STUDENTS’ PERCEPTION ON THE USE OF KAHoot! AS AN ICE BREAKER IN MOVIE INTERPRETATION CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Gheza Damara
Student Number: 121214160

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
STUDENTS’ PERCEPTION ON THE USE OF KAHOOT! AS AN ICE BREAKER IN MOVIE INTERPRETATION CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Gheza Damara
Student Number: 121214160

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
A Sarjana Pendidikan Thesis on

STUDENTS’ PERCEPTION ON THE USE OF KAHoot!

AS AN ICE BREAKER IN MOVIE INTERPRETATION CLASS

By
Gheza Damara
Student Number: 121214160

Approved by
Advisor
Fidelis Chosa Kastuhandani, S.Pd., M.Hum. August 7, 2016
A Sarjana Pendidikan Thesis on

STUDENTS’ PERCEPTION ON THE USE OF KAHOOT!

AS AN ICE BREAKER IN MOVIE INTERPRETATION CLASS

By
Gheza Damara
Student Number: 121214160

Defended before the Board of Examiners
on August 10, 2016
and Declared Acceptable

Board of Examiners
Chairperson : Yohana Veniranda, S.Pd., M.Hum., M.A., Ph.D.
Secretary : Christina Lhaksmita Anandari, S.Pd., Ed.M.
Member : Fidelis Chosa Kastuhandani, S.Pd., M.Hum.
Member : Yohana Veniranda, S.Pd., M.Hum., M.A., Ph.D.
Member : Christina Lhaksmita Anandari, S.Pd., Ed.M.

Yogyakarta, August 10, 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean

Rohardi, Ph.D.
I walk through hell almost every night, but I believe it’s a pathway –

Yelawolf

This thesis is dedicated to:

Allah SWT and prophet Muhammad SAW

My parents, Bramono Santoso Wibowo and Triana Hadiningtyas

My brother, Ghenta Damara

My sister, Putri Kinanthi

My PBI friends and all thesis fighters
STATEMENT OF WORK ORGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should have.

Yogyakarta, August 10, 2016
The Writer

Gheza Damara
121214160
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertandatangan di bawah ini, saya mahasiswa Universitas Sanata Dharma
Nama : Gheza Damara
Nomor Mahasiswa : 121214160
Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan
Universitas Sanata Dharma karya ilmiah saya yang berjudul:

STUDENTS’ PERCEPTION ON THE USE OF KAHOOT!
AS AN ICE BREAKER IN MOVIE INTERPRETATION CLASS

beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan
kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan,
mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan
data, medistribusikan secara terbatas, dan mempublikasikannya di Internet atau
media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya atau
memberikan royalti kepada saya selama tetap mencantumkan nama saya selaku
penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.
Dibuat di Yogyakarta
Pada tanggal: 10 Agustus 2016
Yang menyatakan

(Gheza Damara)
ABSTRACT

Damara, Gheza. 2016. *Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class*. Yogyakarta: Sanata Dharma University.

This research dealt with the survey on how students perceived the use of *Kahoot!* as an ice breaker in Movie Interpretation class in Sanata Dharma University, Yogyakarta. The aims of this study were to find out the students’ perception on the use of *Kahoot!* as an ice breaker and how to improve the use of *Kahoot!* as an ice breaker in Movie Interpretation class.

The formulated problems of this study were: (1) What is students’ perception on the use of *Kahoot!* as an ice breaker in Movie Interpretation class? and (2) How can the use of *Kahoot!* as an ice breaker in Movie Interpretation class be improved?

This research employed quantitative research. The type of the research was specifically a survey. The researcher decided to use the survey as the focus of the case. The participants of this study were sixty-six (66) students of Movie Interpretation class. In order to enhance the reliability, validity and trustworthiness, the researcher conducted research triangulation. The data of students’ perception on *Kahoot!* as an ice-breaker in Movie Interpretation class were obtained by questionnaire, interview and also observation.

The result of the study showed that the students’ perception of using *Kahoot!* as an ice breaker in Movie Interpretation class was positive as the student felt that the use of *Kahoot!* as an ice breaker really helped students to learn with fun. Moreover, *Kahoot!* greatly helped students not only on how to learn with fun, but with *Kahoot!* students became more motivated to learn the material deeper in Movie Interpretation subject. Nonetheless, the students generated suggestions for the betterment on the use of *Kahoot!* as an ice breaker in Movie Interpretation class. The external category which was the internet connection and the frequency of the usage should be developed well so that the use of *Kahoot!* as an ice-breaker in Movie Interpretation class can be one of the best applications for the ice breaking session.

**Keywords:** *Kahoot!, Ice breaker, Perception, Movie Interpretation Class*
ABSTRAK

Damara, Gheza. 2016. Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class. Yogyakarta: Sanata Dharma University.

Penelitian ini merupakan penelitian tentang survei persepsi mahasiswa dalam menggunakan Kahoot! sebagai ice breaker di kelas Movie Interpretation Universitas Sanata Dharma, Yogyakarta. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan Kahoot! sebagai ice-breaker dan bagaimana meningkatkan penggunaan Kahoot! sebagai ice breaker di kelas Movie Interpretation.

Masalah yang dirumuskan dari penelitian ini adalah: (1) Bagaimana persepsi mahasiswa dalam penggunaan Kahoot! sebagai ice-breaker di kelas Movie Interpretation? dan (2) Bagaimana cara meningkatkan penggunaan Kahoot! sebagai ice breaker di kelas Movie Interpretation?

Penelitian ini menggunakan desain penelitian kuantitatif, yang secara khusus menggunakan jenis penelitian survei. Peserta penelitian ini terdiri dari enam puluh enam (66) siswa kelas Movie Interpretation Universitas Sanata Dharma. Untuk meningkatkan keandalan, validitas dan kepercayaan, peneliti melakukan triangulasi data. Data persepsi siswa dalam penggunaan Kahoot! sebagai ice-breaker di kelas Movie Interpretation diperoleh dengan kuesioner, wawancara dan juga observasi.

Dari hasil penelitian ini dapat disimpulkan bahwa persepsi mahasiswa tentang penggunaan Kahoot! sebagai ice-breaker di kelas Movie Interpretation positif. Mahasiswa merasa bahwa penggunaan Kahoot! sebagai ice breaker benar-benar membantu mereka belajar dengan cara yang menyenangkan. Selain itu, dengan Kahoot! siswa menjadi lebih termotivasi untuk mempelajari dan memperdalam materi-materi di dalam kelas Movie Interpretation. Meskipun demikian, para siswa juga memberikan saran untuk kemajuan penggunaan Kahoot! sebagai ice breaker di kelas Movie Interpretation. Kategori eksternal yang merupakan meningkatkan koneksi internet dan frekuensi penggunaan dari Kahoot! sebagai ice breaker merupakan 2 hal utama yang disarankan oleh para siswa yang harus ditingkatkan, sehingga penggunaan Kahoot! sebagai ice breaker di kelas Movie Interpretation dapat menjadi salah satu aplikasi terbaik untuk sesi ice breaking.

Kata Kunci: Kahoot!, Ice breaker, Perceptiorion, Movie Interpretation Class
ACKNOWLEDGEMENTS

First of all, I would like to thank Allah SWT and the prophet Muhammad SAW, because of all the grace and wisdom that was given to me, so that I am able to finish my responsibility as a student of Sanata Dharma University.

I am wholeheartedly thankful to my sponsor, Bapak Fidelis Chosa Kastuhandani, M.Hum. for his limitless patience, support and guidance during the seemingly never-ending thesis writing process.

I would like to express my great thanks to my parents, Bapak Bramono Santoso Wibowo, S.E. and Ibu Triana Hadiningtyas, S.E. for their guidance, prayers, motivation, and support to me every single day. I would also present this work to my brother Ghenta Damara and my sister Putri Kinanthi and send my gratitude to them for their support and motivation.

I am indebted to the Movie Interpretation students’ batch 2016 of Sanata Dharma University as the participants of the researchers’ research.

I would like to thank all the lecturers and staff of the English Language Education Study Program, Sanata Dharma University whose persistent help I will never forget.

Also, I would like to express my thanks to my best friends Hilarius Raditya Priambada Purba, Ardhi Cahyanto Kumoro, Albertus Adi Setyoko, Elizabeth Tisna Lea Desika, Maria Elga, Siti Basita Andhina, Kevin “Kecap” Saputra, MRSHL TNML, Yulianus “ceper” Febriarko, Satrio Aji, Vidyadhari, Shella Hanneda, Carolus Suksmo Praksono, Patricius Lintang, Marcellyno Dryan, Puguh Kristanto, Patrick Ganang, Pradipta Yunandra,
Bryan Anugerah, Robertus Septian, Anindito Marcellus, Annisa Dwirahma, Adjie Prasetyo, Albertus Yordhana, Veryendra Honestia, Riski Aninda Sari, Richard Devara, Vincent Hendriya, Luther Jonggi, Adreana Pritha, EFO group, Tengkyu Y Brooo Group, and Ulabamba Hap Hap group for their encouragement and motivation. My gratitude goes to all my PBI friends I have not mentioned for the love and care to me as well.

The last but not the least, I would like to extend my heartfelt gratitude to any other individuals who in one way or another have contributed their valuable assistance in the preparation and completion of this thesis.

Gheza Damara
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Problems</td>
<td>2</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>3</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>3</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>3</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER II: REVIEW OF RELATED LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>7</td>
</tr>
<tr>
<td>1. Perception</td>
<td>7</td>
</tr>
<tr>
<td>2. <em>Kahoot!</em></td>
<td>10</td>
</tr>
<tr>
<td>3. Ice Breaker</td>
<td>15</td>
</tr>
</tbody>
</table>
4. Movie Interpretation....................................................17
B. Theoretical Framework...............................................18

CHAPTER III: RESEARCH METHODOLOGY.................................20
A. Research Method..........................................................20
B. Research Setting..........................................................21
C. Research Participants.......................................................21
D. Instruments and Data Gathering Technique........................21
E. Data Analysis Technique...................................................25
F. Research Procedure..........................................................27

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS...............29
A. Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation class .................................29
B. Things That Should be Improved on The Use of Kahoot! as an Ice Breaker in Movie Interpretation Class...............................................................43

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS............57
A. Conclusions.................................................................57
B. Recommendations..........................................................58

REFERENCES........................................................................60
APPENDICES........................................................................62
LIST OF TABLES

Page

3.1: Scoring grade ................................................................. 26

3.2: Data analysis of the questionnaire ...................................... 27
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Kahoot! provides users with quiz, discussion and survey options</td>
<td>10</td>
</tr>
<tr>
<td>2.2</td>
<td>Time limits also can be set for each question in Kahoot! quiz</td>
<td>11</td>
</tr>
<tr>
<td>2.3</td>
<td>The quiz setting let users set the privacy level and descriptions of the content</td>
<td>11</td>
</tr>
<tr>
<td>2.4</td>
<td>The invite screen presents players with the game’s web location, entry pin, number of players registered, and the name of the registered players</td>
<td>12</td>
</tr>
<tr>
<td>2.5</td>
<td>The educator’s computer displays the question and the four possible answers</td>
<td>12</td>
</tr>
<tr>
<td>3.1</td>
<td>Research method formula</td>
<td>26</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix A: Questionnaire Data ................................................................................. 62
Appendix B: Interview Data ......................................................................................... 74
CHAPTER I
INTRODUCTION

This study discusses the English Language Education Study Program (ELESP) students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class. Chapter one is divided into six parts namely research background, research problems, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

Nowadays technology seems to have its own strength in education. Students rely more on technology than everything else to make their life easier. According to various studies, using technology, including computers, personal tablets, and smartphones improve the students’ engagement and active participation in the classrooms in effective way (Bransford, Brown & Cocking, 2000; Kim &C Reeves, 2007; Koile & Singer, 2006; Rogers & Cox, 2008). The students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class would show how technologies can improve the students’ willingness to learn, especially after they use Kahoot! as an ice breaker in Movie Interpretation class. Siegle (2015) states “Kahoot! is a game-based quiz that tests students’ knowledge. A free option exists. Teachers create multiple-choice quizzes that they present to students in a game-based environment. Teachers can also select quizzes from a bank of thousands of games created by other educators.
In conclusion, the researcher would like to obtain the students’ perception on the use of *Kahoot!* as an ice breaker in Movie Interpretation class. This research deals with the use of *Kahoot!* as an ice breaker in Movie Interpretation class. The researcher conduct this research based on the use of *Kahoot!* as an ice breaker in ELESP Sanata Dharma University can be categorized as a new media for ice breaking session, it is only conducted in two subject in ELESP Sanata Dharma University which are Movie Interpretation class and Computer Assisted Language Learning class. Based on the situation, the researcher wanted to see students’ perception whether it is positive or negative in terms of using *Kahoot!* as an ice breaker in Movie Interpretation class.

