13%. Thus, there are no students who use the Kahoot application in the low category, which means there are no students who get scores below 34. While 3 students use the Kahoot application in the medium category. In other words, their Kahoot app scores were above 34 but below 52. While the highest was owned by 20 students who had a Kahoot app usage score of more than 52. This category is the majority of student answers representing 87% of the entire sample. So it can be concluded that students who use the Kahoot application are quite high.

b. Learning Interest

The second instrument is learning interest as the dependent variable (variable y). The instrument to measure this variable is the study interest questionnaire.

Range (R) is the difference between the highest value (Xmax) and the lowest value (Xmin) in a data set. The highest value is 100 and the lowest value is 25, then $\text{Range} = 100 - 25 = 75$. Mean (M) is the average value of all data. To calculate the mean, we add the highest value and the lowest value and divide by two. So, if the highest value is 100 and the lowest value is 25, then $\text{Mean} = (100 + 25) / 2 = 125 / 2 = 63$. Standard Deviation (SD) is a measure of how far the data is spread from the average value. To calculate Standard Deviation, we divide the Range by 6. So, if the Range is 75, then $\text{Standard Deviation} = 75 / 6 = 12.5$ (rounded to 13). So, Range is 75, Mean is 63, and Standard Deviation is 13.

Table 4.2 Frequency distribution results based on categorization

		Category			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Medium	17	73,9	73,9	73,9
	High	6	26,1	26,1	100,0
	Total	23	100,0	100,0	

The table shows the frequency of students by learning interest category. There were no students who had a low interest in learning, which means no students scored below 50. Meanwhile, 17 students had a moderate interest in learning. In other words, their learning interest score is in the range above 50 but below 76. This category is the majority of student answers representing 73.6% of

the entire sample. While the highest is owned by 6 students who have a learning interest score of more than 76. So it can be concluded that students' interest in learning still needs to be improved again.

4. Data Analysis

After data calculation, statistical calculations were required to determine the correlation between variables. The researcher also used IBM SPSS Statistic Version 24 to calculate the data.

a. Normality Test

Table 4.3 Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,07224649
Most Extreme Differences	Absolute	,143
	Positive	,143
	Negative	-,133
Test Statistic		,143
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test, it is known that the significant value is $0.200 > 0.05$, so it can be concluded that the residual values are normally distributed and the regression model has met the assumption of normality.

b. Simple linear regression analysis

Regression analysis is a statistical technique useful for assessing and modeling relationships between variables. Simple regression is often used to overcome the problem of regression analysis that results in a two-variable relationship. From the regression analysis results obtained in the table as follows :

Table 4.4 Anova Regresi Linear Sederhana

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	665,643	1	665,643	24,697	,000 ^b
	Residual	566,009	21	26,953		
	Total	1231,652	22			

a. Dependent Variable: Y

b. Predictors: (Constant), X

From the results of the table above, it is known that the value of F count = 24,697 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the effect of the Kahoot application variable (X) on students' interest in learning English (Y).

Table 4.5 Simple Linear Regression Coefficient

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	28,314	8,571		3,304	,003
	X	,735	,148	,735	4,970	,000

Based on the table above, it can be seen that the t value is 4.970 and the t table value is 2.06866. It can be concluded that the t value is $4.970 > t \text{ table } 2.06866$, which means that the Kahoot application variable (X) has a positive effect on the student English learning variable (Y).

c. Hypothesis Test

Table 4.6 Pearson Product Moment Analysis Results

Correlations		X	Y
X	Pearson Correlation	1	,735**
	Sig. (2-tailed)		,000
	N	23	23
Y	Pearson Correlation	,735**	1
	Sig. (2-tailed)	,000	
	N	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the data in Table 4.8, it shows that the correlation index value is found to be 0.735. Based on the results obtained, show that there is a positive relationship between the Kahoot application and students' interest in learning English, meaning that if using the Kahoot application is high then the interest in learning English is also high, and vice versa if the interest in learning using the Kahoot application is low then the students' interest in learning English is also low.

