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**Submission date:** 02-Sep-2021 08:19AM (UTC+0700)

**Submission ID:** 1639780262

**File name:** M. Hasymi H. 178820300006.docx (49.58K)

**Word count:** 3088

**Character count:** 16164

# The Effect of Kahoot Application for Teaching Grammar of The Eighth Grade Students at SMP Muhammadiyah 9 Boarding School Tanggulangin.

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**Abstract.** Grammar is the most important aspect to be studied and explored, because using the correct grammar will form and build a correct sentence. In the Industrial Revolution 4.0 era, which affects the education system by using technology, one of which is by using the Kahoot application in the learning process. The research population includes eighth grade students, consisting of 18 students at SMP Muhammadiyah 9 Boarding School Tanggulangin in the academic year of 2020/2021. This study uses a pre-experiment that uses one class. the average value between the pre-test and post-test experienced a difference. the average value of the pre test is 46.66 and the average value of the post test is 76.94. The significant value of the research was  $0.000 < \text{significant level } 0.05$ , meaning that there is an effect of Kahoot application for teaching grammar of the eighth grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin.

**Keywords -** Grammar; Kahoot Application; Industrial Revolution 4.0

## I. INTRODUCTION

Education is a means for the state to be able to educate the nation's life and this is a form of embodiment of the goals of the three Indonesian states, namely the intellectual life of the nation (Sutrisno, 2016:30). Every Indonesian citizen has the right to get a good education in order to improve the quality of life and knowledge. Having a good education will be able to produce superior human resources and be able to make changes to themselves and others. As said by Rista and Ariyanto (2018:139) "Education is a need that must be met in life. Education is a forum for activities that can be seen as a printer of quality human resources. Through education, both formal and non-formal, formal formal, students will experience a process of change in themselves both in knowledge and behavior.

English language education is one of the subjects taught in Indonesian. English is a foreign language that is studied by the students from elementary to tertiary levels. This is a very important thing to learn because English is an international language or a universal language used by several countries in the world. As stated by Mawudu (2016: 1) "English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the international languages which is important to be mastered or studied".

In the world of education, the learning method is very necessary to be mastered by the teacher, in which the teacher is the educator and the most important element in the teaching and learning process. The teaching method is a tool used by teachers to teach material to be delivered to students according to the demands and character of students so that students are able to understand the lesson well (Ilyas and Syahid, 2018: 59). However, not a few teachers are less creative in using learning methods that seem monotonous and make students feel bored. As stated by Musfiqon (2016: iii), "A study conducted by the East Java Provincial Education Council in 2016 stated, 8 out of 10 children do not like school. Among the factors that make children dislike school are the nuances of the school environment and the monotonous learning model". The learning model is a requirement that must be mastered by the teacher. An interesting learning model will make students more enthusiastic and understand the learning material well.

In line with the Industrial Revolution 4.0 which affects all forms of life, one of which affects the education system. The conventional learning model is currently less acceptable to students, which means that educators are required to master technology in the era of the Industrial Revolution 4.0 to support the teaching and learning process. One of the technology-based learning models is by using websites and online applications which are a must as an answer to the challenges of changing learning methods, ways of thinking and how to act for educators and students in the era of Industrial Revolution 4.0 (Lisnaini and Emmanuel, 2020: 156).

An example of the technology applications that can support the teaching and learning process in the current Industrial Revolution 4.0 era is the Kahoot application. Kahoot is a digital game-based student response system that can be used to interact through competitive knowledge games using an infrastructure that is carried out

between teachers and students. (Lin, Ganapathy, and Kaur, 2018: 566). Lime 2018 (in Nurwanto, Mauliyah, Erlina, Putri, and Sulisworo, 2019: 3) said that Kahoot can be interpreted as an interactive learning media because Kahoot can be used in teaching and learning activities such as delivering material, pre-test, post-test, practice questions, material strengthening, remedial, enrichment, etc. The Kahoot application can make easier for teachers in the teaching and learning process. It cannot be denied that the role of technology is currently needed, especially in the teaching and learning process. The role of technology as an attractive learning medium for students and utilizing learning applications to make it easier for teachers to deliver learning material. So that the realization of an interesting teaching and learning process and does not make students feel bored. The steps to play kahoot are teachers access [www.kahoot.com](http://www.kahoot.com) or with application, after that Click 'Log in', after the teacher has access to his / her account, the teacher can make a question, click 'play' and choose player options, the teacher gives the PIN to the students, students open [www.kahoot.it](http://www.kahoot.it) and enter the PIN given by the teacher, after that enter 'Nickname', when the names of all students are entered, the teacher click 'start' to start the game, the teacher opens the questions one by one that is connected on the student's cellphone or computer and students can answer by discussing with the group, after the students answer, the choices of each student or group will appear and the teacher can review the students' answers, then the students are invited to give their reasons for choosing these answers, at the end of the game the student or group's highest score will appear.