B. Research Problems

This study attempts to answer these two research questions which are formulated as follows:

1. What is the students’ perception on the use of *Kahoot!* as an ice breaker in Movie Interpretation class?

2. How can the use of *Kahoot!* as an ice breaker in Movie Interpretation class be improved?
C. Problem Limitation

The first limitation of this research focused on the sixty-six (66) students of Movie Interpretation class because the students were already using Kahoot! for the ice-breaking session. The limitation also helped the researcher to gain exact number of the students using Kahoot!. The second limitation is the sixty-six (66) students of Movie Interpretation class of Sanata Dharma University from batch 2012-2014.

D. Research Objectives

Based on the research problems above, the researcher concludes that the research has several objectives. The objectives of this research are presented as follows.

1. To find out students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class.

2. To find out how to improve the use of Kahoot! as an ice breaker in Movie Interpretation class.

E. Research Benefits

The implementation of the research is carried out in order to provide several contributions for the lecturer and the students of Movie Interpretation class. The researcher explains some of the advantages from the research that can
be taken and used for the future. The research findings are expected to give some positive contributions to:

1. **The Lecturer of Movie Interpretation**

   This research also gives an explanation and also provides a deeper meaning for the lecturer to understand about the use of *Kahoot!* as an ice breaker in Movie Interpretation class. This research can give the lecturer some useful info about what students’ thinks about the use of *Kahoot!* as an ice breaker in class whether it is important or not to conduct *Kahoot!* in Movie Interpretation class. The findings are expected to give some useful suggestions and recommendations for the lecturer of Movie Interpretation class in providing ice breaker session to make the teaching-learning process better. The benefit is also for other lecturers who may try to implement or even do implement *Kahoot!* as an ice-breaker in their class.

2. **The Students of Movie Interpretation**

   After having the results of the research findings, it is expected for the lecturer to be really aware of how the use of *Kahoot!* as an ice breaker. The results of this research can be used to see whether *Kahoot!* helps students more relaxed before facing the material on Movie Interpretation subject or not. The results can also be used to see whether the use of *Kahoot!* as an ice breaker in the beginning of the class helps students to understand the material that will be taught on Movie Interpretation class.

3. **The Future Researchers**

   The researcher expected that the research can stimulate future researchers to explore more in the use of the questions for quizzing with *Kahoot!* as an ice
breaker and also find other essential findings such as the importance of the questions for quizzing with Kahoot! as an ice breaker to help students understand the material more.

F. Definition of Terms

The researcher also states several terms that are going to be discussed in the research, they are:

1. Perception

According to Altman, Valenzi & Hodgetts (1985), perception is defined as “the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. The process of perception enable us to understand and cope with the environment in which we live (p.85).” Another theory comes from Lindsay & Norman (1977), perception is a process where organisms interpret and organize sensation in order to form a meaningful experience. In this research, the researcher will generally discuss how the students think about the implementation of Kahoot! as an ice breaker.

2. Kahoot!

Kahoot! is one of the media which is usually used as an ice breaking session that carries quizzes as the base. Kahoot! can be implemented using internet connection and several supporting media such as computer / laptop / smartphone. Kahoot! can also be held in an individual or team because Kahoot! is easy to use for beginners, the researcher carries Kahoot! as the object of the research. The statements from the researcher above are also supported with some
theories. As stated by Byrne (2013), Cross, *Kahoot!* and Thomas (2014), as cited by Perrin, Perrin, Muirhead and Betz, (2015) “*Kahoot!* is a student’s response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys” (p.49). Students do not need an account to join the quiz on *Kahoot!* (Byrne, 2013, as cited by Perrin et al, 2015). It only needs the teachers to have an account to create quizzes (Thomas, 2014, as cited by Perrin et al, 2015).

3. **Ice Breaker**

Ice breaker is an activity that leaves participants to relax and have fun. Ice breaker is an activity, game, or event that is used to welcome and warm up the conversation among participants in any events. Ice breaker also helps the participants to comfortably interact with each other and facilitator (Heathfield, 2015). It is a simple activity that enables to get to know each other, between the students and teachers. Most of the activities are short, fun, and require little or no organization.

4. **Movie Interpretation**

Movie Interpretation is offered to ELESP students in the fourth semester as an elective course. Movie Interpretation helps the students to explore basic and cultural trends through a close study of a variety of important films throughout the medium’s history.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two main parts namely theoretical description and theoretical framework. The theoretical description focuses on review of the related literature underlying this research, while theoretical framework discusses the implementation of the theories which are used to answer the research problems.

A. Theoretical Description

This part consists of the theoretical descriptions namely perception, Kahoot!, ice breaker, and Movie Interpretation. The review of related literature can be seen as follows.

1. Perception

The researcher, in this part, would like to explain two things about perception:

The first one is the definition of perception. The researcher would like to explore more about the definition of perception because it would be useful in the next chapters to help the researcher in conducting the research related to the students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class.
The second one is factors affecting perception. It is used to know the things that affect the students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class.

a. Definition of Perception

Altman, Valenzi, and Hodgetts (1985) states that “perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person’s view of reality. The process of perception enables us to understand and cope with the environment in which we live (p. 85).” It is clearly stated that perception is one way to stimuli that comes from the environment. It also comes in form of selected group or person in order to produce meaningful interpretation. According to Atkinson, Atkinson and Hilgard (1981) perception is the process where people organize and interpret the patterns of stimuli in the environment. According to these two definitions, the researcher also highlights several things, such as: stimuli, stimuli selection, stimuli organization and also interpretation. Leontiev (1981) also states that, “perception is the process whereby the external tokens of objects and phenomena are reflected in man’s consciousness” (p. 31). According to Leontiev the external tokens and phenomena that people achieve are reflected by themselves into their consciousnesses and also their sensory programs.

According to the several definitions above, the researcher concluded that perception is a process of interpreting stimuli from the environment, it can be in a form of objects or phenomena as stated by Leontiev above, and then the interpreted stimuli will be selected by the sensory program to make it into a
meaningful interpretation or it can be the result of the perception of people’s response in terms of their behavior.

b. Factors Affecting Perception

According to Altman, Valenzi, and Hodgetts (1985) there are four factors affecting individual’s perception, they are; selection of stimuli, organization of stimuli, the situation, and the person’s self-concept (pp. 86-91).

The first one is a selection of stimuli. Selection of stimuli is when an individual only focuses on the small number of stimuli. He perceives things differently because he tends to choose specific cues, filters, etc. The second one is an organization of stimuli. This factor influences perception in the way whether the mind is able to arrange the information to become meaningful or not. After an individual selects the information, the mind will try to put them together in a meaningful way based on experience. The third one is also based on the situation. The situation gives big impacts to an individual’s perception of the certain thing. The individual’s familiarity with expectations about the situation and also what his or her experience gives influence to what that individual perceives. The last one is the person’s self-concept. Self-concept is how a person feels about, perceives, and sees himself as an individual. Every person has different self-concept on themselves which is why it will affect their perception of the world around them and cause different perception between one and another.
2. **Kahoot!**

There are two parts that the researcher would like to explain about **Kahoot!**, there are the definition of **Kahoot!** and the strengths and the weaknesses of **Kahoot!**. The definition of **Kahoot!** is used to help the researcher conduct the research. The strengths and weaknesses of **Kahoot!** are used to see **Kahoot!** from two different point of view which are positive and negative view.

a. **Definition of Kahoot!**

**Kahoot!** is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys (Byrne, 2013; Cross, 2014; Kahoot!, 2014; Thomas, 2014, as cited by Perrin, Perrin, Murihead, & Betz, 2015). According to the theory, the students do not need a **Kahoot!** account to access the quiz and can access the quiz through any device with a web browser such as an iPad, Android device, or Chromebook. However, the educators do need an account to create quizzes (Thomas, 2014, as cited by Perrin et al., 2015). Fast and easy access makes **Kahoot!** beneficial to both students and educators.

**Figure 2.1** **Kahoot!** provides users with quiz, discussion and survey options.
Figure 2.2 Time limits also can be set for each question in Kahoot! quiz.

Figure 2.3 The quiz setting let users set the privacy level and descriptions of the content.
Figure 2.4 The invite screen presents players with the game’s web location, entry pin, number of players registered, and the name of the registered players.

Figure 2.5 The educator’s computer displays the question and the four possible answers.

Q1 What state is known as the treasure state?

The researcher also states from the same expert above, it is said that Kahoot! is beneficial to the educators for engaging students in their introduction
of new content or reviewing old content. The data can be collected and reviewed as an Excel document to gauge the students’ understanding of content. The use of Kahoot! can be variety in terms of assessments and projects such as formative assessments, diagnostic assessments, research projects and presentations (Thomas, 2014, as cited by Perrin et al., 2015). Kahoot! lets the users build fun quizzes. The students use computers, smartphones, or any other devices to join in the game. The users can create flashcards for review. The users can also embed some videos and use Kahoot! as a part of the teaching process or the students can create review games for sharing purposes.

In conclusion, Kahoot! is an application, a game-based classroom response system and an educational platform. Kahoot! initiates peer-led discussions. Kahoot! consists of multiple choice questions as a quiz, discussion or survey in any topic, language or ability. It is projected at the front of the classroom, and played by the whole class together in real-time. Kahoot! is a game-based learning project through multiple choice questions (quiz) which can be done in a group or individual. Kahoot! will give a lot of fun, according to the explanation that with a refreshingly new take on introducing a subject and formative assessment through quizzing, collaboration and presentation of content, Kahoot! initiates peer-led discussions with fun.

b. The Strength and the Weakness of Kahoot!

The researcher has also found cognitive, motivational, emotional, and social benefits of gaming (Granic, Lobel, & Engels, 2014, as cited by Perrin et al., 2015). Educationally relevant games make students can learn academic content
while having fun, it also gains some specific academic achievement benefits, builds academic confidence, develops their social and problem-solving skills, and also promotes teamwork and cooperation (Steinberg, 2011 as cited by Siegle, 2015). Shute, Rieber, & Van Eck (2011) as cited by Hovious & Van Eck (2015) states “Digital games can be good twenty-first-century learning tools because they share similar characteristics with successful learning environments—they are active, goal oriented, contextualized, adaptive, and feedback oriented” (p. 34). Stated by Gee (2007) as cited by Hovious et al, (2015) “Moreover, a connection between digital gameplay and school-based literacy practices has been made” (p. 34).

The use of technology helps the students to access and evaluates large volumes of information to solve complex problems. It also increase students’ motivation as students use computers to inquire into topics of interest (Roblyer & Edwards, 2000 as cited by Al-bataineh & Brooks, 2003). According to the theories above, it can be concluded that Kahoot! as a game based learning has its strength from the beginning. As an ice breaker, it is good to use Kahoot! because in the beginning of the lesson teacher has to start it with something fresh and interesting for the students to make sure that the class atmosphere is good.

Every aspect always has advantages and disadvantages. Although the use of Kahoot! as a technology-based ice breaker showed a lot of advantages, the use of Kahoot! as a technology-based ice breaker somehow still has weaknesses. There were much has been written about possible negative effects of games (Anderson et al., 2010), Wehrle (1998) states “the pre-computer age generation
envisions designing computer technologies that still take into account the emotional needs of the students” (p. 5). Nonetheless, Boyle (1998) argues that information technology may actually be making us stupid. He argues that the computer takes more of the thinking process out of students. Davis (2015) also states that *Kahoot!* lets the user use aliases, it makes the facilitator confused to figure out the person behind the aliases. Another theory comes from Roblyer and Edwards (2000) as cited by Al-Bataineh and Brooks (2003) stated that “Even as technology use and application advances at an almost logarithmic pace, many issues related to technology use remain remarkably constant. These include properly trained staff, adequate equipment, ongoing funding, and successful integration of technology in order to maximize learning” (p. 473). Related to the theories about the weaknesses of technology use in class, the use of *Kahoot!* as an ice breaker in Movie Interpretation class requires a lecturer who is able to use *Kahoot!*, appropriate tools and also supports from surrounding environment.

3. **Ice Breaker**

In this part, the researcher will explain two things about the ice breaker, the first one is the definition of an ice breaker. It will help the researcher to gain the definition of an ice breaker based on the experts. The second one is about kinds of an ice breaker. It will help the researcher to know the kind of ice breaker types along with their role in the classroom.

a. **Definition of Ice Breaker**

An ice breaker encourages participants to connect and to share focus so that they can develop theirselves (Boatman, 1991 as cited by Chlup & Collins,
According to Flanigan (2011) as cited by Yeganehpour & Takkac (2016) “performing ice breaking activities in English class will direct students to the good mood of learning” (p. 59). Also appropriate kind of ice breaking activities will make the students sure to get the most from their lesson and also, they will have fun. It is also stated by Virgil E & Varvel Jr. (2002):

Ice-breakers are activities or modes of discussion used to help individuals ease into a group setting. Some ice breakers are done in groups and some can be individually completed. Others involve physical activities while others can be purely mental. Any activity that suits the intended purpose can be used. (p. 1)

The use of ice breaker is also explained by Virgil E & Varvel Jr. (2002),

They can serve many purposes from facilitating introductions, to prior knowledge assessment, to several other reasons outlined below and others that have probably been inadvertently omitted. They are not intended to be mutually exclusive and you should design or choose activities that meet all of your intended needs. (p. 1)

b. **Kinds of Ice Breaker**

An ice breaker is usually used to break the ice between the class participants and also between the facilitators and the participants. According to Heathfield (2015), there are two types of the ice breaker that fit for the classroom ice breaker. The first one is an ice breaker which is just for fun. The use of the first type of the ice breaker is kind of warm up the group. It is for participants to know each other, laughter and generate conversation. When the participants are strangers, the ice is broken and the participants learn something about each other. This ensures that introductions and initial conversations occur; these are the keys to make sure that participants enjoy and find value in the session. One of the example of the first type of ice breaker is speed meeting. The game plan is each
participants divided into five person in one group and they started to tell about their own information such as their names, their home and their hobby. Everybody should remember each information of the people in their group because the participants asked to tell about other participants own information in a group.