It can be seen from the degree of freedom of 23 participants and 2 variables are 21, which means that the r table (π) of df 21 is 0.433 for 5%

significance and 0.549 for 1% significance. This shows that the r count (r_{xy}) is higher than the r table (π) for both 5% and 1% significance degrees. The results of the r count compared to the 5% significance degree show $0.735 > 0.433$, while for 1% significance, it shows $0.735 > 0.549$. Therefore, based on r count higher than r table ($r_{xy} > \pi$), the alternative hypothesis (H_a) is accepted and the hypothesis (H_o) is rejected. This shows that there is a positive and significant influence between the Kahoot application on students' interest in learning English.

Table 4. 7 Correlation Coefficient Interpretation

Correlation Coefficient Interval (r)	Relationship Level
0,00 – 0,119	Not Very Strong
0,20 – 0,399	Not Strong
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

Based on the correlation coefficient interpretation table, the level of influence is on a scale of 0.60 - 0.799 which means strong.

B. Discussion

The research was conducted at SMP N 4 Anggeraja, the author chose SMP N 4 Anggeraja because the school had never implemented the Kahoot application, therefore the author introduced the Kahoot application a few weeks before the researcher conducted research at that location. The author wants to see if there is an effect of Kahoot application on English learning and learning interest of SMP N 4 Anggeraja students. This study was conducted to determine the effect of Kahoot application on students' interest in learning English. In this study, 23

students became the research sample at SMP N 4 Aggeraja. In this study, the researcher was only in charge of observing and assisting teachers in directing students to access Kahoot and helping students who did not have a quota. Researchers prepared 3 cellphones to be used as backup in the learning process using the Kahoot application. In the learning process, the material poured into the Kahoot Application is the material that is currently running in the class which lasts for 4 meetings.

At the meeting, there were several obstacles experienced by researchers such as, not many students were less focused during the learning process because learning using cellphones so that it diverted the focus of students, therefore researchers had to always help teachers in controlling students so that learning was conducive, as for the second obstacle, namely the inadequate network so that researchers outsmarted it by setting up a personal Hotspot. Meanwhile, at the end of the meeting the researcher gave a memento to the students in the form of snacks and stationery after filling out the questionnaire. The instrument used in this study was a questionnaire consisting of 17 statement items regarding Kahoot application and 25 statement items regarding students' interest in learning English. In this study, the validity and reliability of the questionnaire were not tested because the questionnaire had been tested for validity and reliability by previous researchers so that it could be directly used in this study.

The findings of the Kahoot application on students' interest in learning English based on simple linear regression test results. Meanwhile, based on the results of the hypothesis statistical test, it shows that the r count is higher than the

r table, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. These positive results are in line with research conducted by Artati (2021) which states that Kahoot has many benefits in language teaching so it is important to use Kahoot as an ice breaker to increase learning motivation. In line with research conducted by Al Kudri and Maisharo (2021), there is a positive influence of the use of Kahoot learning media based on game learning on student learning outcomes. In addition, research by Amalia et al. (2022) showed statistically the effect of using the Kahoot application in improving writing skills.

The research conducted by Marsha et, al (2021). In their research, quantitative data shows that there is a significant difference between students taught using Kahoot! Game and students taught using conventional games in achieving reading comprehension in fourth-semester students of the English Education Study Program at STKIP Nurul Huda Sukaraja. Second, the qualitative data results show that there is an effect of using Kahoot! Game in reading learning on the achievement of reading comprehension in fourth-semester students of the English Education Study Program of STKIP Nurul Huda Sukaraja. They are students who have a very high impact on perception, motivation, and positive attitude.

The level of correlation between the Kahoot application and students' interest in learning English shows a correlation coefficient of 0.735. This figure is in the interval 0.60 - 0.791 which indicates that the correlation is strong. This research is in line with research conducted by Mukhlis et al., (2022) which shows a correlation of 65.8 which means a strong between Kahoot media and student

interest in learning at SMK Darul Islam Aceh. In line with research from Irwan Hamdi (2019), researchers stated that this study aims to analyze the use of the Kahoot platform as a medium for learning PPKN. This research uses mixed methods. The results of this study indicate that there is an increase in students' thinking and learning abilities after using Kahoot. The study showed that this was due to Kahoot's interesting features that did not make them bored and saturated.

