

**KAHOOT GAME AS MEDIA IN GRAMMAR TEACHING-LEARNING  
PROCESS AT SMAN 3 PONOROGO.**

**THESIS**

**Presented to  
State Institute of Islamic Studies Ponorogo  
In Partial Fulfillment of the Requirement  
For the Degree of Sarjana in English Education**



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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO  
2020**

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**2020**

## ABSTRACT

**NAFIS, YAZID AMIRUN, 2020.** *"Kahoot Game as Media in Grammar Teaching Learning Process at SMAN 3 Ponorogo"*. Thesis. English Education Department, Tarbiyah Faculty, State institute of Islamic Studies of Ponorogo. Advisor: Dra. Aries Fitriani, M. Pd.

**Keywords:** Kahoot game, Media, Grammar Teaching Learning Procees

Kahoot is the free online platform for making and working learning game for teaching that make students actively involved directly and presents a quiz atmosphere that is lively, excited, and not bored either in the classroom, office, or at home. It may be used to make multiple-choice questions with embedded photos and pictures.

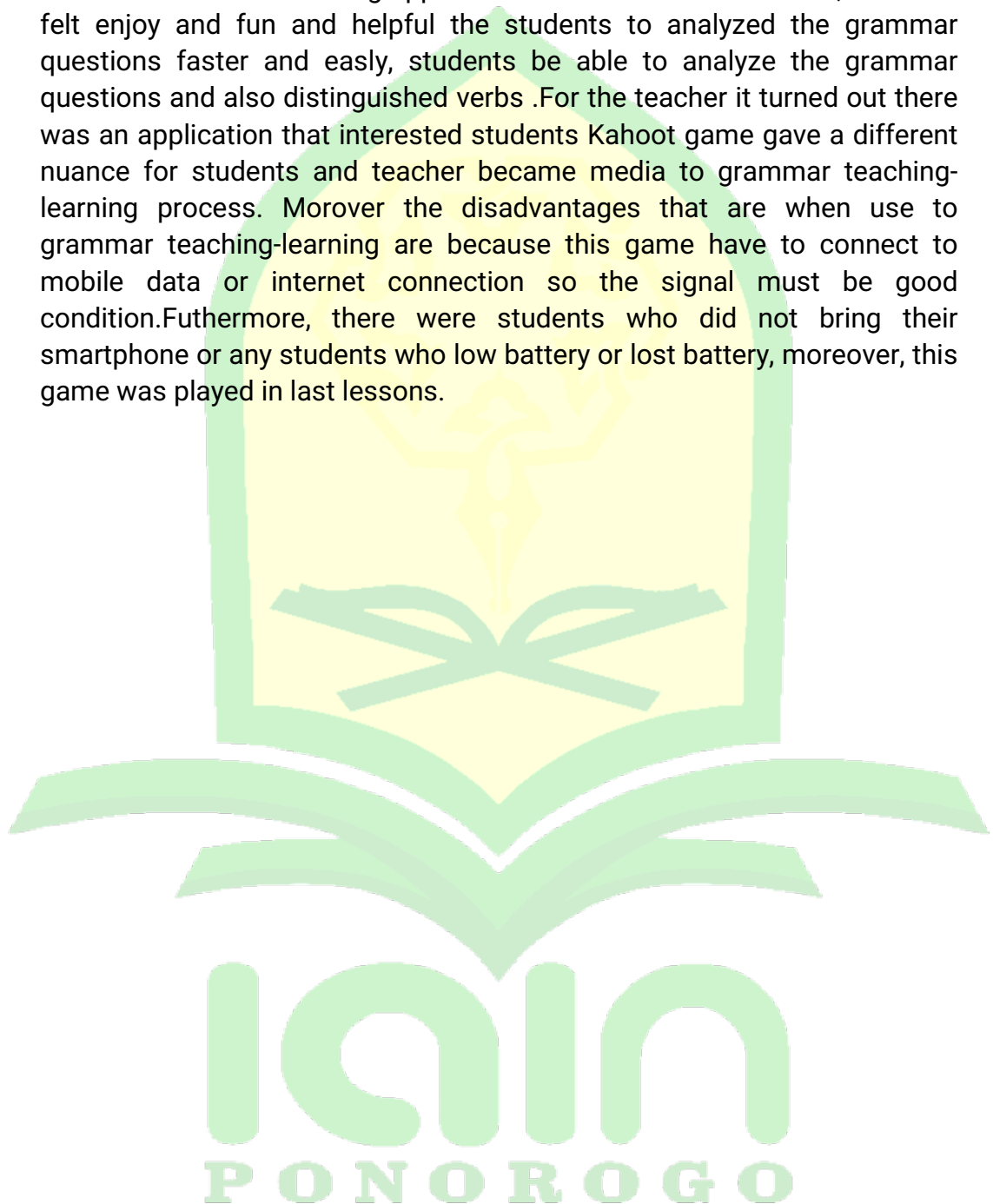
The objectives of this study were: (1) to describe how the implementation of Kahoot game as media in grammar teaching-learning process. (2) to describe what are the benefits of Kahoot game as media in grammar teaching-learning process