The second is the type of ice-breaker that introduces into the topic. This ice-breaking type is a kind of the training session or meeting. It might also generate laughter and conversation, but its clear purpose is to open up the topic of the session. One of the example of this kind of ice breaker is quizzing with Kahoot! This kind of ice breaker also used for ice breaking with Kahoot! it will helps the students to know the topic or the material before entering the learning activities. The second type of ice breaker is also used in Movie Interpretation class which was for introduces the topic.

4. Movie Interpretation

Based on the syllabus of Movie Interpretation subject, Movie Interpretation is a course that is designed to help the students to explore basic and cultural trends through a close study (to both view and discuss) of a variety of important films throughout the medium’s history. The course establishes critical criteria for evaluating films and exposes students to the basic technical elements of the film artist's process. All of the elements that make up the film experience are examined, including the contributions of producers, scriptwriters, directors, actors, cinematographers, editors and designers, through semiotic and functional cinematic concepts. The purpose of this course is to discuss knowledgeably the
various techniques and interpretive elements within the films covered in class, and to provide innovative integration of the movie in the classroom.

B. Theoretical Framework

The implementation of the ice breaking session in learning activities would encourage the students to enjoy the class and motivate the students to be more active in class. Therefore, this research focused on the students’ perception of using Kahoot! as an ice breaker in Movie Interpretation class. Besides having a research and survey to answer the research problems of this research, the elaboration of several theories about perception, Kahoot!, ice breaker and Movie Interpretation would help this research to find the answer of the research problems.

This study has two research problems. The first problem is about the students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class which is answered with the theory from Altman and Hodgetts’ (1985) that perception itself is defined by a person’s view of reality, which comes from the stimuli of the environment. According to the theory, this kind of activity helps to see the students’ process when the students come up with the certain response, in this case, their response of ice breaker session. The researcher also use some theories from Granic, Lobel, and Engels (2014, as cited by Perrin et al., 2015) about the theory of Kahoot!, Flanigan (2011, as cited by Yeganehpour & Takkac, 2016) about the theory of ice breaker, (Ascough, 2002; Rosie, 2000 &
Briggs, 1999) about the theory of online education, and also from Leontiev (1981) about the theory of perception to support.

The second research problem is about how to improve the use of Kahoot! as an ice breaker in Movie Interpretation class. This research problem deals a lot with the participants because the researcher wants to see if there are any aspects that should be improved especially after using Kahoot! as an ice breaker in Movie Interpretation class. In addition, to obtain the maximum of the result, the researcher uses Roblyer and Edwards (2000, as cited Al-Bataineh and Brooks, 2003) theory’s about strength and weakness of technology in the classroom in designing every question in the instrument to gain the intended answers from the participants. It is used to see the improvement that should be done in the use of Kahoot! as an ice breaker in Movie Interpretation class.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology employed in this study in order to conduct the research. It describes six main parts of the research methodology, namely research method, research setting, research participants, research instruments, data analysis technique and research procedure.

A. Research Method

This study employed survey method in which the data of the students’ perception on using Kahoot! as an ice breaker in Movie Interpretation class were obtained by questionnaire, interview and also observation. Ary, Jacobs, Sorensen and Razavieh (2002) state that survey is a researchers technique in which data are gathered by asking questions on a group of individuals called respondents. Moreover, Wiersma (1995) states that surveys are used to measure attitudes, opinions, or achievements in any number of variables in natural settings. The researcher distributed a questionnaire to all of the respondents and interviewed several respondents.
B. Research Setting

This research started on May 10\textsuperscript{th}, 2016 and ended up in the same month on 17\textsuperscript{th}, 2016. The interview session was conducted three days after the researcher gained the questionnaire data. It was on May 13\textsuperscript{th}, 2016 located in Taman Jamur in Sanata Dharma University to avoid noises and facilitate interviewee when providing answers.

C. Research Participants

The selected participants were two classes of Movie Interpretation of ELESP Sanata Dharma University which consisted of sixty-six (66) students in the academic year of 2012-2014. By having the entire research participants, the researcher got relevant and sufficient data to provide maximum insight and understanding of what they had been studying.

D. Instruments and Data Gathering Technique

In order to answer the two research problems, this research used three research instruments: questionnaire, observation, and interview.

1. Questionnaire

The questionnaire was distributed in two classes of Movie Interpretation class in Sanata Dharma University. The questionnaire was used to collect data on student’s perception on the use of Kahoot! as an ice breaker in Movie Interpretation class. Questionnaires are printed forms that ask the same question.
of all individuals, it is used to record respondents’ answer verbally (Gall, Gall and Borg, 2007). The questionnaire was distributed to sixty six (66) students who took Movie Interpretation on May 10th, 2016.

In order to increase the consistency of the responses throughout the respondents and to make the tabulation easier and faster, the researcher used close-ended questionnaire. In the first part, there were fifteen close-ended items provided which covered all the information needed to answer the two research problems. Each statement in the first part of the questionnaire came from several theories to support this research. The blueprint of close-ended statements in the questionnaire can be seen in appendix A (p. 65). The researcher used English for the questionnaire because the participants were from ELESP of Sanata Dharma University students and also capable enough to understand and to give responses to the statement that was provided by the researcher.

The second part consisted of three open-ended questions. The questions were about (1) the benefits of using Kahoot! as an ice breaker in Movie Interpretation class (2) the weaknesses of using Kahoot! as an ice breaker in Movie Interpretation class, and the last question was asking about (3) their suggestion of using Kahoot! as an ice breaker in Movie Interpretation class.

2. Observation

The observation was held in two classes of Movie Interpretation, class A and also class B. It was held on Tuesday, May 10th, 2016, at 14.00 for class A and at 16.00 for class B. When conducting the observation, the researcher needed approximately 45-60 minutes to explain about the research, to conduct Kahoot!
and also to distribute the questionnaires. This observation observed three main activities as the researcher explained before. This observation also gave information about classroom situation and atmosphere, the enthusiasm and response of the students on the use of Kahoot! as an ice breaker in Movie Interpretation class. The researcher also explained and told the respondents about what the researcher observed based on the three main activities that already explained before in order to get validation from the respondents.

3. Interview

According to Ary, Jacobs, and Sorensen (2010), interview is one of the most widely used and basic method for obtaining the data in qualitative research. Besides, it is used to gather data from people about their opinions, beliefs, and feelings about situations in their own words. That was the reason why the researcher second’s instrument used in this research was the interview. Basically, the interview session was used to strengthen, clarify and also confirm the answer from the questionnaire which was distributed to the respondents. In addition, it was one of the ways to support the main data which was the questionnaire. Another theory to support the function of the interview was personal interviews from Frankael and Wallen (2009), they were used because the researcher directly met the respondents face-to-face and it allowed the researcher to follow questions to the unclear answer as it was noted.

The researcher had prepared ten open-ended questions. As defined by DeMarrais (2004) as cited by Merriam (2009) that interview is a process where a researcher and participants engage in a conversation focused on a question related
to a research study. Supporting the theory, Fraenkel and Wallen (2009) stated that open-ended questions allow more freedom of responses and permit follow up by interviewer which give an opportunity to the researcher to ask expanded questions regarding to the responses. Ten questions which acted as an interview questions became a guideline for the specific data of the research to support the main data from the questionnaire.

The statements on the questionnaire and the questions for the interview session were similar which were aimed to get strong and also the valid answer to both problem formulation. The interview questions were actually taken from several questions of the questionnaire. The interview was conducted in Bahasa Indonesia in order to gain the deeper meaning of the answer and avoid misunderstanding that came from the respondents’ answer. The interview result was used as the clarification and confirmation of the different questionnaires’ result showed.

The researcher used purposive sampling to gain the interviewee from Movie Interpretation class. According to Teddlie & Yu (2006) “Purposive sampling techniques are primarily used in qualitative (QUAL) studies and may be defined as selecting units (e.g., individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study’s questions” (p. 77). The researcher selected five (5) interviewees from Movie Interpretation class according to their answers on questionnaire. The researcher chose the interviewee based on their perception on the use of Kahoot! as an ice breaker in Movie Interpretation class, two (2) interviewees that had negative
statements and three (3) interviewees that had positive statements on the use of Kahoot! as an ice breaker in Movie Interpretation class.

In carrying out this study, the data gathering technique of this research consisted of three, which were questionnaire, interview and observation. This research established close-ended and open-ended questions for the questionnaire and open-form for the interview. This research was used close-ended question for the questionnaire because a close-ended question is easy to use, score, and code for analysis on a computer as it was proposed by Fraenkel & Wallen (2009). The open-ended questions in the questionnaire used to validate statements from the close-ended questions. This research also used an open-form question as known as semistructured. According to Merriam (2009), a semistructured interview means the interviewer has set series of structured questions with open-form questions in order to get systematical additional information. The main source when collecting the data for this research was questionnaire answer which resulted in percentage data, and then it was validated and verified descriptively by using the result of the focused interview in order to meet the validity and reliability of the data.

E. Data Analysis Technique

The very first step of analyzing the data was recorded from the questionnaire. There were several options about the answers of the questionnaire itself. Every statement had some agreements namely ‘strongly agree”, ‘agree’, ‘disagree’, ‘strongly disagree’. This research used the most frequent degree of
agreement chosen as the way to summarize the data in a frequency distribution.

The scoring of the questionnaire is presented as follows.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Score (Positive Statement)</th>
<th>Score (Negative Statement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The participants were expected to tick (✓) on the column provided based on their own choices in order to let the writer know what their choices were. The writer calculated all of the scores of each statement and processed the total scores as the result in percentage. Certain formula was used to calculate the results and described interpreted form of numbers into words. The result was in the form of numbers and would be processed using the formula to attain the percentage data. The formula that the researcher used is presented as follows.

\[
\frac{\Sigma x}{\Sigma n} \times 100\%
\]

Known as:

\(\Sigma x\) = The number of students based on the degree of agreement

\(\Sigma n\) = The number of all students.
In other words, through this formula the researcher found the result by counting how many research participants chose ‘strongly agree’, ‘agree’, ‘disagree’ and also ‘strongly disagree’ for every statement. The percentage result delivered as a final result to answer every problem in order to show the final conclusion. The data analysis methods are presented on the table below.

<table>
<thead>
<tr>
<th>Table 3.2 Data Analysis of Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. Of Questionnaire item</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>Etc.</td>
</tr>
</tbody>
</table>

F. Research Procedure

After collecting the number of the percentages and also the degree of agreement, the researcher showed in percentage each questionnaire statement. The questionnaire and the descriptive result of the interview were classified and described based on the categories in order to find the meaning of each item. The last step was to make students’ view which was gained through questionnaire and interview with triangulation, and the theoretical view which showed the precise and same relation to the particular conclusion. The criteria used to determine whether students’ perception on the close-ended statement was positive or
negative could be seen in the amount of the respondents choosing to agree or strongly agree for positive perception and strongly disagree and disagree for negative statements for negative perception. Positive statements here meant the statements that support the use *Kahoot!* as an ice breaker in Movie Interpretation class, whereas negative statement could be interpreted as a statement that did not support the use of *Kahoot!* as an ice breaker in Movie Interpretation class. The criteria to determine whether or not the statement was positive were through the calculation of the data. If the average of the data showed more than 50.1% of the respondents (33 students) chose to agree or strongly agree with every positive statement, it could be concluded that the respondents’ perception was positive, if the respondents’ chose not more than 50.1% the respondents’ perception can be concluded negative. On the contrary, if more than 50.1% of the respondents chose disagree or strongly disagree with every negative statement, it could be concluded that the respondents’ perception was positive, if the respondents’ chose not more than 50.1% the perception could be concluded negative.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the gained data and its discussion to answer two formulated problems that are already presented in the first chapter. It consists of two parts; first part discusses the findings of students’ perception of using Kahoot! as an ice breaker in Movie Interpretation class. The second part discusses how to improve the use of Kahoot! as an ice breaker in Movie Interpretation class.

A. Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class

The first research problem investigated the students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class. In order to answer the first research problem, the researcher obtained the data by distributing the questionnaire to 66 students from batch 2012-2014 who took Movie Interpretation class and also interviewing several students to get additional information related to the answer of the questionnaire.

In elaborating the result of the data, this section is divided into three parts namely (1) Students’ perception towards Movie Interpretation (2) Students’ perception of using ice breaker in Movie Interpretation class and (3) Students’ perception of using Kahoot! as an ice breaker in Movie Interpretation class. The first
two parts is about students’ perception towards Movie Interpretation and students’ perception of using ice breaker in Movie Interpretation class was used to see students’ perception about Movie Interpretation without using Kahoot! as an ice breaker. It also used to see whether students’ perception about Movie Interpretation was changed or not after using Kahoot! as an ice breaker in Movie Interpretation class. The researcher also presents the data from the 3 open-ended questions which was related to the close-ended statement in order to strengthen the analysis of the data. However, not all close-ended statements can be related to the data from open-ended questions by the researcher. Furthermore, the researcher also provides the related and supported theories in some statements in order to analyze the data.

1. Students’ Perception Towards Movie Interpretation class

In this part, the researcher identified the students’ perception towards Movie Interpretation class. There are two close-ended questions which talked about students’ perception towards Movie Interpretation and also the learning material.

Relying on the close-ended statement on the questionnaire, the researcher discussed every single statement one by one from the first. The first statement: “movie Interpretation class is fun” identifies the students’ interpretation when learning in Movie Interpretation class. According to the respondents’ answers, the researcher found that none of the students chose (0%) strongly disagree and disagree. The rest of the students, 20 students (20.20%) agree and 46 students (69.69%) strongly agree. According to the findings, all of the students agree that Movie Interpretation class was fun. The researcher also provided some answers came from
the interviewee in Movie Interpretation class who described the situation in Movie Interpretation class as follows.

I think it’s not complicated, Movie Interpretation class is fun anyway, but we still have to pay attention in the class, because sometimes there will be a lot of info that helps us a lot when doing some works, like works about editing and movie analysis. (Interviewee*2)

The students thought that Movie Interpretation class was not complicated, but the students would still need to pay attention to every material, because the material was actually difficult sometimes. This following statement from another student also supported as follows.

Maybe because of the atmosphere inside the class is fun, but it doesn’t mean that the materials are easy, the point is we still have to study for this subject. But, the class is already fun. (Interviewee*5)

From the first statement above, the researcher related the data with the theory of perception. Altman, Valenzi and Hodgetts (1985) state that “perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person’s view of reality. The process of perception enables us to understand and cope with the environment in which we live” (p. 85). Referring to this theory, the researcher defined the “environment” here as a Movie Interpretation class. The data also showed that 100% of the students gave positive responses in the first statement. It meant that Movie Interpretation class is fun.

The second statement that stated “the materials in Movie Interpretation class are difficult” took one (1) student (1.52%) chose strongly disagree, twenty-eight (28) students (42.42%) disagree, twenty-nine (29) students (43.93%) agree and eight (8)
students (12.12%) strongly agree. According to the findings, more than 50% of the students agreed that materials in Movie Interpretation class were difficult. This statement was also supported by the interview session with the students of Movie Interpretation and provided some answers as follows.

In between I think, sometime it is difficult but sometimes it is easy, basically we still have to study in this subject. (Interviewee*5)

The materials are not always easy, sometimes it is difficult. (Interviewee*4)

I think the materials are little bit complicated, but because it was well-explained so I can take it well. (Interviewee*2)

The data above in line with the close-ended data that the researcher had already obtained, the three statements from the interviewee showed the difficulties of the material on Movie Interpretation. Thirty-seven (37) respondents stated that it was actually difficult and twenty-nine (29) respondents stated that the materials were easy. Using the same theory from the statement number one, which comes from Altman, Valenzi and Hodgetts (1985) stated that “perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person’s view of reality. The process of perception enables us to understand and cope with the environment in which we live” (p. 85). It can be seen that the students’ view of reality according to the difficulty of the material in Movie Interpretation class was difficult. It meant that the students still had to study in Movie Interpretation class.
2. Students’ Perception of Using Ice Breaker in Movie Interpretation Class

In this part, the researcher identified students’ perception of using ice breaker in Movie Interpretation class. There were three statements in the questionnaire covering the usage of ice breaker and students’ perception of using ice breaker in Movie Interpretation class. The next three statements of the close-ended statements on the questionnaire discussed about the usage of ice breaker and students’ perception of using ice breaker in Movie Interpretation class.

The third statement stated “Ice-breaking session is needed in Movie Interpretation Class” showed that one (1) student (1.52%) chose strongly disagree, two (2) students (3.03%) chose disagree, twenty-two (22) students (33.33%) chose agree and forty-one (41) students (62.12%) chose strongly disagree. According to the findings, more than 90% of the students agreed that ice breaking session is needed in Movie Interpretation class.

The fourth statement stated “Interesting ice breaker media helps me to understand the learning material more” showed that three (3) students (4.54%) chose strongly disagree, two (2) students (3.03%) disagree, twenty-eight (28) students (42.42%) agree and thirty-three (33) students (50%) strongly disagree. The fourth statement showed how important the interesting ice breaker media were used to help students understand the learning material more. It can be seen from the data that more than 90% (sixty-one students) of the students agreed that interesting ice breaker media helped them to understand the learning material more.
The fifth statement stated “Using ice breaker in Movie Interpretation class makes me interested more into the next learning material” showed two (2) students (3.03%) chose strongly disagree, four (4) students (6.06%) disagree, thirty (30) students (45.45%) agree and thirty (30) students (45.45%) strongly agree. It can also be seen from the data that more than 80% (fifty-three students) of the students agreed that using ice breaker in Movie Interpretation class made the students more interested in the next learning material.

The data which the researcher obtained also were supported by the theory of perception from Altman, Valenzi and Hodgetts (1985) stated that “perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted. It is a person’s view of reality. The process of perception enables us to understand and cope with the environment in which we live” (p. 85). It meant that according to the students perception, the students could cope with the material of Movie Interpretation more with using ice breaker in class.

3. Students’ Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class

In this part, the researcher identified students’ perception of using Kahoot! as an ice breaker in movie interpretation class. This part explained about what students actually felt when using Kahoot! as an ice breaker in Movie Interpretation class. Besides, the close-ended statements on the questionnaire, there would be an open-ended question and also students’ statement from interview session according to
students’ perception of using Kahoot! as an ice breaker in Movie Interpretation class which were obtained from interview session.

The sixth statement stated “Using Kahoot! as an ice breaker helps me more understand about the learning material” showed that four (4) students (6.06%) strongly disagree, four (4) students (6.06%) disagree, thirty (30) students (45.45%) agree and twenty-eight (28) students (42.42%) strongly agree. The researcher also provided some answers from the open-ended question in the questionnaire which were related to the statement for supporting the statement.

Mood booster, help me understand the material (P*21)
We more understand the material because it’s not boring. (P*40)
Learn and understand the material in a fun way, and also interesting (P*43)
Makes me understand about movie in a fun way (P*66)

Supporting the data above, the researcher related the data with the theory from Ascough (2002) Rosie (2000) and Briggs (1999) as cited by Yang & Cornelius (2004) stated that, “online education can also promote students’ critical thinking skills, deep learning, collaborative learning, and problem-solving skills.” The researcher related the theory with the statement that using Kahoot! as an ice breaker helped the students to understand the learning material more. It was because Kahoot! as an online ice breaker that contained education also helped the students to understand the material more because the students played with their critical thinking skills, deep learning,
collaborative learning, and problem-solving skills, so it gave students more knowledge than before.

The seventh statement stated that “The media used to carry out Kahoot! in Movie Interpretation class is already qualified.” The data that the researcher obtained showed that three (3) students (4.54%) chose strongly disagree, six (6) students (9.09%) disagree, twenty-four (24) students (36.36%) agree and the rest, thirty-three (33) students (50%) strongly agree. According to the data more than 80% of the participants agreed that the media that used to carry out Kahoot! in Movie Interpretation class were already qualified.

The eighth statement stated “The use of Kahoot! as an ice breaker is too complicated” left thirty-one (31) students (46.96%) chose strongly disagree, twenty-eight (28) students (42.42%) disagree, four (4) students (6.06%) agree and three (3) students (4.54%) strongly disagree. The statement which focused on the use of Kahoot! as an ice breaker showed more than 80% of the respondents disagree that the use of kahoot! as an ice breaker was too complicated. A student presented that the usage of Kahoot! was not difficult. This statement was also supported with answers from the interview session as follows.

Actually, Kahoot! is very easy to use, so even that is your first time using Kahoot! it will be easy for you to use it. (Interviewee*2)

It is so easy, not complicated at all. (Interviewee*3)

It is not complicated at all, you just put the game pin, type your name, and then you play. It is just that easy. (Interviewee*5)
From the statements above, the researcher related the data with the theory from Leontiev (1981) that perception is the process whereby the external tokens of objects and phenomena are reflected in man’s consciousness. Perception is also a process of interpreting stimuli from the environment, it can be in the form of objects or phenomena. According to the theories above, it can be concluded that the students’ perception about the use of the object, in this case *Kahoot!*, was not complicated.

The ninth statements stated “*Kahoot!* application as an ice breaker is boring” showed that thirty-four (34) students (51.51%) strongly disagree, twenty-five (25) students (37.87%) disagree, five (5) students (7.57%) agree and two (2) students (3.03%) strongly agree. The data was also supported by the students’ answer in the open-ended question as follows,

- *Kahoot!* is one kind of Fun App. (P*8*)
- *Kahoot!* makes me more fun. (P*22*)
- *Kahoot!* gives some fun and joy in class. (P*27*)
- *Kahoot!* is fun. (P*32*)
- *Kahoot!* makes me happy (P*36*)
- *Kahoot!* can attract the students and gives fun and joy (P*64*)

The tenth statement stated “*Kahoot!* application as an ice breaker is exciting” showed one (1) student chose (1.51%) strongly disagree, two (2) students (3.03%) disagree, twenty-nine (29) students (43.93%) agree, and thirty-four (34) students (51.51%) strongly agree. The data showed that more than 90% of the students agreed
that *Kahoot!* application as an ice breaker is exciting. The researcher also provided the data that came from an open-ended question which was related to the statement.

- Fun and exciting (P*4)
- Fun and exciting. Gain new knowledge in fun way (P*19)
- Fun, exciting and easy, everyone can use it (P*25)
- When I played *Kahoot!* it was Fun and exciting (P*57)
- *Kahoot!* makes the learning fun, exciting and also Interesting (P*63)

The two statements, ninth and tenth statements were supported by the theory from Leontiev (1981), “perception is the process whereby the external tokens of objects and phenomena are reflected in man’s consciousness.” The researcher found that what actually affected the respondents to agree or disagree with the statements that the researcher distributed was only the respondents’ perception on *Kahoot!* as an ice breaker in Movie Interpretation class was boring or not after the respondents used it.

The eleventh statement stated “Using *Kahoot!* as an ice breaker makes me enjoy the learning activities very much” showed one (1) student (1.51%) chose strongly disagree, one (1) student (1.51%) disagree, thirty (30) students (45.45%) agree, and thirty-four (34) students (51.51%) strongly agree. There were another data that supported the statement. The supporting data came from the open-ended question and the interview session. Which can be seen as follows.

- Gives fun and joy during the class. (P*60)
*Kahoot!* is a fun and exciting intermezzo when we get bored with all of the materials in class. (Interviewee*2)

Playing *Kahoot!* makes me not bored when we always watching a movie in Movie Interpretation class. (Interviewee*3)

The data above were also supported by some theories that the researcher already stated in Chapter II. It came from (Granic, Lobel, & Engels, 2014 as cited by Perrin et al, 2015) “Students can learn academic content and have fun while playing educationally relevant games. In addition to specific academic achievement benefits, games can also help build students’ academic confidence, develop their social and problem-solving skills (Education World, 2015), and promote teamwork and cooperation (Steinberg, 2011 as cited by Seigle, 2015)” (p. 192). In this case *Kahoot!* as an ice breaker let the students learn academic content and have fun in the same time while playing. It was also supported by more than 90% of the respondents agree that using *Kahoot!* as an ice breaker made them enjoy the learning activities.

The twelfth statement stated: “I become more interested in Movie Interpretation class because of *Kahoot!* as an ice breaker” showed that two (2) students (3.03%) strongly disagree, nine (9) students (13.63%) disagree, thirty-three (33) students (50%) agree, and twenty-two (22) students (33.33%) strongly agree.

Makes people Relax, makes me interest more in Movie Interpretation subject, the situation in the class more fun. (P*1)

Fun, and also increase my interest in movie interpretation class. (P*11)

Motivate to learn more about movies. (P*24)

Interest me a lot to learn about Movie Interpretation, refreshing. (P*35)
Interest me a lot to learn about Movie Interpretation, fun and also relaxing. (P*39)

Makes me learn more about Movie Interpretation and gain new knowledge in a fun way. (P*46)

Relaxing, Kahoot! is a good program to interest students’ motivation in learning movie interpretation. (P*47)

Besides, the open-ended data from the respondents, the researcher also obtained some of the data from interview session which were connected with the statement number twelve about the use of Kahoot! as an ice breaker that makes the students more interested in Movie Interpretation class.

