USING KAHOOT WEBSITE IN LEARNING GRAMMAR:
Pre-experimental Research

Musdalifah [1], Nurdevi Bte Abdul [2], Saiful [3]

[1]*Universitas Muhammadiyah Makassar, English Education Student, msdlfhdiv@gmail.com*

[2,3]*Universitas Muhammadiyah Makassar, Faculty of Teacher Training and Education, English Education Department*

Article Info	Abstract
	The research aimed to find out the improvement of the students' learning grammar by using Kahoot website. The research applied pre-experimental research with one group pre-test and post-test. The researcher used purposive sampling technique.The sample of the research was class X MIPA 2 of SMAN 8 Gowa in academic year 2018/2019 which consisted of 37 students. The researcher used simple present and past tense of reading test as instrument in pre-test and post-test. The research findings indicated that Kahoot website can improve students' Learning grammar. It was proved by the mean score of pre-test in present tense was 56.86it classified as fair, posttest was 73.72,it classified as good and the improvement of pretest to be posttest was 29.65%. In addition, the mean score of pretest in Past Tense was 51.89 that classified as poor, posttest was 70.81 that classified as fair good and the improvement of pretest to posttest was 36.46%. Therefore, there was the improvement of the students' grammar in terms of simple present and past tense. The result of improvement is also proved with t-test value. The researcher found that the value of t-test (4.543) was greater than t-table (1.687). this value means that there was significantly difference between the result of the students' pre-test and post test. It was concluded that the use of Kahoot website can improve students' learning grammar at the First Grade of SMAN 8 Gowa.

INTRODUCTION

Language learning was a hard work that can sometimes be frustrating. Constant efforts were required to understand, produce and manipulate the target language. However, these were not only the tasks of the language learners, but the teachers as well how to make the learning process became easier and effective. The teachers were demanded to be creative in using all kinds of the learning sources and their competencies to distribute the knowledge as well as enhancing the students' motivation.

The development of information and communication technology (ICT) had an influence on the world of education, especially in the learning process. According to Rosenberg (2001), with the development of ICT usage there were five shifts in the learning process: (1) from training to appearance, (2) from classroom to where and anytime, (3) from paper to "on line" or channel, (4) physical facility to network facility, (5) from time to time

cycle. Communication as a medium of education was done by using communication media such as telephone, computer, internet, e-mail, and so on. Teaching methods and learning strategies had been developed to maintain the students' motivation and self-confidence with the purpose of improving students' English ability. Using games was one such method and it was a contemporary popular in second and foreign language learning. This research would find out the effect of *Kahoot* in supporting Grammar class (Susilowati, 2016).

Kahoot website or application is one of example of the development of ICT. The players then asked to enter the PIN and the nickname. This is the most common type of *Kahoot*, to blended learning. There was no limit to the number of questions in a quiz. Each question can had an picture or video, and 2 - 4 multiple choice answers. There must be at least one correct answer (but more can be chosen), and the time limit for each question could be individually set from 5 seconds to 2 minutes. (Publicando, 2017)

Therefore, based on the explanation above, by using kahoot website, the researcher want to know is the use of Kahoot website effective to promote students' grammar in present and past tense. The researcher just limit the research on verbal and nominal sentence of simple present and past tense.

Before this research, some researcher did the research. There had been some researches done related to writing. One of them is Susilowati, (2016) stated that Kahoot is applicable and support grammar class. It could increase the student's motivation in learning grammar. It indicated that Kahoot has enhanced the student's motivation and interest to engage in learning. Kahoot is quite helpful to maintain student's interest in learning. Most students perceived that Kahoot is interesting. Students enjoyed the lesson and felt enthusiastic when Kahoot was played. Most students perceived that Kahoot is interesting.

From that previous research, it can be concluded that the research had a good impact in using Kahoot as a games learning. Some similarity of that research and this research was using Kahoot in learning process. Kahoot was effective for games learning. It improved students English Learning. However, beside that, the different between that research and this research was some of the research applied the Kahoot itself in university students and not just in grammar aspect.

LITERATURE REVIEW

Grammar

There are many ways how to define the concept of grammar. For example, Thornbury (1999) uses definition from Longman's *Active Study Dictionary* in which grammar is described as the rules by which words change their forms and are combined into sentences. Harmer (2007) concludes that to be proficient in grammar means to know how the grammatical elements can be tied together to form the chains of words.

McGarry (2012) draws a distinction between the grammar of literacy (mainly connected with the coherence in writing) and grammar of common usage (which is related to grammar in everyday speech). Sometimes there is a conflict between these two grammatical approaches

and what is appropriate in the grammar of common usage can be very inappropriate in the grammar of literacy.

Nowadays, English is most widely spoken foreign language but it was not like that before and the history of teaching English passed through many stages of development. New approaches were promoted and different authors came with new methods. Now we can look at grammar from different points of view and the choice of grammatical methods is wide. Initial stage of teaching grammar proceeded from the same procedure Latin was taught at school. That means learning a language through grammatical rules and mainly translation .Speaking played a secondary role. Until the 19th century, an approach to language teaching was quite rigid. Central method was so called grammar-translation method, which is more described in chapter concerning methodology. (Woods, 1995; Richards and Rodgers, 2001)

Linguist Henry Sweet defined the progress of methods in language teaching. He suggested four main steps of development (Richards and Rodgers, 2001):

1) Selecting of what should be taught
2) Defining the limits of the subject matter
3) Describing the process regarding the four basic skills (listening, speaking, reading and writing)
4) Arranging materials from simple to more complicated

Information and Communication Technology (ICT)

According to UNESCO (2010) in Carmona and Marin (2013), the term ICT refers to a great many technologies and it includes all electronic tools by means of which we gather, record and store information and by means of which we exchange and distribute information to others. It is very important to know that ICT are about not only computers and internet, but also include different tools such as mobile phone, tablets, etc. While according to Yeul (2013:238), ICT includes devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of communication, television and computers.