This research was done to the students of tenth grade of SMA 3 Ponorogo in academic year 2019/2020. This research employed qualitative method to explain the implementation of Kahoot game as media in grammar teaching-learning process. The data was collected by observation, interview and documentation. Observation was applied to observe the implementation of Kahoot as media in grammar teaching learning process. Interview was used to collect data from the teachers and the students that are involved in this Kahoot game implementation. Documentation was applied to support the data had been collected from observation and interview. The data were analyzed through three steps namely reduction, data display, and conclusion.

The result of this research showed that the implementations of Kahoot game as media in grammar teaching-learning process are divided into two steps. They are as teacher and as students. The implementation of Kahoot game was not difficult. First, prepare the grammar question then download Kahoot game in play store or can browse [www.kahoot.com](http://www.kahoot.com) then play as teacher click register as teacher. As teacher, after click register then chose create question then input the questions and picture and the last tried to play it. Second, when played Kahoot as students, they just open Kahoot game application or accessed [www.Kahoot.com](http://www.Kahoot.com) in browser. Then the students had to input the password from the teacher. Then input username then played Kahoot game. Students had to choose the symbol or color of answer in their smartphone. But the question and

answer were in teacher screen.

The benefits of implementation of Kahoot game are divided into advantages and disadvantages. The advantages of this implementation are introduced new learning applications for student and teacher, students felt enjoy and fun and helpful the students to analyzed the grammar questions faster and easily, students be able to analyze the grammar questions and also distinguished verbs .For the teacher it turned out there was an application that interested students Kahoot game gave a different nuance for students and teacher became media to grammar teaching-learning process. Moreover the disadvantages that are when use to grammar teaching-learning are because this game have to connect to mobile data or internet connection so the signal must be good condition.Futhermore, there were students who did not bring their smartphone or any students who low battery or lost battery, moreover, this game was played in last lessons.





#### APPROVAL SHEET

This is to certify that Sarjana's thesis of:

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Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

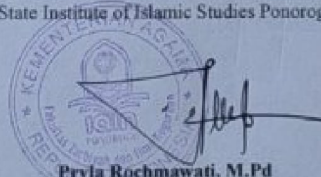


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Ponorogo, 24 April 2020

Acknowledgement by

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Tanggal : 14 Mei 2020

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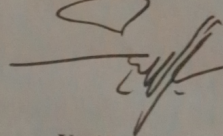
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Yazid Amirun Nafis

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### PERNYATAAN KEASLIAN TULISAN

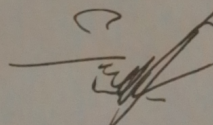
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Judul Skripsi : Kahoot as media in grammar teaching-learning process at SMAN 3 Ponorogo

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Ponorogo, 12 Juni 2020  
Yang Membuat Pernyataan



Yazid Amirun Nafis

PONOROGO

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Teaching English which has been mentioned in Education Contents Standard in Indonesia shows that the purposes of teaching the second language is to increase the quality of our countries within the world on communication aspects, either on written or oral language. As we know, English is not our daily language; there are lots of things that we need to learn about it. The four basic aspects of teaching English that must be achieved by learners such as, speaking, listening reading, and writing. Among these kinds of basics English, writing becomes the most difficult part to be learned than the others. The factor that causes the writing aspect being difficult is because the writing comprehension is complex by its grammar or structure, diction, the writing mechanic such as the punctuations. From this writing aspect, learners felt difficult on grammar or structure considering that is not their first language.

Teaching grammar is important on learning English as a foreign language. Grammar teaches the learners to apply and to use the English language correctly. Besides, good grammar mastery will increase the learners' comprehend on writing and speaking. The low of grammar mastery in Indonesia shows that there are some problems on the teaching process. This kind of problem needs to be solved indeed the



learners' achievement depends on the teachers' way of transferring knowledge within the class. Teachers are forced to use some kinds of new strategies or methods while serving the material to the students. By implementing some strategies or new method of teaching grammar, learners are expected to master grammar in order to achieve the teaching purposes and gives good outcomes.

Grammar is a science that teaches speech and writing correctly. In learning English, grammar mastery is very important in order to speak English well and correctly.<sup>1</sup> On productive skills; writing and speaking if without the ability to connect each word or sentence learners cannot create some text or discourse correctly. Those are the reasons why we should study grammar in order to convey and improve our writing or speaking comprehension.