Yes, because it makes me want to deepen Movie Interpretation subject, in order to answer questions that is in Kahoot! (Interviewee#3)

As I said earlier, I was so much enthusiasm for learning movie interpretation in order to win Kahoot!. It seems like all the subjects will be better if they use Kahoot!, so there is some kind of great desire to learn deeper on the subject. (Interviewee#4)

I become more interested in learning Movie Interpretation after playing Kahoot!. It seems that class atmosphere becomes cozy and comfortable for learning activity after playing Kahoot!. Kahoot! seems like refreshing my body and also my spirit. (Interviewee#5)

Kahoot! gives some kind of relaxation effect during the class. It also encouraged me to learn and explore more about Movie Interpretation; it will be cool if we become the 5, right? (Interviewee#4)

The data above were also supported by the theory came from Granic et al., (2014), stated that, “video games by their very nature require students to be actively engaged, this engagement increases students’ interactions with content and, in many instances, with each other” (p. 192). According to the data that the researcher obtained, Kahoot! increased student interest in Movie Interpretation class because it
had a therapy for the students. As the open-ended data as well as interview session data showed that Kahoot! increased competitive tendency and made the students to learn Movie Interpretation deeper, in order to win Kahoot! in class. The statement above was also supported by the theory from Good and Brophy (2000) as cited by Johns (2015) that students who were motivated had higher achievement rates than those who were not. Using Kahoot! as an ice breaker in the beginning of the class, the students were motivated to learn more on the Movie Interpretation subject in order to get the highest score when quizzing with Kahoot! application. It also helped the students to gain more knowledge and get a better mark in the Movie Interpretation subject. It is because the students were motivated to win Kahoot!.

The thirteenth statement stated “Kahoot! gives some relaxation effects before learning activities in Movie Interpretation class” showed that three (3) students (4.54%) chose strongly disagree, four (4) students (6.06%) disagree, thirty-three (33) students (50%) agree, and twenty-six (26) students (39.39%) strongly agree.

- Kahoot! makes me more Relax and also entertaining. (P*2)
- Kahoot! makes me relax before facing the material. (P*28)
- Kahoot! gives some relaxation before learning the main topic. (P*42)

Relaxing, Kahoot! is a good program to interest students’ motivation in learning movie interpretation. (P*47)

- Kahoot! gives some relaxation effect. (P*52)

- Kahoot! makes me relax and makes me don’t feel bored during the class. (P*55)

- Kahoot! makes me become relax, my stress replaced with joy. (P*66)
The data above were also supported by the theory that came from Granic, Lobel & Engels (2014) as cited by Perrin et al (2015) “Students can learn academic content and have fun while playing educationally relevant games” (p. 192). According to the data that the researcher gained, the use of Kahoot! as an ice breaker in Movie Interpretation class did work. It can be seen that more than 80 percent of the respondent agreed that Kahoot! gave some relaxation effects before learning activities in Movie Interpretation class. It also proved from the open-ended question and interview session conducted by the researcher, many of the students stated that Kahoot! gave some relaxation effects before facing the material. There were some statements from interview session to support the statement.

*Kahoot! gives some kind of relaxation effect during the class. It also encouraged me to learn and explore more about Movie Interpretation; it will be cool if we become the top 5, right? (Interviewee#4)*

I become more interested in learning Movie Interpretation after playing Kahoot!. It seems that class atmosphere become cozy and comfortable for learning activity after playing Kahoot!. Kahoot! seems like refreshing my body and also my spirit. (Interviewee#5)

The fourteenth statement stated “Kahoot! helps students a lot through the process of learning in Movie Interpretation class” showed that one (1) student (1.51%) chose strongly disagree, thirteen (13) students (19.69%) disagree, thirty-three (33) students (50%) agree, and nineteen (19) students (28.78%). The statement above was also supported by some answers on the open-ended question that answered by the respondents also.
It helps us to have a little bit of fun when we’re learning about movie interpretation. (P*9)

It is fun, brainstorm movie base, force to think fast and also it takes my attention. (P*10)

It makes students learn new material with interesting way. (P*13)

I can know many movies and material of Mov-Pret that I haven’t seen before. (P*15)

It can make students get the materials easier. (P*16)

It is fun, we can know more about the material with fun way. (P*17)

We can regain our Movie Interpretation background knowledge with Kahoot! (P*20)

It enriches my knowledge of movies. It is also fun so that I don’t get bored every time I play it. (P*23)

It can be a game for students to join and also it gives information about movie interpretation material. (P*26)

*Kahoot!* helps me to know more movie even the old movie. Then it also helps me to enjoy the class. (P*29)

Supporting the data above, researcher also related the data with the theory from Ascough (2002), Rosie (2000) & Briggs (1999) as cited by Yang et al (2004) that state, “online education can also promote students’ critical thinking skills, deep learning, collaborative learning, and problem-solving skills” (p. 862). *Kahoot!* as an online education helped students a lot through the process of learning which stimulated the students’ critical thinking skills, deep learning, collaborative learning, and problem-solving skills, as the theory stated above. Other statements from close-ended question and interview session supported the findings.
Gain new knowledge in a fun way, practice speed and quick thinking. (P*30)

Think faster and refresh memories about movie interpretation. (P*31)

Gain new knowledge in a fun way, refreshing, increase competitive tendency. (P*33)

*Kahoot!* give more knowledge related to Movie Interpretation materials. (P*38)

We can know more about many Movie and Movie Interpretation materials. (P*48)

*Kahoot!* Increase knowledge about Movie Interpretation and know the new movie. (P*49)

*Kahoot!* makes me gain new knowledge especially about movies. (P*58)

*Kahoot!* makes me gain new knowledge, we know more movies than before. (P*62)

I think we should use *Kahoot!* continuously, because according to my opinion, the use of *Kahoot!* as an ice breaker helps me a lot in the learning process so we do not get bored. (Interviewee*4)

It helps me to gain new knowledge, especially about Movie Interpretation, so it is sort of like learning by playing. (Interviewee*5)

I got a lot of new knowledge from *Kahoot!* in a fun way. (Interviewee*5)

The last statement which was number fifteen about: “the use of *Kahoot!* does not affect any of my interest in learning Movie Interpretation” showed that thirty (30) students (45.45%) strongly disagree, twenty-seven (27) students (40.90%), one (1) student (1.51%) chose agree and eight (8) students (12.12%) chose strongly agree.

The researcher also included some statements that came from the open-ended
question on questionnaire and the interview question which were supporting the students’ perception on the last statement.

*Kahoot! makes people Relax, makes me interest more in Movie Interpretation subject, the situation in the class more fun.* (P*1)

It is fun, and also increase my interest in movie interpretation class. (P*11)

It motivates to learn more about movie. (P*24)

*Kahoot! makes me interested a lot to learn about Movie Interpretation, it is also refreshing.* (P*35)

It makes me interested a lot to learn about Movie Interpretation, it is fun and also relaxing. (P*39)

*Kahoot! makes me want to learn more about Movie Interpretation and gain new knowledge in fun way.* (P*46)

It is relaxing, *Kahoot! is a good program to interest students’ motivation in learning movie interpretation.* (P*47)

The researcher also included the data that the researcher obtained from interview session. The data which came from interview session also supported the open-ended answer above.

Yes, because it makes me want to deepen Movie Interpretation subject, in order to answer questions that is in *Kahoot!* (Interviewee*3)

As I said earlier, I was so much enthusiasm for learning movie interpretation in order to win *Kahoot!* It seems like all the subjects will be better if they use *Kahoot!, so there is some kind of great desire to learn deepen on the subject. (Interviewee*4)

I become more interested in learning Movie Interpretation after playing *Kahoot!* It seems that class atmosphere become cozy and comfortable for learning activity after playing *Kahoot!. Kahoot! seems like refreshing my body and also my spirit. (Interviewee*5)
*Kahoot!* gives some kind of relaxation effect during the class. It also encouraged me to learn and explore more about Movie Interpretation; it will be cool if we become the 5, right? (Interviewee*4)

The data above were also supported by the theory comes from Granic et al (2014) as cited by Siegle (2015) stated that “games by their very nature require students to be actively engaged, this engagement increases students’ interactions with content and, in many instances, with each other” (p. 192). From this last statement, it can be seen that *Kahoot!* actually affected the students’ interest because it increased the students’ interactions with the content and also with each other.

B. Things That Should be Improved on the Use of *Kahoot!* as an Ice Breaker in Movie Interpretation Class.

This chapter discussed the data that the researcher gained about how to improve the use of *Kahoot!* as an ice breaker in Movie Interpretation class. The researcher wanted to obtain the perception of the students about things that can be improved in the use of *Kahoot!* as an ice breaker. The researcher focused on the open-ended question number 2 and 3 which asked the respondents’ perception of the weakness in the use of *Kahoot!* as an ice breaker, after that the respondents’ were asked to give suggestion in order to know what things that should be improved on the use of *Kahoot!* in the future. The researcher also focused on the interview session conducted with some students which were also from Movie Interpretation class. The researcher chose open-ended question number 2 and 3 as a focal point because the
respondents’ perception about the weaknesses and the suggestions were useful for the researcher to know what need to be improved in the use of Kahoot! as an ice breaker in Movie Interpretation class.

The researcher also categorized respondents’ answer in two categories which were external and internal. The internal category meant the weaknesses that come from individual self such as knowledge and attitude. The external category means the weaknesses that comes from environment. The answer from the respondents’ which had already been categorized, facilitate the researcher to determine what things which should be improved first when using Kahoot! as an ice breaker in Movie Interpretation class. The open-ended question number 2 and 3 the researcher filtered all of the respondent answers that contained suggestions for the improvement of Kahoot! as an ice breaker. Thus, the researcher was able to focus more on calculating the percentage and elaborate what the researcher collected from the data.

There were factors that affected the improvement on the use of Kahoot! as an ice breaker in Movie Interpretation class. In the process of the data collection, the researcher was discovered that there were four main factors according to the weaknesses in using Kahoot! as an ice breaker in Movie Interpretation class. The researcher made four factors according to the several weaknesses that occurred in the data. This was done by the researcher not only to facilitate the researcher when presenting data, but also to make the reader can read the data easily so that the presentation of the data would be more organized and clearer.
The first factor was from the media. In this research, the media here meant the tools which were used to support the use of Kahoot! as an ice breaker in Movie Interpretation class, such as the internet connection and the personal computer. The second factor was the environmental factor that focused on the use of computers as a tool to support the use Kahoot! application. The researcher made the second factor more specific because it was related to the answers of some respondents that already gained. The researcher also explained why the data had been obtained from multiple respondents’ answers can be copied. The third factor of the weaknesses relating to direction on the usage and Kahoot! as an application for an ice breaker. This category discussed some weaknesses on direction on the usage and Kahoot! itself as an application for an ice breaker. The researcher also explained about the fourth factor that came from the internal category.

The researchers’ explanation about internal category was about the weaknesses that come from the individual aspect, which was all about the respondents’ knowledge and attitude. According to the findings, the respondents showed some weaknesses that came from the respondents’ attitude and knowledge, which was the reason for the researcher to explain about not only weaknesses that came from the external category, but also from the internal category which was the respondents’ attitude and knowledge.

According to the data that the researcher obtained, the researcher would like to explain one by one the factors that can be improved in the use of Kahoot! as an ice breaker in Movie Interpretation class. The researcher would like to explain the data
that the researcher gained from the respondents’ answer of the weaknesses of the use of *Kahoot!* as an ice breaker in Movie Interpretation class. This data showed what things should be improved first to make the use of *Kahoot!* as an ice breaker in Movie Interpretation class better.

1. **External Category**

   The first one was about internet connection and personal computer. The data showed that 42.42% of sixty-six (66) students stated that the weaknesses when using *Kahoot!* as an ice breaker in Movie Interpretation class was the unstable internet connection and the personal computer. The data showed that internet connection and personal computer as media or tools that supported the use of *Kahoot!* as an ice breaker in Movie Interpretation class became the most weaknesses that the respondents chose. Obtaining from the interview session, there were also some statements that supporting the data above about the internet connection and personal computer weaknesses when using *Kahoot!* as an ice breaker in Movie Interpretation class.

   Low connection. Once, I experienced I could not logged in, and when I played *Kahoot!,* suddenly the connection was lost, after I lost my connection the screen becomes blank. (Interviewee*3)

   Please improve the internet connection, so it will be comortbale when using *Kahoot!* (Interviewee*3)

   According to the data above, the unstable internet connection and personal computer became the main problem when the respondents used *Kahoot!* as an ice breaker in Movie Interpretation class. It also made the respondents uncomfortable...
when played Kahoot! as an ice breaker and suddenly face the unstable internet connection and problems on the personal computer.