Games Learning

Games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement (Malamed, 2012).

Kahoot

The increasing technology has brought some impacts in education especially in language learning. It has shifted the learning process from conventional teaching into contemporary learning. Kahoot is a game-based approach that has been introduced in some areas of life especially in education. It contains questions on specific topics. Once you download the program, the users can create and design their own questions based on their needs and

topics. They can set the time, play it to an unlimited number of players, creating a social, fun and game-like learning environment. There are three types of kahoot such as quiz, discussion and survey. Quiz is the most common type used in learning process (Susilowati, 2016)

METHODS

Method of this research was using pre-experimental where the researcher tried to know about the effect of using Kahoot games learning in learning grammar. The research design was a pre-experimental method, with one group pretest and posttest design. In this research, t-test was used to test the significance difference of students' reading comprehension before and after conducting treatment.

Instrument

The instrument of research, the researcher used grammar test for pre-test and post-test to assess students' grammar understanding. The pre-test gave before the treatment to know the students' prior knowledge in grammar. The post-test conducted after using Kahoot games learning. The grammar test consisted of questions related to the present and past tense covered verbal and nominal sentence. The research also did interview and observation to the students about learning grammar and especially to Kahoot games learning itself.

DISCUSSION

The primary purpose of this research was to find out whether is the use of Kahoot website effective to promote students' grammar of the first grade of SMAN 8 Gowa. To find out the purpose, the researcher used the test as an instrument. The test gave through pre-test and post-test and the researcher taught about grammar in the treatment in the classroom with six meeting. The population was first year at SMAN 8 Gowa, which consisted 145 students placed in 6 classes, and the sample of the researched were 37 students in X MIPA 2.

After the calculating the entire of score variable, the data on table 4.3 showed that the students' grammar in simple present tense improved (29.65%) from the mean score in pretest was 56.86 and posttest was 73.72. Students' grammar in simple past tense also improved (36.46%) from the mean score of pretest was 51.89 and posttest was 70.81. It indicated by the mean score posttest were higher than pretest. Therefore, Kahoot website was able to improve the students' grammar at the First Grade of SMAN 8 Gowa.

The description of the data collected through Kahoot website were explained in the previous section showed that the mean score of the students in simple present tense was 56.86 on pre-test and the mean score of the students on the post-test was 73.72 and from pre-test to post-test in simple present tense can improve with 29.65%. The score of standard deviation from pre-test was 15.553, the score of standard deviation from post-test was 21.303, and t-test value was 4.525. In simple past tense, the mean score of the students was 51.89 on pre-test, the mean score of the students on post-test was 70.81, and from pre-test, to post-test in simple past tense can improve with 36.46%. The score of standard deviation

from pre-test was 15.420, the score of standard deviation from post-test was 23.053, and t-test value was 4.423. Therefore, it indicated the students tested achieved a higher score by using Kahoot website.

Besides, the research being conducted by Publicando (2017), focused on vocabulary acquisition when teaching English in a language classroom. His research found that Kahoot website can implemented in teaching vocabulary. Moreover, based on his research, it is also support the research of the researcher that Kahoot website showed the positive effect that playing Kahoot improved motivation and the students' satisfaction.

By the explanation of the researcher above that, Kahoot website gave good effect for students' learning grammar. The researcher can concluded that students need an interesting method to improve their motivation in learning grammar. That most of students really bored about this subject. Therefore, the researcher try give the new tool that can improve students' motivation and interesting in learning grammar by using Kahoot website.

As a result, the students' grammar could be seen in the following tables:

TABLE 1. THE STUDENTS' GRAMMAR INDICATORS

Indicator	Pretest	Posttest	Improvement %
Present tense	56.86	73.72	29.65 %
Past tense	51.89	70.81	36.46 %

Based on table 1, showed that the score of students' grammar in present tense improved (29.65%) from the mean score in pretest was 56.86 and posttest was 73.72. In addition, score of students' grammar in past tense improved (36.46%) from the mean score in pretest was 51.89 and posttest was 70.81 It indicated that the score of English grammar each indicator in posttest were higher than pretest.

Based on these result, it concluded that using Kahoot website could improve the students' learning grammar for verbal and nominal sentence of simple present and past tense.

TABLE 2. THE VARIABLE OF T-TEST AND T-VALUE

Variable	T-test value	T-table value
English Grammar	4.543	1.687

If the result of t-test was higher than t-table's value, the null hypothesis (H0) was rejected, and if the result of t-test was lower than the t-table's value, the null hypothesis (H0) was accepted. The result of the statistical analysis of t-test at the level of significance 0.05 with degree of freedom (df) = n – 1, where n: number of students was 37. It could be seen as follows:

df = n-1,

df = 37-1, df = 36

Based on elaboration above, it could be concluded that there was a significant difference in students' grammar of the first grade of SMAN 8 Gowa in academic year 2088/2019 by using Kahoot website.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that using Kahoot website was one of media to teaching grammar that can improve students' learning. It was because the result indicated that showed t-test value were higher than t-table value (4.543> 1.687) in which to reject the null hypothesis (H_0). T-test value certainly should be higher than t-table value. Therefore, the null hypothesis (H_0) was rejected otherwise the alternative hypothesis (H_1) was accepted. Moreover, another finding in this research was the mean score of students in pretest of simple present tense was 56, 86 and post-test 73.72. Then in simple past tense, mean score of students in pretest was 51.89 and posttest was 70.81. Thus from the discussed above, the students tested achieved a higher score after giving the treatment.

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