According to Henny Kusumawati, she states that grammar is being an obstacle in teaching English because students mostly confuse the pattern of some sentence and how to implement them while writing sentences. Besides, teaching grammar by using conventional methods or monotonous is less attract students' anxiety on learning grammar. So, they prefer to become the listeners and passive while learning process within the class then influences their score on writing getting

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<sup>1</sup>Diana Laily Fithri, *Analisa dan Perancangan E-Learnin Pembelajaran Grammar untuk Meningkatkan Potensi Siswa: Jurnal Simetris*, Vol 5 No 1 April 2014, Issn: 2252-498367, 68

low than the other English aspects.<sup>2</sup>

Based on that result, it can be said that teaching grammar needs a new challenge in order to attract the students' motivation while learning English and they can master grammar which is being prior on speaking and writing aspects. From the statements above, it can be resulted that teachers must choose an alternative way to convey the teaching-learning process such as interactive strategies and methods. Besides, selecting media to serve out the materials is being the urgent things to be considered. The teacher should adopt and adapt the kinds of media which are appropriate with the target of teaching learning process. As we know that media can support the teaching learning process, the teacher should be considering the recent interactive media which has been spread out around the education's areas to attract the students' motivation on learning English easily.<sup>3</sup>

A medium is a channel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. Example of media are films, televisions, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to

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<sup>2</sup>Anik Prasetyowati, "*The Effectiveness Of Google-Classroom Application On Teaching Grammarat The Seventh Grade Students Of Smpn 1 Jenangan Ponorogo InAcademic Year 2017/2018*", (Thesis, IAIN Ponorogo),1-3.

<sup>3</sup> Ibid, 5.



facilitate communication.<sup>4</sup>

There are many kinds of media. There are print media, audio-visual media and online media. Based on the Kamus Besar Bahasa Indonesia (KBBI), media is a communication tools or facilities such as newspapers, magazines, radio, television, films, posters and banners, and the media also means mediator, shackle, etc. Online in Indonesian is called “Daring”, therefore online media also called as media Daring<sup>5</sup>.

There are some media and technique in how to teach grammar. It can be done by using pictures song, or games. In the teaching process, the teachers get good result in their teaching if their media or techniques are fun, creative, and interesting. Game is one of media that can be used to teach English grammar for the learners. A game is activity carry out based on certain rules. Children play because they are happy. Children learn through games. When they play together, children are interest with another. In these interactions, language skill can be built, especially listening and speaking<sup>6</sup>.

There are many kind of game can be used in teaching-learning English. Kahoot game is one the game can be used in teaching-learning English. Kahoot! Is the free online platform for making and working learning games. It may be used to make multiple-choice questions with

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<sup>4</sup> Robert Heinich, Michael Molenda, James D. Russell, *Instructional Media and the New Technologies of Instruction* ( Macmillan : Macmillan Publising Company, 1993), 4.

<sup>5</sup> Online media, (online), <https://kbbi.kemdikbud.go.id/entri/online> accessed on Saturday 4 th January 2020.

<sup>6</sup>Suyanto, *English for Young Learners*, (Jakarta: bumi aksara, 2007) 117

embedded photos and pictures. Teachers will either make their own Kahoots or seek for publicly accessible games. There are tons of Kahoots out there from particular texts , e.g., New English File or particular grammar levels. You may also see out trending Kahoots , too as most common people, although bear in mind that not all of them can be associated with language education – Kahoot!<sup>7</sup>

Based on the observation and interview on February 2020 with Mrs. YuniaDwi Rohmatin, S.Pd (SMAN 3 Ponorogo teacher), The school allowed students to used handphone to study in the class. Beside it there are wifi networks that support the students to access or browse that related with the lesson. From school also ask teacher to paperless in the class. So the teacher chooses to use Kahoot game as media in teaching-learning. The teacher uses Kahoot game as media in teaching grammar because Kahoot contains of picture and sentences and the words is limited, so the grammar is the appropriate component of English language.<sup>8</sup>

According to the case, the researcher conducted research by the title **“KAHOOT GAME AS MEDIA IN GRAMMAR TEACHING-LEARNING PROCESS AT SMAN 3 PONOROGO”**.

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<sup>7</sup> Douglas Brown, *Principle of Language Learning and Teaching*, (USA: San Fransisco University Press, 2004), 7.

<sup>8</sup>Yunia Dwi Rohmatin, English teacher at SMAN 3 Ponorogo, Februari 2020.