The second category of the weaknesses that the researcher obtained from the data was about the complaints of the respondents on the use of Kahoot! as an ice breaker in Movie Interpretation class that did not provide privacy when quizzing with Kahoot!. 4.54% of sixty-six (66) students stated that when the respondents’ answer can be cheated was the weakness of using Kahoot! as an ice breaker in Movie Interpretation class. Providing less privacy that the respondents stated here was when the answer of the respondent cheated by the other respondents. According to this weakness, the researcher associated with the weakness of the use of media that is unstable internet connection when playing Kahoot! as an ice breaker in Movie Interpretation class. The use of Kahoot! as an ice breaker actually recommend the participants to bring the personal smartphone, in order to get a better privacy maintained. The use of Kahoot! as an ice breaker in Movie Interpretation class always used a personal computer because the internet connection was faster with the use of a local area network (LAN) cable than relying on wireless fidelity (Wi-Fi).

The third factor of the weaknesses that the researcher stated above was one of the external factors which were about direction and Kahoot! application as an ice breaker in movie Interpretation class. The data showed that 24.24% of sixty-six (66) students stated that the direction and Kahoot! application as an ice breaker in Movie interpretation class become the weakness of using Kahoot! as an ice beaker in Movie Interpretation class. Many answers stated by the respondents’ were about the
direction and the display of *Kahoot!* as an ice breaker in Movie Interpretation class made the respondents confused. The respondents also stated that the display made the respondents had to focus on two different screen, the main screen in front of the class and the computer screen in front of the respondents. The researcher also obtained that this weakness was all about the unstable internet connection when using *Kahoot!* as an ice breaker in Movie Interpretation class. The stable internet connection when the respondents used *Kahoot!* in the smartphone would make the respondents comfortable, at least they could choose their seating position as comfortable as possible when playing *Kahoot!* as an ice breaker. The reason was because the students could bring their smartphones into the place the students wanted. This would be different when the respondent use the computer as a tool to play *Kahoot!*, because the computer that had already set in the way and it could not be changed, the respondent should be seated in accordance with the existing computer set.

2. **Internal category**

The fourth factor of the weakness that the 15.15% from sixty-six (66) respondents chose was about the internal factor which are students’ knowledge and attitude. Some of the respondents also stated that the respondents’ knowledge become one of the weaknesses that occured when playing *Kahoot!* as an ice breaker in Movie Interpretation class. Their lack of knowledge in the interpretation of movie material made the respondents unable to win when the respondents quizzing with *Kahoot!* as an ice breaker in Movie Interpretation class. The students’ attitude also affected
several things, the most prominent was the influence of the students’ attitude towards the answers of the respondents were copied by another respondent.

There are also 13.63% of sixty-six (66) students stated that Kahoot! had no weakness at all, they stated that Kahoot! was already good to be one of an ice breaker session that held in Movie Interpretation class. According to the data that the researcher gained, the respondents who had no weaknesses about the use of Kahoot! as an ice breaker in Movie Interpretation class already satisfied when using Kahoot!. The respondents had no critics about the use of Kahoot! as an ice breaker in Movie Interpretation class.

The researcher also would like to explain the answer from the open-ended question number 3 which was asked about students’ suggestion on the use of Kahoot! as an ice-breaker in Movie Interpretation class for the future. The suggestions were divided into four factors that appears in the answer of the respondents after conducting Kahoot! as an ice breaker in Movie Interpretation class.

The first one was about the materials that contain in Kahoot! as an ice breaker in Movie Interpretation class. According to the data that the researcher obtained 18.18% of sixty-six (66) respondents answered that the materials for ice breaking with Kahoot! should be improved. The material which was used as a quiz when the students were ice breaking with Kahoot! should be varied so the students would not get bored easily. According to the data that was the researcher obtained, the answers of the respondent about the material that used in the use of Kahoot! as an ice breaker in Movie Interpretation class should included the material that would be studied in
the Movie Interpretation class, so that the students not only did the ice breaker but they also could learn more from the *Kahoot!* about Movie Interpretation material.

The second one was about the frequency of the usage. The frequency of the usage meant that the respondents suggested that the use of *Kahoot!* as an ice breaker in Movie Interpretation class should be done frequently, many of them also said that it should be used in every meeting of Movie Interpretation class. According to the data, the frequency of the usage in terms of *Kahoot!* as an ice breaker in Movie Interpretation class reached the highest amount, in the exact number of percentage 40.90% from sixty-six (66) students.

The third one was about the usage of *Kahoot!* as an ice breaker in Movie Interpretation class. Here, the researcher explained the usage of the respondents’ suggestion about what things that could be done with *Kahoot!* in the learning process. Based on the data that the researcher obtained, the researcher found that the use of *Kahoot!* in Movie Interpretation class was not only for ice breaker, the respondents stated that the use of *Kahoot!* in Movie Interpretation class could also be a medium to hold a quiz, pre-test and post-test. There were also several students suggested that *Kahoot!* should be implemented only for the ice breaker. For more details of the open-ended answer transcript can be seen in appendices’ A (58-68).

The last category was about the respondents that thought *Kahoot!* was already good for ice breaking session, so the respondents did not attach any suggestion provided. This category left 13.63% from sixty-six (66) respondents that came from Movie Interpretation class that did not attach suggestion for the use of *Kahoot!* as an
ice breaker in Movie Interpretation class. Basically the respondents who decided not to give any suggestion had similarity, all of the respondents in the fourth category already felt satisfied in the use of Kahoot! as an ice breaker in Movie Interpretation class.

According to the result of the data on the research, the researcher could imply that students’ perceptions had tendency to be positive. It can be seen from the wide range between the percentages of each statement. Furthermore, the result of the data on students’ perceptions of using Kahoot! as an ice breaker in Movie Interpretation class indicated several things as follows.

From the result of the data that the researcher obtained on students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class, the researcher could imply that students’ perception on the use of Kahoot! as an ice breaker in Movie interpretation class was positive. Using Kahoot! as an ice breaker made all of the students had chances to be active in class and also got motivated to learn more by finding the best way to encourage the students’ interest to learn more. Besides, students also felt refreshed and also relaxed after playing Kahoot! as an ice breaker. Based on the data, the students also thought that Kahoot! made them want to learn more on Movie Interpretation subject so that the students could answer the questions on Kahoot!. It was also one of the reasons in how Kahoot! encouraged the students interest to learn more in Movie Interpretation class. In order to win Kahoot! the students thought that they had to learn deeper on the material of Movie Interpretation. Using Kahoot! the students became more motivated to learn because they were
wanted to win in each quiz. According to the data that the researcher obtained, the best way to win the quiz is to learn deeper on the material more, so it can be said that the students’ spirit of competition would make them more interested on Movie Interpretation and also on Kahoot! application.

Moreover, the use of Kahoot! as an ice breaker also made the students gain new knowledge in fun way. According to the data, Kahoot! as an online education and also online ice breaker had its strengths to make the students learn in fun way. By quizzing, students’ did not feel any pressure that came when they learned Movie Interpretation material in the usual way. According to the data, this also one of the strongest reasons why students’ perception of using Kahoot! in Movie Interpretation class became positive. According to the close ended data of the questionnaire, more than 80% from the respondents stated that Kahoot! was one the media that made the students gain new knowledge in fun way, it was also relaxing and interesting.

The result of the data about how to improve the use of Kahoot! as an ice breaker in Movie Interpretation class, the researcher focused on the data in order to improve the use of Kahoot! as an ice breaker in Movie Interpretation class. As the researcher categorized the data on the second research question which were external and internal category, the main thing that should be improved first from the external category was the internet connection. The researcher found that most of the problems and obstacles faced by the students in using Kahoot! as an ice breaker in Movie Interpretation class comes from internet connection. The data was also supported that one of the most widely weaknesses submitted by the respondents was because of the
unstable internet connection that sometimes made the use of *Kahoot!* uncomfortable. Then, the main thing that should be improved from internal category is the students’ knowledge and attitude.

The last, students’ perception of using *Kahoot!* as an ice breaker in Movie Interpretation class can be used to consider what things should be improved or maintained. These findings and discussions also presented to know what the students’ perception of using *Kahoot!* as an ice breaker in Movie Interpretation class.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two parts discussed in this chapter, they are conclusion and recommendations. The first part is the conclusion. It is based on the result in chapter IV. The second part is recommendations for lecturers and future researchers of ELESF Sanata Dharma University.

A. Conclusions

The researcher drew the conclusion based on the research problems which were about what students’ perception on the use of Kahoot! as an ice breaker in Movie Interpretation class is and how can the use of Kahoot! as an ice breaker in Movie Interpretation class be improved.

From the result of the data, the researcher calculated from all answers on close-ended statements on the questionnaire, the researcher found that most of the students (91.35%) had a positive perception towards the use of Kahoot! as an ice breaker in Movie Interpretation class. These findings were supported by three types of data gathering which were the questionnaire, interview and also observation. The students felt that the use of Kahoot! as an ice breaker really helped to take some steps into learning with fun way. Therefore, the researcher could also find out what made the students had a positive perception of Kahoot! as an ice breaker. According to existing data, Kahoot! helped the students not only on how to learn with fun, but also on how to be motivated and to learn the...
material deeper in Movie Interpretation subject. The researcher stated that the use of *Kahoot!* could help the students in the introduction of the material and learning the material in the Movie Interpretation class. Nevertheless, *Kahoot!* also encouraged students to learn more about Movie Interpretation materials with its fascinating quiz models, spurring interest in students to continue to win *Kahoot!* and indirectly spur them to learn deeper in Movie Interpretation material in order to win *Kahoot!* in class.

According to the data that the researcher obtained, the first thing that should be improved when using *Kahoot!* as an ice breaker in Movie Interpretation class from external category was the media, which was the internet connection. The data showed that the unstable internet connection becomes the most weakness that occurred when playing *Kahoot!* as an ice breaker in Movie Interpretation class. The second thing that should be improved on the use of *Kahoot!* as an ice breaker in Movie Interpretation class was the frequency of the usage. The respondents stated that *Kahoot!* should be used more often for ice breaker session in Movie Interpretation class. The first thing that should be improved from external category was the students’ knowledge and attitude because students’ knowledge and attitude also effecting the use of *Kahoot!* as an ice breaker in Movie Interpretation class.

**B. Recommendations**

After concluding the study, the researcher would like to give several recommendations to the Movie Interpretation lecturer in order to encourage
students interest to learn more in Movie Interpretation subject. Furthermore, the researcher will also give several recommendations for future researchers who aim to conduct a study about Kahoot! as an ice breaker. The recommendations that the researcher will give can be seen as follows.

1. **Recommendations for The Movie Interpretation Lecturer**

   The researcher will suggest that the use of Kahoot! as an ice breaker in Movie Interpretation class should be done more often. The researcher also hopes that the lecturer will motivate students to learn more in Movie Interpretation class with Kahoot! as an ice breaker. The lecturer can give variations of the question that relates to the material that will be discussed for quizzing with Kahoot! to help the students understand the material more and also learn in a fun way.

2. **Recommendation for Future Researchers**

   The researcher will suggest future writers to focus on students’ perception on the questions used as the material to conduct Kahoot! as an ice breaker and its benefits to the subjects being taught. It will be important to know that if the questions helped the students to get some ideas about the main topic before entering it. Also the researcher would suggest future researchers to conduct the research about students' perception related to the other ice breaker media to see if there are any possible media for ice breaker better than Kahoot!. 
APPENDIX A: QUESTIONNAIRE DATA
**Questionnaire**

This questionnaire is purposed to gain students’ perception of using Kahoot! as an Ice-breaker in Movie Interpretation class.

Sex :  
Student number :  
Phone Number :  

I. Please give tick (✓) on the degree of agreements which represent your opinion about the statement below.

1. Strongly disagree  
2. Disagree  
3: Agree  
4: Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Movie Interpretation class is fun.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>The materials in Movie Interpretation class are difficult.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ice-breaking session is needed in Movie Interpretation class.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interesting ice-breaker media helps me to understand the learning material more.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Using ice-breaker in Movie Interpretation class makes me interested more into the next learning material.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Using Kahoot! as an ice-breaker helps me understand about the learning material more.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The media used to carry out Kahoot! in Movie Interpretation class is already qualified.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The use of Kahoot! as an ice breaker is too complicated.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Kahoot! app as an ice breaker is boring.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Kahoot! app as an ice breaker is exciting.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Using Kahoot! as an ice-breaker makes me enjoy the learning activities very much.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I become more interested in Movie Interpretation class</td>
<td></td>
</tr>
</tbody>
</table>
1. What are the benefits of using Kahoot! as an ice breaker in Movie Interpretation class?

- Kahoot! gives some relaxation effects before learning activities in Movie Interpretation class.
- Kahoot! helps me a lot through the process of learning in Movie Interpretation class.
- The use of Kahoot! does not affect any of my interest in learning Movie Interpretation.