This was also conveyed by Fazriyah et al, (2020) and Rina Indriani with her research which was an experimental study on 5th-semester students in the PGSD study program at Pasundan University. The results of this study using the Mann-Whitney Test obtained an asymp.sig value of 0.008 or smaller than alpha 0.05 so that the study concluded that there was a difference in the average value of learning outcomes between classes using the Kahoot application learning media and classes that did not use the Kahoot application.

Based on the level of use of the Kahoot application, the results showed that the majority of students used the Kahoot application quite highly, but the majority of student's interest in learning English was still in the medium category. This shows that students' interest in learning English must be increased again because the Kahoot application is a free learning media that can be customized by users. In addition, Kahoot is an educational application that can be used by students and teachers to help the learning process including a type of visual learning which can attract students' attention by concentrating on the learning conveyed by the teacher so that students can be more enthusiastic in learning and can increase interest in learning.

This is in line with research conducted by Mustikawati (2019) which says that the Kahoot application can be used as an attractive media in learning because it can involve student activeness in the classroom. The research conducted by Ramenda (2019), where the research suggests that this type of research is a Quasi Experiment research. The population used in the study were VII I class students and VII H class students at SMP N 5 Bandar Lampung using a purposive sampling technique and t-test as a data analysis tool. The results of this study indicate that there is an increase in the interactive game Kahoot application, there is an understanding of students' mathematical concepts, and the learning interest of VII grade students at SMP N 5 Bandar Lampung.

This study was conducted with the aim of finding out whether there is an influence between the Kahoot Application. The study involved analyzing the impact of KahootApplication on students' learning interest by categorizing the scores as low, medium, or high based on the calculation of range, mean, and standard deviation. The majority of students fell into the high categorization, indicating a positive relationship between the use of the Kahoot app and higher interest in learning. Similarly, this study also assessed students' learning interest through a questionnaire to determine the categorization of low, medium, or high interest based on statistical calculations of range, mean, and standard deviation. The results showed the majority of students had a moderate level of interest, thus indicating the need for improvement in increasing students' interest in learning. Data analysis included normality test and simple linear regression analysis to determine the correlation between the use of Kahoot application and students'

interest in learning English. The regression model showed a positive effect of Kahoot application on students' interest in learning English. Hypothesis testing using Pearson product-moment analysis showed a strong positive correlation ($r = 0.735$) between Kahoot application and students' interest in learning English. The interpretation of the correlation coefficient categorizes this relationship as a strong relationship, indicating a significant influence of the Kahoot application in increasing students' interest in learning. This shows that students' interest in learning English should be increased again.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and discussion of the research results, it can be concluded that the use of Kahoot application in the teaching and learning process is very supportive so that learning takes place cheerfully, actively, and effectively. However, the majority of students in UPT SMP N 4 Anggeraja's desire to use the Kahoot application is quite high, but the majority of students' interest in learning English is still in the medium category. This shows that students' interest in learning English must be improved again.

B. Suggestion

Based on the above conclusions, the authors provide the following suggestions:

1. For educators
 - a. Teachers should use more varied learning media by utilizing ICT so that students do not feel bored during the learning process.
 - b. Teachers are expected to be more up-to-date in choosing learning media so that students can be more enthusiastic in following the learning process.

2. For Students

Students should be smarter in utilizing existing technology, in this day and age there are so many learning support game-based applications that can be found on the web and also applications.

3. For Researchers

Researchers are expected to be more diligent and focused in working on the thesis, and must also be more careful in choosing the journals to be analyz