One of the things learned in learning English is grammar. Grammar is a rule about word structure to make a perfect sentence. As stated by Ana & Ratminingsih 2012 (in Mali 2016: 15), to master language, grammar is the most important aspect to be studied and explored, because using the correct grammar will form and build a correct sentence. The level of effectiveness is very high when learning grammar with the play method using technology even though the content being studied is quite difficult because students can be excited to learn through technology (Zarzycka Ewa and Piskorz, 2016: 18). One of the things in English grammar is tense. In the discussion of Grammar, tenses are used to discuss differences or changes in sentence forms related to the timing of the events expressed in the sentence. The way to express what is happening now will be different from what happened in the past, and will be different from what happened in the future. Therefore, learning about tenses in grammar is very important in identifying sentences in a conversation. In fact, learning about tenses is still considered difficult to understand because each tense has a different or almost similar pattern and use to each other, so extra attention is needed to be able to understand and apply tenses to different situations. One of the tenses that are difficult for students is the simple past tense.

## II. Method

The method in this research is to use quantitative research methods. . Quantitative research is research based on the philosophy of positivism which is used to examine a particular population or sample, data collection using research instruments, statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2017: 14). This type of research is a quantitative study using a pre-experimental approach and using a one group pre-test post-test design. Pre-experimental design is a design that includes only one group or class given treatment and test. The research design was carried out using a control or comparison group.

Students were given a pre-test to determine the extent of the previous increase students grammatical understanding before using Kahoot Application. Pre test that researcher used was giving 15 questions for the students about simple past tense before using the Kahoot application and students were given 60 minutes to answer. The first type is multiple choice which contains five items, the second is to fill in the blanks or cloze test which contains five items, the third is to rearrange a random word consisting of two items, and the last is to fill in positive, negative and introgressive sentences which contain three items. The researcher gave treatment using the Kahoot application in learning grammar. The researcher uses the Kahoot application as a media for learning grammar. The students answered 16 questions game from the Kahoot application which had been prepared by the researcher. To apply this method, the researcher asked students to group 3-4 people. One group uses a laptop or mobile phone that is connected to the Kahoot application. In the learning process, students see a video explanation about the simple past tense through the kahoot application, then students answer questions in the form of questions about the simple past tense, where students compete to quickly answer on the laptop or cellphone of each group that is connected to the Kahoot application and discuss with their respective groups, this consists of 1 item. The next question is in the form of multiple choice questions about the simple past tense and each group is required to answer questions quickly and correctly because the faster and correctly the greater the value, this consists of 15 items. At the end, the group with the highest score will appear. Finally the researchers gave a post-test to determine the extent of the previous increase students grammatical understanding after using Kahoot Application. The post test that the researcher did was a test in

the form of questions about the simple past tense which contained 15 questions and students were given 60 minutes to answer. The first type is multiple choice which contains five items, the second is to fill in the blanks or cloze test which contains five items, the third is to rearrange a random word consisting of two items, and the last is to fill in positive, negative and introgressive sentences which contain three items. The samples are one class called the experiment class, which is the eighth class totaling 18 students at SMP Muhammadiyah 9 Boarding School Tanggulangin in the academic year of 2020/2021. The material studied is the eighth grade Simple Past Tense in the material When I was a Child KD 3.10.

### III. RESULT AND DISCUSSION

The hypothesis testing of this research is if the significant value  $<$  significant level, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was effect of Kahoot Application for teaching grammar of the eighth grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin. The different was significant. If the significant value  $>$  significant level, the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected. It means that there was not effect of Kahoot Application for teaching grammar of the eighth grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin. The different was not significant.

Below are the result of the pre-test and post-test of eighth graders at SMP Muhammadiyah 9 Boarding School Tanggulangin. A total of 18 students with the mean pre-test score of 46.66 and the mean post-test score of 76.94.

**The Result of Pre-test and Post-test of one group experimental**

| No | Students | Score of Pre -Test | Score of Post - Test |
|----|----------|--------------------|----------------------|
| 1  | AK       | 30                 | 80                   |
| 2  | AN       | 55                 | 75                   |
| 3  | AF       | 55                 | 75                   |
| 4  | CF       | 50                 | 70                   |
| 5  | HI       | 45                 | 80                   |
| 6  | IF       | 55                 | 90                   |
| 7  | JN       | 65                 | 80                   |
| 8  | KD       | 65                 | 80                   |
| 9  | ME       | 50                 | 75                   |
| 10 | NA       | 60                 | 85                   |
| 11 | NAS      | 35                 | 75                   |
| 12 | NQ       | 45                 | 75                   |
| 13 | NZ       | 20                 | 70                   |
| 14 | RD       | 30                 | 75                   |
| 15 | SS       | 20                 | 70                   |
| 16 | SN       | 45                 | 70                   |
| 17 | TF       | 60                 | 80                   |
| 18 | TA       | 55                 | 80                   |
|    | Mean     | 46.66              | 76.94                |