2. What are the weaknesses of using Kahoot! as an ice-breaker in Movie Interpretation class?

- 
- 
- 

3. Do you have any suggestion on the use of Kahoot! as an ice-breaker in Movie Interpretation?

- 
- 
-
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Movie Interpretation class is fun.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The materials in Movie Interpretation class are difficult.</td>
<td>Altman, Valenzi and Hodgetts (1985)</td>
</tr>
<tr>
<td>3</td>
<td>Ice-breaking session is needed in Movie Interpretation class.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interesting ice-breaker media helps me to understand the learning material more.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Using ice-breaker in Movie Interpretation class makes me interested more into the next learning material.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The media used to carry out <em>Kahoot!</em> in Movie Interpretation class is already qualified.</td>
<td>Leontiev (1981)</td>
</tr>
<tr>
<td>8</td>
<td>The use of <em>Kahoot!</em> as an ice breaker is too complicated.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><em>Kahoot!</em> app as an ice breaker is boring.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><em>Kahoot!</em> app as an ice breaker is exciting.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Using <em>Kahoot!</em> as an ice-breaker makes me enjoy the learning activities very much.</td>
<td>Perrin et al (2015)</td>
</tr>
<tr>
<td>12</td>
<td>I become more interested in Movie Interpretation class because of <em>Kahoot!</em> as an ice breaker.</td>
<td>Granic et al (2014)</td>
</tr>
<tr>
<td>13</td>
<td><em>Kahoot!</em> gives some relaxation effects before learning activities in Movie Interpretation class.</td>
<td>Perrin et al (2015)</td>
</tr>
<tr>
<td>14</td>
<td><em>Kahoot!</em> helps me a lot through the process of learning in Movie Interpretation class.</td>
<td>Yang et al (2014)</td>
</tr>
<tr>
<td>15</td>
<td>The use of <em>Kahoot!</em> does not affect any of my interest</td>
<td>Siegle (2015)</td>
</tr>
<tr>
<td>No</td>
<td>Statement</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0%)</td>
</tr>
<tr>
<td>1</td>
<td>Movie Interpretation class is fun.</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>The materials in Movie Interpretation class are difficult.</td>
<td>1 (1.52%)</td>
</tr>
<tr>
<td>3</td>
<td>Ice-breaking session is needed in Movie Interpretation class.</td>
<td>1 (1.51%)</td>
</tr>
<tr>
<td>4</td>
<td>Interesting ice-breaker media helps me to understand the learning material more.</td>
<td>3 (4.54%)</td>
</tr>
<tr>
<td>5</td>
<td>Using ice-breaker in Movie Interpretation class makes me interested more into the next learning material.</td>
<td>2 (3.03%)</td>
</tr>
<tr>
<td>6</td>
<td>Using Kahoot! as an ice-breaker helps me more understand about the learning material.</td>
<td>4 (6.06%)</td>
</tr>
<tr>
<td>7</td>
<td>The media used to carry out Kahoot! in Movie Interpretation class is already qualified.</td>
<td>3 (4.54%)</td>
</tr>
<tr>
<td>8</td>
<td>The use of Kahoot! as an ice breaker is too complicated.</td>
<td>31 (46.96%)</td>
</tr>
<tr>
<td>9</td>
<td>Kahoot! app as an ice breaker is boring.</td>
<td>34 (51.51%)</td>
</tr>
<tr>
<td>10</td>
<td>Kahoot! app as an ice breaker is exciting.</td>
<td>1 (1.51%)</td>
</tr>
<tr>
<td>11</td>
<td>Using Kahoot! as an ice-breaker makes me enjoy the learning activities very much.</td>
<td>1 (1.51%)</td>
</tr>
<tr>
<td>12</td>
<td>I become more interested in Movie Interpretation class because of Kahoot! as an ice breaker.</td>
<td>2 (3.03%)</td>
</tr>
<tr>
<td>13</td>
<td>Kahoot! gives some relaxation effects before learning activities in Movie Interpretation class.</td>
<td>3 (4.54%)</td>
</tr>
<tr>
<td>14</td>
<td>Kahoot! helps me a lot through the process of learning in Movie Interpretation class.</td>
<td>1 (1.51%)</td>
</tr>
<tr>
<td>15</td>
<td>The use of Kahoot! does not affect any of my interest in learning Movie Interpretation.</td>
<td>30 (45.45%)</td>
</tr>
</tbody>
</table>

Close-Ended Question (66 respondents)
The weaknesses on the use of *Kahoot!* as an ice breaker in Movie Interpretation class.

<table>
<thead>
<tr>
<th>no</th>
<th>External (Internet connection and PC)</th>
<th>External (Your Answer can be cheated)</th>
<th>External (Direction and Application)</th>
<th>Internal (Students’ knowledge and attitude)</th>
<th>No weaknesses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(42.42%) 28</td>
<td>(4.54%) 3</td>
<td>(24.24%) 16</td>
<td>(15.15%) 10</td>
<td>(13.63%) 9</td>
<td>(100%) 66</td>
</tr>
</tbody>
</table>

Students’ suggestion on the use of *kahoot!* as an ice breaker in Movie interpretation class for the future.

<table>
<thead>
<tr>
<th>no</th>
<th>Materials</th>
<th>The frequency of the usage</th>
<th>The usage</th>
<th>No suggestion</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(18.18%) 12</td>
<td>(40.90%) 27</td>
<td>(24.24%) 16</td>
<td>(13.63%) 9</td>
<td>(100%) 66</td>
</tr>
</tbody>
</table>
### Open-ended question (66 respondents)

<table>
<thead>
<tr>
<th>no</th>
<th>sex</th>
<th>Benefits (Q 1)</th>
<th>Weaknesses (Q 2)</th>
<th>Suggestion (Q 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Makes people Relax, makes me interest more in Movie Interpretation subject, the situation in the class more fun.</td>
<td>Makes people hurry and forget to select the correct answer</td>
<td>Can be done as a pre-test and post-test, so not only for ice breaker session</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>Kahoot! Makes me more Relax and also entertaining</td>
<td>The question’s too difficult sometimes</td>
<td>Nope, Kahoot is good enough for ice breaking in Movie interpretation class</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>Fun</td>
<td>Internet connection</td>
<td>Use it as often as possible</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>Fun and exciting</td>
<td>Internet connection</td>
<td>Use it as often as possible</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>Give more information (about movie)</td>
<td>Internet connection</td>
<td>Use it only for ice breaker</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Easy to understand</td>
<td>Internet connection</td>
<td>Use it as often as possible</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>Satisfied when I am on the top 5</td>
<td>Too much questions</td>
<td>Use it as often as possible</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>Kahoot! is one kind of Fun App.</td>
<td>Internet connection</td>
<td>Give more question that contain materials on movie interpretation</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>It helps us to have a little bit of fun when we’re learning about movie interpretation.</td>
<td>Internet connection</td>
<td>Use it as often as possible</td>
</tr>
<tr>
<td>10</td>
<td>F</td>
<td>Fun, brainstorm movie base, force to think fast and also it takes my attention.</td>
<td>Internet connection</td>
<td>Give more materials containing new movies</td>
</tr>
<tr>
<td>11</td>
<td>F</td>
<td>Fun, increase my interest in movie interpretation class</td>
<td>The internet connection</td>
<td>Give more variety in the question</td>
</tr>
<tr>
<td>12</td>
<td>F</td>
<td>Fun and enjoyable</td>
<td>Nope</td>
<td>Give more variety in the question</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>F</td>
<td>It makes students learn new material with interesting way</td>
<td>Internet connection</td>
<td>Nope, kahoot already good</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>F</td>
<td>Make the class more cheerful</td>
<td>Kahoot! Is little bit confusing</td>
<td>Use it frequently</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>F</td>
<td>I can know many movies and material of MovPret that I haven’t seen before</td>
<td>The latest person that choose the answer get lowest score</td>
<td>Give more variety in the question</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>F</td>
<td>It can make students get the materials easier</td>
<td>Your answer can be cheated</td>
<td>Give more question that contain materials on movie interpretation</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>F</td>
<td>It is fun, we can know more about the material with fun way</td>
<td>The question should be on the screen not only in front of class</td>
<td>Nope, already good</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>F</td>
<td>Heart-beat-fast</td>
<td>Boring</td>
<td>Nope</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>F</td>
<td>Fun and exciting, Gain new knowledge about movie Interpretation</td>
<td>Nope</td>
<td>Nope</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td>F</td>
<td>We can regain our Movie Interpretation background knowledge with Kahoot!</td>
<td>Your answer can be cheated</td>
<td>Use it every single meeting</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td>F</td>
<td>Mood booster, help me understand the material</td>
<td>Nope</td>
<td>Use it more often</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td>F</td>
<td>Kahoot! makes me more fun.</td>
<td>Makes me lazy to start the learning</td>
<td>Use it more often</td>
</tr>
<tr>
<td><strong>23</strong></td>
<td>F</td>
<td>It enriches my knowledge of movies. It is also fun, so that I don’t get bored everytime I play it.</td>
<td>Internet connection</td>
<td>Use it more often</td>
</tr>
<tr>
<td><strong>24</strong></td>
<td>M</td>
<td>Motivate to learn more about movie</td>
<td>Internet connection</td>
<td>Use it every time Movie Interpretation meetig.</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>F</td>
<td>Fun and easy, everyone can use it</td>
<td>The internet connection</td>
<td>Nope, already good</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>F</td>
<td>It can be a game for</td>
<td>The questions</td>
<td>It is better to use it as a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students to join and also it gives information about movie interpretation material.</td>
<td>sometimes too difficult to answer</td>
<td>quiz.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>27</strong> F</td>
<td>Kahoot! gives some fun and joy in class.</td>
<td>The question should be on the screen not only in front of class</td>
<td>Use it more often</td>
<td></td>
</tr>
<tr>
<td><strong>28</strong> M</td>
<td>Kahoot! Makes me relax before facing the material</td>
<td>The question should be on the screen not only in front of class</td>
<td>Use it more often because it gave me more knowledge about movie interpretation</td>
<td></td>
</tr>
<tr>
<td><strong>29</strong> F</td>
<td>The Benefit of using Kahoot! are help me to know more movie even the old movie, Then, Kahoot! also help me to enjoy the class.</td>
<td>Makes people hurry and forget to select the correct answer</td>
<td>Use it more often because it is fun</td>
<td></td>
</tr>
<tr>
<td><strong>30</strong> F</td>
<td>Gain new knowledge in fun way, practice speed and quick thinking</td>
<td>Tense, competing against each other in one class</td>
<td>Use it more often</td>
<td></td>
</tr>
<tr>
<td><strong>31</strong> F</td>
<td>Think faster and refresh memories about movie interpretation</td>
<td>Our knowledge is not that wide</td>
<td>Can be used for quiz also</td>
<td></td>
</tr>
<tr>
<td><strong>32</strong> F</td>
<td>Kahoot! is fun.</td>
<td>The movies are not familiar</td>
<td>Give more familiar movie for the materials</td>
<td></td>
</tr>
<tr>
<td><strong>33</strong> M</td>
<td>Gain new knowledge in fun way, refreshing, increase competitive tendency</td>
<td>Nope</td>
<td>The use of kahoot! As an ice breaker needs to be done in every single meeting of movie interpretation</td>
<td></td>
</tr>
<tr>
<td><strong>34</strong> F</td>
<td>Fun</td>
<td>Nope, I can’t find the weakness</td>
<td>Nope, using kahoot! As an ice breaker is already good.</td>
<td></td>
</tr>
<tr>
<td><strong>35</strong> M</td>
<td>Interest me a lot to learn about Movie Interpretation, refreshing</td>
<td>Internet connection</td>
<td>Use it frequently</td>
<td></td>
</tr>
<tr>
<td><strong>36</strong> F</td>
<td>Makes me happy</td>
<td>Nope</td>
<td>Nope, already good</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>F</td>
<td>We know new material</td>
<td>Our knowledge is not that wide</td>
<td>Maybe we should know the material first</td>
</tr>
<tr>
<td>38</td>
<td>F</td>
<td>Kahoot! give more knowledge related to MovPret materials.</td>
<td>The question should be on the screen not only in front of class</td>
<td>Give more variation on the topic</td>
</tr>
<tr>
<td>39</td>
<td>F</td>
<td>Makes me to learn more about Movie Interpretation, Gain new knowledge in fun way</td>
<td>Internet connection</td>
<td>Nope</td>
</tr>
<tr>
<td>40</td>
<td>F</td>
<td>We more understand the material because it’s not boring.</td>
<td>Internet connection and PC</td>
<td>Nope, already good.</td>
</tr>
<tr>
<td>41</td>
<td>F</td>
<td>Gain new knowledge in fun way, fun</td>
<td>Internet connection</td>
<td>Using kahoot! When the internet connection in the best state</td>
</tr>
<tr>
<td>42</td>
<td>F</td>
<td>Kahoot! gives some relaxation before learning the main topic</td>
<td>Nope</td>
<td>Do before learning the main topic</td>
</tr>
<tr>
<td>43</td>
<td>F</td>
<td>Learn the material in fun way, interesting</td>
<td>Internet connection</td>
<td>Use it more often</td>
</tr>
<tr>
<td>45</td>
<td>F</td>
<td>Gain new knowledge in fun way</td>
<td>Internet connection</td>
<td>Use it only for ice breaker session</td>
</tr>
<tr>
<td>46</td>
<td>F</td>
<td>Interest me a lot to learn about Movie Interpretation, fun and also relaxing</td>
<td>Nope</td>
<td>It will be better to use kahoot in another class, it also good to use for quiz and also final test.</td>
</tr>
<tr>
<td>47</td>
<td>F</td>
<td>Relaxing, Kahoot! is a good program to interest students’ motivation in learning movie interpretation</td>
<td>Internet connection</td>
<td>use it every single meeting</td>
</tr>
<tr>
<td>48</td>
<td>F</td>
<td>We can know more about many Movie and Movpret materials.</td>
<td>Internet connection</td>
<td>Use it more often</td>
</tr>
<tr>
<td>49</td>
<td>F</td>
<td>Increase knowledge about MovPret and know the new movie</td>
<td>Internet connection</td>
<td>Do not use it as a quiz</td>
</tr>
<tr>
<td>50</td>
<td>F</td>
<td>Improves my</td>
<td>Nope</td>
<td>It is already good, but a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>knowledge about Movie Interpretation and also make the class activities fun.</td>
<td>little suggestion is choose the familiar material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>F</td>
<td>Practice think fast, Gain new knowledge in fun way</td>
<td>Only provides multiple choice, only top 5 appear on the main screen</td>
<td>Nope</td>
</tr>
<tr>
<td>52</td>
<td>F</td>
<td>Kahoot! Gives some relaxation effect</td>
<td>Internet connection</td>
<td>No, I don’t</td>
</tr>
<tr>
<td>53</td>
<td>F</td>
<td>Makes me more enjoy before start the lesson</td>
<td>Internet connection</td>
<td>Nope, it is fun at all</td>
</tr>
<tr>
<td>54</td>
<td>F</td>
<td>Gain new knowledge in fun way, the class is not boring</td>
<td>PC, Our knowledge is not that wide</td>
<td>Gives schedule every time when we will using kahoot!</td>
</tr>
<tr>
<td>55</td>
<td>F</td>
<td>Kahoot! Makes me relax and makes me don’t feel bored during the class</td>
<td>Internet connection</td>
<td>Use it every meeting</td>
</tr>
<tr>
<td>56</td>
<td>M</td>
<td>Gain new knowledge</td>
<td>Monotone sometimes</td>
<td>Gives schedule every time when we will using kahoot!</td>
</tr>
<tr>
<td>57</td>
<td>F</td>
<td>Fun and exciting</td>
<td>Your answer can be cheated</td>
<td>Use only as an Ice Breaker</td>
</tr>
<tr>
<td>58</td>
<td>F</td>
<td>Gain new knowledge especially about movie</td>
<td>Monotone sometimes</td>
<td>Give more variation on the topic</td>
</tr>
<tr>
<td>59</td>
<td>F</td>
<td>Fast, colorful</td>
<td>The point system</td>
<td>Nope</td>
</tr>
<tr>
<td>60</td>
<td>F</td>
<td>Gives fun and joy during the class</td>
<td>The point system</td>
<td>Gives schedule every time when we will using kahoot!</td>
</tr>
<tr>
<td>61</td>
<td>M</td>
<td>Kahoot makes me become relax, my stress replaced with joy</td>
<td>Internet connection</td>
<td>Nope, I’m satisfied enough with kahoot!</td>
</tr>
<tr>
<td>62</td>
<td>F</td>
<td>Gain new knowledge, we know more movies than before.</td>
<td>It will be boring if we use it continuously</td>
<td>Nope, I’m satisfied already</td>
</tr>
<tr>
<td>63</td>
<td>M</td>
<td>Fun and Interesting</td>
<td>Nope</td>
<td>Nope, it is already good to use Kahoot! as an Ice</td>
</tr>
<tr>
<td>ID</td>
<td>Gender</td>
<td>Comment</td>
<td>Internet Connection</td>
<td>Breaker in Movie Interpretation</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>---------</td>
<td>---------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>64</td>
<td>M</td>
<td>Kahoot! can attract the students and gives fun and joy.</td>
<td>Internet Connection</td>
<td>Keep using it.</td>
</tr>
<tr>
<td>65</td>
<td>M</td>
<td>Creating fun atmosphere in class. It’s should be done in other class</td>
<td>The question should be on the screen not only in front of class so it makes me dizzy sometimes</td>
<td>Gives easier question jahaha.</td>
</tr>
<tr>
<td>66</td>
<td>F</td>
<td>Makes me understand about movie in fun way</td>
<td>Internet connection</td>
<td>Nope, it is already good</td>
</tr>
</tbody>
</table>
APPENDIX B: INTERVIEW DATA
Interview Session