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A P P I N D I C E S

Appendix 4.1
ANGKET KELAS TENTANG RESPON PESERTA DIDIK
MENGGUNAKAN APLIKASI KAHOOT

NO	INDIKATOR	PERNYATAAN	SS	S	TS	STS
1	KOGNITIF	Aplikasi <i>Kahoot</i> bermanfaat menambah wawasan saya.				
2		Bahasa yang digunakan pada Aplikasi <i>Kahoot</i> mudah saya pahami.				
3		Aplikasi <i>Kahoot</i> membantu saya menjawab soal dengan baik.				
4		Aplikasi <i>Kahoot</i> mudah dipahami.				
5		Setelah menggunakan Aplikasi <i>Kahoot</i> , saya semakin mudah memahami Bahasa Inggris.				
6		Informasi pada Aplikasi <i>Kahoot</i> mudah dipahami.				
7		Petunjuk pada Aplikasi <i>Kahoot</i> sangat jelas, sehingga memudahkan saya menggunakannya.				
8		Tampilan Aplikasi <i>Kahoot</i> sangat bagus sehingga saya mudah mempelajarinya.				
9		Saya tertarik menjawab soal mata pelajaran Bahasa Inggris menggunakan Aplikasi <i>Kahoot</i>				
10		Saya antusias menjawab soal Bahasa Inggris menggunakan Aplikasi <i>Kahoot</i>				

11	AFEKTIF	Saya lebih tekun belajar Bahasa Inggris setelah menggunakan Aplikasi <i>Kahoot</i>				
12		Kemudahan dalam penggunaan Aplikasi <i>Kahoot</i> membuat saya dapat menerapkannya dengan cepat				
13		Saya tidak menyontek pada saat menjawab soal menggunakan Aplikasi <i>Kahoot</i>				
14		Saya lebih berhati-hati menjawab soal dengan menggunakan Aplikasi <i>Kahoot</i>				
15		Saya menjawab soal Bahasa Inggris menggunakan Aplikasi <i>Kahoot</i> dengan baik				
16	BEHAVIORAL	Saya menyampaikan tanggapan jika peneliti memberikan pertanyaan seputar Aplikasi <i>Kahoot</i> .				
17		Saya menggunakan Aplikasi <i>Kahoot</i> sesuai peraturan yang berlaku				

Ket:

SS : Sangat Setuju TS : Tidak Setuju

S : Setuju STS : Sangat Tidak Setuju

Appendix 4 1
ANGKET KELAS TENTANG MINAT BELAJAR BAHASA INGGRIS
MENGGUNAKAN KAHOOT

No	Soal	S	S R	K K	T P
1	Saya tertarik dengan pelajaran Bahasa Inggris menggunakan Kahoot.				
2	Saya memahami pelajaran Bahasa Inggris yang disampaikan oleh guru menggunakan Kahoot.				
3	Saya bersemangat ketika guru mengajarkan pelajaran Bahasa Inggris menggunakan Kahoot.				
4	Saya merasa senang apabila guru memberikan tugas menggunakan Kahoot.				
5	Saya merasa senang apabila ada kegiatan belajar kelompok.				
6	Saya merasa senang apabila guru membatalkan ulangan.				
7	Saya merasa senang apabila tugas dari guru tidak jadi dikumpulkan.				
8	Saya menjawab pertanyaan guru dengan benar karena sudah belajar.				
9	Saya segera menyelesaikan tugas yang diberikan tanpa menunda.				
10	Saya membaca buku Bahasa Inggris lain, yang belum pernah disampaikan oleh guru.				
11	Saya mengerjakan latihan soal di rumah meskipun tidak ada tugas dari guru.				
12	Saya tidak mencatat materi yang disampaikan oleh guru.				
13	Saya menanggapi teman bila mengajak bicara saat				

	pelajaran berlangsung				
14	Saya mencatat poin penting yang disampaikan guru.				
15	Saya berusaha memahami materi yang disampaikan.				
16	Saya santai saja saat ada tugas kelompok, biar anak yang pandai saja yang menyelesaikan dan tinggal menunggu hasilnya.				
17	Saya merasa bosan saat pelajaran Bahasa Inggris berlangsung.				
18	Saya mengerjakan PR mendadak di sekolah.				
19	Saya belajar setiap hari tanpa paksaan.				
20	Setiap ada kesalahan saya perbaiki dan di ulang kembali di rumah.				
21	Menurut saya pelajaran Bahasa Inggris bermanfaat untuk kehidupan.				
22	Saya mengikuti ajakan teman untuk membolos jika ada kesempatan.				
23	Saya asik dengan pikiran sendiri ketika guru sedang menerangkan.				
24	Saya berusaha memperoleh nilai yang bagus agar tidak kalah dengan teman yang lain.				
25	Saya yakin bahwa saya akan berhasil dalam pembelajaran ini, karena itu saya belajar dengan sungguh-sungguh.				