The researcher used a statistical test with paired sample t-test which was stated by SPSS 26 to convince the pretest and posttest in the use of the Kahoot application on students' grammatical understanding. The results are as follows:

#### Paired Sample Statistic

|        |          | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | PreTest  | 46,6667 | 18 | 14,24574       | 3,35775         |
|        | PostTest | 76,9444 | 18 | 5,46079        | 1,28712         |

#### Paired Sample Correlation

|        |                    | N  | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | PreTest & PostTest | 18 | ,542        | ,020 |

#### Paired Sample Test

|                                 |           |                |                 | 95% Confidence Interval of the Difference |           | t       | df | Sig. (2-tailed) |
|---------------------------------|-----------|----------------|-----------------|---|-----------|---------|----|-----------------|
|                                 | Mean      | Std. Deviation | Std. Error Mean | Lower                                     | Upper     |         |    |                 |
| Pair 1<br>PreTest -<br>PostTest | -30,27778 | 12,18391       | 2,87178         | -36,33669                                 | -24,21886 | -10,543 | 17 | ,000            |

Based on statistical calculation using SPSS 26, the research gave interpretation to significant value. The significant value of the research was 0.000, significant level 0.05. When the significant value (0.000) < significant level (0.05) the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. While significant value (0.000) > significant level (0.05) the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. Since the significant value (0.000) was smaller than significant level (0.05), it can be concluded that alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there is different score on the students' grammatical understanding before and after being taught by using Kahoot application. There was different on *Paired Sample Statistic* that the mean before taught using Kahoot application is 46.66, and after being taught using Kahoot application was 76.94, it means that the mean before being taught using Kahoot application was lower than after being taught using Kahoot application. Thus, it can be concluded that there is effect of Kahoot Application for teaching grammar of the eighth grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin in the 2020/2021 academic year. The result of the current research is supported by Wibisono (2019) with the title "The Effect of Kahoot in Teaching Reading to Class X Students". This research was conducted with 50 students from high schools in Surabaya. From this study it was found that the reading comprehension test scores of students were higher when students learned using the Kahoot application. Handayani (2019) with the title "The Effect of Kahoot in Learning to Read in Class X Students". The results of this study showed that students felt happy using the kahoot game and made students memorize words better as evidenced by the average post-test result of the experimental group was 87.688 and the average result of the control class was 77.688. Putri (2019) with the title "Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Understanding". The results of this study were that there was a significant difference in the values of the two groups. The results of the pre-test and post-test mean of the experimental group increased higher (from 74.44 to 86.81) than the control group (from 72.10 to 81.04). Rafi (2018) with the title "Effectiveness of Using Kahoot as a Reading Learning Media". The results in this study indicate that there is a significant value of the significance level (0.02 < 0.05). Nurwanto at al (2019) with the title "VGER" STRATEGY, Interactive Gamification in English Learning Using the VGER Strategy (Visualization, Game, Evaluation, Repetition) with Kahoot Applications". Here the author says that Kahoot is an online learning medium that contains quizzes and games. Kahoot can also be interpreted as interactive learning media because Kahoot can be used in teaching and learning activities such as pre-test, post-test, practice questions, reinforcement of material, remedial, enrichment and others. It can be said that the use of Kahoot in that class is very effective.

## V. CONCLUSION

The results of students' understanding of the average value between the pre test and post test experienced differences. the average value of the pre test is 46.66 and the average value of the post test is 76.94. it shows that the post-test scores of students are greater than the pre-test scores. based on the results of the hypothesis shows the value of Sig  $0.000 < 0.05$ , so  $H_a$  is accepted, meaning that there is a significant effect of Kahoot Application for teaching grammar of the eighth grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin.

From the above results it can be concluded that the use of the Kahoot application can have a significant effect for teaching grammar of the eighth grade students, this is indicated by the results of pre-test and post-test conducted on eighth graders in learning the simple past tense at SMP Muhammadiyah 9 Boarding School Tanggulangin in the 2020/2021 academic year. students are more enthusiastic and easier to understand grammar learning materials by using the Kahoot application. The benefits of teaching grammar used Kahoot application are the learning process becomes fun, train students to be able to use technology in the learning process, and train students' motoric skills.

## ACKNOWLEDGEMENT

Thank you to the University of Muhammadiyah Sidoarjo and SMP Muhammadiyah 9 Tanggulangin Boarding School who have supported research activities until this article was written. Thanks are also addressed to those who helped carry out this research.

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