1. Bagaimana tanggapanmu mengenai materi dalam kelas Movie Interpretation?
2. Kelas Movie Interpretation itu complicated tidak?
3. Ilmu apa yang kamu dapatkan dalam kelas Movie Interpretation?
4. Pernah Menggunakan Kahoot! sebelumnya? jika pernah, kapan dan dimana?
5. Pertama kali menggunakan Kahoot! sebagai ice-breaker, complicated atau tidak?
6. Menurutmu, Apa manfaat menggunakan Kahoot! sebagai ice-breaker dalam kelas Movie Interpretation?
7. Kendala apa yang kamu hadapi dalam menggunakan Kahoot! sebagai ice-breaker dalam kelas Movie Interpretation?
8. Perlu tidak menggunakan Kahoot! sebagai ice-breaker dalam kelas Movie Interpretation?
9. Setelah menggunakan Kahoot! sebagai ice breaker, apakah kamu menjadi lebih tertarik untuk belajar Movie Interpretation? Bagaimana caranya?
10. Apa ada saran kedepannya untuk penggunaan Kahoot! sebagai ice-breaker dalam kelas Movie Interpretation?

Interviewee responses according to the interview questions

Interviewee 1

1. Sangat menarik, materinya sangat detail, semua hal hal terjadi karena sudah disetting, jadi hal hal detail itu menurut saya sangat penting
2. Engga sih, ngga complicated, Cuma simple, karena kita harus mbahas detail. Jadi kalo complicated engga deh
3. Ilmunya sih kalo saya masalah menganalisa dan memahami semua hal itu terjadi karena sebuah alas an, jadi semua tu didesain sedemikian rupa agar kita itu memahami makna dan artinya. Jadi, menurut saya itu sangat penting sekali dalam movpret.
4. Belum
5. Engga sih, ngga terlalu complicated, malah menarik
6. Menurut saya menariknya itu karena kita bisa teriak dan mengeluh dalam waktu yang bersamaan setelah ... jadi misahnya nonton cuplikan gitu terus jawabannya apa dan terus kita bisa berlagak pinter dengan (mengomentari teman) ‘wah salah, wah salah’. Itu menurut saya menarik juga.

7. Nggak ada sih ya, karena penggunaannya simple jadi ngga terlalu banyak masalah. Tapi ya kalo keseringa dipake juga bosen sih , misalnya sehari 4 kali tu juga udah cukup banget.

8. Menurut saya perlu karena, menarik ya, apalagi kemaren di movpret kebetulan pas dengan materinya jadi sangat membantu

9. Sebenarnya kalo saya pribadi bukan karena kahootnya, tapi pembahasannya yang menarik, soalnya ya seperti yang saya katakan tadi kalo semua itu detail dan terjadi karena sebuah alasan dan semua itu baik adanya. Karena saya juga baru pertama kali menggunakan kahoot, di pemikiran saya kahoot itu cocoknya sama movpret.

10. Jangan terlalu sering pake kahoot, karena jika penggunaannya dilakukan secara langsung tanpa jeda 2 atau 3 kali quiz aja rasanya sudah bosen, apalagi yang menang yang ditampilkan Cuma 5 besar, jadi ndapetin kelima besar aja udah susah banget, terus kalo nggabisa lima besar tu sedih lo rasanaya, mangaknya saya suka pake emot sedih di akhir quiz.

Interviewee 2

1. Materinya, menurut saya sih lebih sedikit runt, tapi karena pak chosa menjelaskannya nya dengan simple, jadi itu bisa diterima dengan baik.

2. Seperti yang saya bilang tadi, kalo, sebenarnya kalo materinya tu detail jadi itu termasuk complicated bagi saya, tapi karena pak chosa menejelaskannya dengan baik, jadi tidak begitu complicated


4. Belum, pertama kali pake kahoot ya di kelas movpret

5. Engga. Soalnya, sebenarnya kahoot itu sangat mudah digunakan, jadi walaupun baru pertama kali digunakan itu langsung bisa.
6. Sebagai selingan sih itu bagus, jadi kahoot disini tu sebagai, apa ya.. Jadi kalo misalkan biasanya hanya materi terus menerus, ada saking kaya kahoot itu menyenangkan.
8. Menurut saya perlu tapi ngga usah terlalu sering, karena kalo terlalu sering mungkin masuk membosankan juga. Jadi kalo dalam beberapa kali pertemuan misalkan 10 kali pertemuan bisa pake 1 atau 2 kali kahoot aja per pertemuananya.

Interviewee 3

1. Oke, materi dalam kelas movpret itu, mudah dipelajari.
2. Ngga, gampang.
3. Movie analysis, editing
4. Belum
5. Ngga susah mas, gampang banget
6. Seru, ngga ribet, terus.... Ya memang buat ice-breaker jadi ngga ribet dan asik.
7. Low connection, jadi pernah, waktu itu sempet kaya ngga bisa login, sma sempet kaya lost connection itu ditengah tengah mau ngerjain, tiba tiba low connection terus habis itu blank.
8. Perlu, biar lebih enjoy jadi ngga bosen nonton film terus.
9. Iya, soalnya jadi kaya emmm, jadi kaya lebih pengen memperdalam movpret, biar bisa jawab pertanyaan yang ada di kahoot.
10. Connection nya dibagusin, biar enak kalo pas pake kahoot.

Interviewee 4

1. Materinya ngga selalu gampang sih mas, ada juga yang susah susah kok.
2. Complicated tu engga mas, cuman ya kita tetep harus rajin kalo di kelas, soalnya sesedikit ilmu yang dijelaskan pak chosa tu akan membantu banyak
dalam pengerjaan tugas tugas, kaya semisal sedikit info tentang editing dan movie analysis gitu.

3. Wah banyak banget, yang jelas dari kelas movpret saya bisa tau unsur unsur yang ngga semua orang tahu yang terselip dalam film tsb mas muehehehe, jadi intinya setiap wardrobe, ungkapan maupun tindakan makna nya yang ingin disampaikan tu kadang berbeda sama ekspektasi penonton umum.

4. Belum sih mas

5. Gampang mas, ngga complicated sama sekali.


7. Kalo menurut saya malah pengetahuan pribadi kita sendiri mas yang kadang kurang luas, jadi ya sering kalah, hahaha

8. Perlu mas, soalnya kahoot bisa memberikan efek relaksasi waktu kelas, sama mendorong saya juga mas untuk terus belajar dan mendalami movpret, kan keren juga kalo namanya masuk top 5, hahaha

9. Oiya mas, ya kayak yang udah saya bilang tadi jadi biar saya bisa menang, jadi lebih semangat belajar movpret. Kayaknya lebih baik semua makul pake Kahoot juga mas, biar ada keinginan besar untuk mendalami lebih dalam makul tsb.

10. Diadakan terus, karena menurut saya penggunaan kahoot sebagai ice-breaker sangat membantu dalam proses KBM supaya ngga cepet bosan.

Interviewee 5

1. Sedengan aja, kadang susah kadang gampang, tetep harus belajar intinya mas, hehehe

2. Engga sih mas, mungkin karena atmosfirnya menyenangkan jadi menurut saya engga susah, tapi ya bukan berarti gampang mas, tetep harus belajar sih.


4. Belum mas

5. Engga sama sekali mas, cuman tinggal masukin game pin, tulis nama terus main. Gampang banget lah.
6. Membantunya nambah ilmu mas, terutama soal mov pret, jadi semacam kaya bermain sambil belajar mas. Hehehe

7. Ngga ada sih mas, lancar lancar aja selama saya pake kahoot!

8. Perlu mas, karena saya banyak dapet ilmu ilmu baru dari Kahoot dan juga ilmunya itu saya dapet dengan cara yang menyenangkan, hehehe

9. Jelas kalo itu mas, jadi lebih tertarik aja belajar movpret nggatau kenapa ya abis main Kahoot! suasana kelas jadi nyaman dan enak aja mas buat belajar lagi, kayak direfresh aja rohani dan jasmaninya, hahahhaa

10. Engga lah mas, udah bagus dan cocok jadi ice-breaker di kelas movpret, diadain terus ajaasih mas mungkin.