Keterangan :

S : Selalu TP : Tidak Pernah

SR : Sering KK : Kadang-Kadang

Appendix 4.3
HASIL KUESIONER

NAMA	Y (Interest)	X (Kahoot)
Nur Intan Sajadah	65	70
Ahmad Dzul Fahriye	75	80
Siti Aisyah S	75	80
Nurul Safrah	65	75
Nur Aini	80	80
Nur An Nasyrah	65	70
Reski Amelia	75	77
Syahla Inayah	80	85
Fitri Ramadani	80	84
Nizwatul Azizah	75	76
Nur Zakilah	90	96
Sri Al Fiani	95	97
Muh. Afdal	95	96
Alfian	80	85
Revanarif	80	84
Muh.Adha Putra	85	86
Muh. Aditya Furqon	90	95
Arya Dwi Anggunu	70	70
Rahmad	65	70
Muh.Alfian	65	70
Al Munawir	70	75
Muh.Alif	70	78
Maqfiratullah	75	78

Appendix 4.4
MEMBANTU GURU MENGARAHKAN SISWA UNTUK MENGAKSES
APLIKASI KAHOOT



Appendix 4.5

DOKUMENTASI PENGISIAN KUESIONER



Appendix 4.6
DOKUMENTASI NILAI AWAL SISWA SEBELUM MENGGUNAKAN
APLIKASI KAHOOT

Jumat, 29/9/23

1. Al Munawir	85
2. Arga Dwi Angga	84
3. Chantika	60
4. Fitri Rahmadani	60
5. Mahqifrahlan	78
6. Muh. Athu Asiputra	72
7. Muh. Alfian	76
8. Muh Aditya Furqan Arifah	75
9. Niswahi Azizah	80
10. Nur'aini	84
11. Nur Annasyrah	86
12. Nur lutan Sagadah	80
13. Nuradila	82
14. Nurul Saprah	79
15. Rahmat	85
16. Resti Amelia	83
17. Revan Arif Arsyhar	84
18. Siti Asyrah Syamsuddin	82
19. Sri Alfiani	83
20. Syahla Luyah	78
21. Muh. Alif Morran	76
22. Ahmad Paul Fahri	79
23. Furman Abdul	76
24. Alfian	76

2



UNIVERSITAS MUHAMMADIYAH PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
(RESEARCH INSTITUTE AND COMMUNITY SERVICES)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Noenor : 0520/LPPM/IL3.AU/IP/2023
 Lampiran : -
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
KEPALA DINAS PENANAMAN MODAL DAN PTSP PROV. SULSEL
 di-
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Muhammadiyah Parepare, menerangkan bahwa:

Nama : Eka Fitriyani
NIM : 219 110 023
Fakultas/Prodi : FKIP/Pendidikan Bahasa Inggris

Adalah Mahasiswa Universitas Muhammadiyah Parepare yang bermaksud untuk melakukan penelitian dengan judul *"The Effect of Kahoot Toward Students Interest in Learning English at SMPN 4 Anggeraja"*.

Sehubungan dengan hal tersebut, dimohon kepada Bapak/Ibu untuk memberikan izin penelitian kepada Mahasiswa tersebut selama 2 (dua) Bulan di **SMPN 4 Anggeraja Kabupaten Enrekang**.

Atas Perhatian dan kerjasamanya, diucapkan terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Parepare, 16 Oktober 2023


Dr. Irachmatullah Rahim, M.P.
 NIDN. 0926117601

- Tembusan Yth.
1. Ketua BPH UMPAR
 2. Wakil Rektor I UMPAR
 3. Wakil Rektor III UMPAR
 4. Dekan Fakultas Keguruan dan Ilmu Pendidikan UMPAR
 5. Sdr. Eka Fitriyani
 6. Arsip



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

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Nomor	: 27808/S.01/PTSP/2023	Kepada Yth.
Lampiran	: *	Bupati Enrekang
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LPPM Univ. Muhammadiyah Parepare Nomor : 0520/LPPM/II.3.AU/IP/2023 tanggal 16 Oktober 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama	: EKA FITRIYANI
Nomor Pokok	: 219110023
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Kampus II UM Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECT OF KAHOOT TOWARD STUDENT'S INTEREST IN LEARNING ENGLISH AT SMP N 4 ANGGERAJA "

Yang akan dilaksanakan dari : Tgl. 23 Oktober s/d 23 Desember 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 17 Oktober 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LPPM Univ. Muhammadiyah Parepare;
2. Paringgal



PEMERINTAH KABUPATEN ENREKANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sudirman, Km 3 Pinrang Telp./Fax (0420) 21079

SURAT KETERANGAN PENELITIAN
Nomor: 73.16/568/DPMTSP/ENR/IP/X/2023

Berdasarkan Peraturan Bupati Enrekang nomor 73 Tahun 2022 tentang Perubahan Atas Peraturan Bupati Enrekang Nomor 159 Tahun 2021 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Enrekang, maka dengan ini memberikan Surat Keterangan Penelitian kepada :

EKA FITRIYANI

Nomor Induk Mahasiswa	: 219110023
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Lembaga	: UNIVERSITAS MUHAMMADIYAH PAREPARE
Pekerjaan Peneliti	: MAHASISWA
Alamat Peneliti	: RA'CAK DESA MAMPU
Lokasi Penelitian	: SMPN 4 ANGGERAJA
Anggota/Pengikut	: *

Maksud dan Tujuan mengadakan penelitian dalam rangka **MENYUSUN SKRIPSI**
 dengan Judul : **THE EFFECT OF KAHOOT TOWARD STUDENT'S INTEREST IN LEARNING ENGLISH AT SMP N 4 ANGGERAJA**

Lamanya Penelitian : **2023-10-24 s/d 2023-12-23**

Dengan ketentuan sebagai berikut :

1. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini dibenarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di : Enrekang
24/10/2023 14:23:55
KEPALA DINAS,



Dr. Ir. CHAIDAR BILAL SY. MT
 Pangkat: Pembina Tk. II
 NIP. 19750528 200212 1 005

Tembusan Kepada Yth :

1. Bupati Enrekang sebagai laporan
2. Kepala Bakesbangpol Kab. Enrekang
3. Desa/Lurah/Camat tempat peneliti
4. Mahasiswa ybs.



Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh pemerintah Kabupaten Enrekang (SK-Enrekang) Badan Siber dan Sandi Negara (BSSN)
 Tanggal dan Waktu: 2023-10-24 14:23:55



UNIVERSITAS MUHAMMADIYAH PAREPARE
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
 KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare
 KAMPUS II : Jl. Jend. Ahmad Yani Km. 7 Telp. (0421) 22575 Parepare

**PERBAIKAN NASKAH PROPOSAL PENELITIAN YANG
 TELAH DISEMINARKAN**

Naskah Usulan Penelitian Saudari : Eka Fitriyani
 Nomor Induk Mahasiswa : 219 110 023
 Program Pendidikan : S1 (Sarjana)
 Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR
 Judul Usulan Penelitian : The Effect of Kahoot Toward Students Interest in
 Learning English at SMPN 4 Anggeraja

Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan seminar proposal penelitian.

NO	NAMA	JABATAN	TANDA TANGAN
1	Dr. Syawal, S.Pd., M.Pd.	Supervisor	1.
2	Badaruddin, S.Pd., M.Pd.	Supervisor	2.
3	Sianna, S.Pd., M.Pd.	Supervisor	3.
4	Dr. Khadijah Maming S.pd., M.pd.	Supervisor	4.

Parepare, Oktober 2023
 Ka. Prodi,

Dr. Khadijah Maming, S.Pd., M.Pd
 NBM. 986 844

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi dengan judul: **THE EFFECT OF KAHOOT TOWARD STUDENTS INTEREST IN LEARNING ENGLISH AT SMPN 4 ANGGERAJA**


Atas mahasiswa berikut ini:

Nama : EKA FITRIYANI
 NIM : 219110023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan


Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Seminar Proposal pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Parepare, 19 September 2023

Pembimbing I,

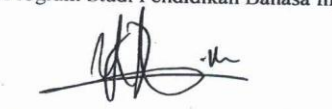

Dr. Syawal, S.Pd., M.Pd
 NBM: 1019672

Pembimbing II,


Badaruddin, S.Pd., M.Pd
 NBM: 1037435

Diketahui,

Ketua Program Studi Pendidikan Bahasa Inggris


Dr. Khadijah Maming, S.Pd., M.Pd
 NBM: 986844

LEMBAR PERSETUJUAN PEMBIMBING


Skripsi dengan judul: **THE EFFECT OF KAHOOT TOWARD STUDENT'S INTEREST IN LEARNING ENGLISH AT SMP N 4 ANGGERAJA**

Atas mahasiswa berikut ini:

Nama : Eka Fitriyani
 NIM : 219110023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan

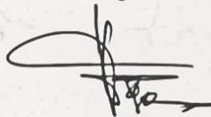
Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Ujian Tutup pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Pembimbing I,


Dr. Syawal, S.Pd., M.Pd.
 NBM: 1019672

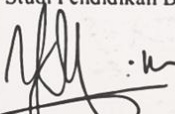
Parepare, 7 Agustus 2024

Pembimbing II,


Badaruddin, S.Pd., M.Pd.
 NBM: 1037435

Diketahui,

Ketua Program Studi Pendidikan Bahasa Inggris


Dr. Khadijah Maming, S.Pd., M.Pd.
 NBM: 986844



UNIVERSITAS MUHAMMADIYAH PAREPARE
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
 KAMPUS I : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare
 KAMPUS II : Jl. Jend. Ahmad Yani Km. 7 Telp. (0421) 22575 Parepare

**PERBAIKAN NASKAH SKRIPSI PENELITIAN YANG
 TELAH DISEMINARKAN**

Naskah Usulan Penelitian Saudari : Eka Fitriyani
 Nomor Induk Mahasiswa : 219 110 023
 Program Pendidikan : S1 (Sarjana)
 Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR
 Judul Penelitian : The Effect of Kahoot Aplication Toward Students'
 interest in Learning English at SMPN 4 Anggeraja

Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan Ujian Tutup.

NO	NAMA	JABATAN	TANDA TANGAN
1	Dr. Salasiah A, S.Pd, M Ed TESOK International	Supervisor	1.
2	Sianna, S.Pd., M.Pd.	Supervisor	2.
3	Badaruddin S.pd., M.pd.	Supervisor	3.
4	Dr. Syawal, S.Pd., M.Pd.	Supervisor	4.

Parepare, Oktober 2023
 Ka. Prodi,

Dr. Khadijah Maming, S.Pd., M.Pd
 NBM. 986 844

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi dengan judul: **THE EFFECT OF KAHOOT TOWARD STUDENTS INTEREST IN LEARNING ENGLISH AT SMPN 4 ANGGERAJA**

Atas mahasiswa berikut ini:

Nama : EKA FITRIYANI
NIM : 219110023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan


Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Seminar Proposal pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Parepare, 19 September 2023

Pembimbing I,



Dr. Syawal, S.Pd., M.Pd
NBM: 1019672

Pembimbing II,


Badaruddin, S.Pd., M.Pd.
NBM: 1037435

Diketahui,

Ketua Program Studi Pendidikan Bahasa Inggris


Dr. Khadijah Maming, S.Pd., M.Pd
NBM: 986844

CURRICULUM VITAE



The researcher, Eka Fitriyani was born in Ra'cak on July 30, 2000. She comes from Enrekang. She is the first of four children of Mr. Baharuddin and Mrs. Fitriani. In her education, she started her education at SDN 129 Bunu and graduated in 2012. He continued his education at SMPN 3 Alla and graduated in 2016, then he continued his education at SMKN 1 Enrekang and graduated in 2019. In 2019 she enrolled at Universitas Muhammadiyah Parepare and was accepted as a student of English Education Department, Faculty of Teacher Training and Education. During her education at Universitas Muhammadiyah Parepare, she was accepted as one of the Teaching Campus participants with a placement in Enrekang for five months. Then she completed her studies with a research entitled ***“The Effect of Kahoot Application Toward Students’ Interest In Learning English at SMP N 4 Anggeraja”***