## B. Research Focus

Based on the background of the study outlined above, the researcher focuses in Kahoot game as media in grammar teaching-learning process in the tenth grade of SMAN 3 Ponorogo in Academic Year 2019/2020 especially in tenses subject (simple past tense and present perfect tense).

## C. Statement of the Problems

From the background above researcher problem statement:

1. How is the implementation of Kahoot game as media in grammar teaching learning process at SMAN 3 Ponorogo?
2. What are the benefits on using Kahoot game as media in grammar teaching learning process at SMAN 3 Ponorogo ?

## D. Objective of the Study

Concerning with the problem statements, this study has some objectives described as the follows:

1. To describe the implementation of Kahoot game as media in grammar teaching learning process at SMAN 3 Ponorogo.
2. To describe the benefits on using Kahoot game as media in grammar teaching learning process at SMAN 3 Ponorogo

## E. Significance of the Study

1. Theoretical significances

The result of this study is expected to add the references of

teaching media which can be accessed by some educational practice. It hopes give contribution of knowledge to develop in teaching learning process. It can help to involve the students in teaching learning process by directly.

## 2. Practical Significances

### a. For the teachers

This study is to give English teachers, particularly English teachers of Senior high School, an input of conducting teaching grammar in class. Kahoot can be one of the supported media to teach grammar.

### b. For the reader

This study is expected to give contribution for the readers in improving knowledge, particularly the students in IAIN Ponorogo.

### c. For the researcher

This research is expected to be used by researcher as a provision in the future, if she becomes an educator in the future, applying the knowledge gained in college and adding experience.

## F. Organization of the Study

The discussion in this study, consists of five chapters and each chapter is related to one another which becomes a unified whole and compiled systematically.

First chapter is introduction, which contain of background of the study, statement of the problem, objective of the study, significance of

the study, limitations of the problems, and organization of thesis.

Second chapter explains about Kahoot as media in which discuss about Kahoot game as media which contain of definition media, function media, kind of media, media online, definition of game, definition of Kahoot game, use of Kahoot, the procedure of Kahoot and strength and weakness of Kahoot. This chapter also explains teaching grammar, definition of grammar, the types of grammar, importance of grammar and teaching grammar through Kahoot. It also discusses previous research finding.

Third chapter explains about description of data, which contain of general data related with profile of the school and specific data related with the implementation of Kahoot, and benefits of Kahoot.

Fourth chapter in this study is about analysis data. The data that the researcher already got will be analyzed. In this chapter explains about analysis of data. The data that already get from many reasons will be analyzed and explained in this chapter.

Fifth chapter is the conclusions and suggestions. The results of the study will be concluded in this chapter. Furthermore, in this chapter also giving suggestions that aimed for teachers, students and institutions.



## CHAPTER II`

### PREVIOUS RESEARCH FINDING AND THEORETICAL FRAMEWORK

#### A. Previous Research Findings

The previous research finding will help researcher widen his research with a lot of perspective. In this part researcher will be provide with few previous similar or related research finding so that the researcher able to discuss the research with multiple stand point in completing the research.

The previous research is a Journal from *Lailatul Masruroh* with the title " *Teaching Complex English Grammar By Using Kahoot Apps*". This study was conceived in descriptive library research, data on the use of Kahoot online software in English classrooms were collected from several related literature. This present study took some previous study which demonstrated the effectiveness of students using video as a learning medium, particularly EFL classes. Furthermore, the teacher must also be able to deliver good material using Kahoot online application as a model. This study was done in the 3th semester taken from 31 students English Department of Universitas Qomaruddin and when the teacher provided learning with the help of Kahoot online application, he also saw responses from the students. The teachers were involved in teaching English courses in ELT class because they wanted to know how effective Kahoot use was.

After studying several studies related to using *Kahoot* online, based on application as a teaching and learning medium, the result of this study are the *Kahoot* has many advantages such as free platform-based learning games, such as educational technology. This training becomes very enjoyable by playing *Kahoot* and makes students not bored after studying that is very hard to understand. Using *Kahoot* as a teacher training evaluation will help teachers monitor the progress of each student towards learning goals, recognize strengths and weaknesses and identify areas where students benefit from more than one teaching, more experience users also include *Kahoot* in their curriculum to introduce new topics improve retention of new facts, review before exams, state discussion or reward and restore learners' energy in the study.<sup>9</sup>

The similarity of this journal with researcher research is same discussion about *Kahoot* but the differences are the journal using descriptive library research and focus in the effectiveness of using *Kahoot* in the class.

Second, journal arranged by Endang Sulilowati in 2017 conduct research about *"The Effectiveness of Kahoot in Supporting Grammar Class on Class year 1 students Academic Year 2016/2017 of Diploma III of Nursing Ngudi Waluyo University"*.

First year students' academic year 2016/2017 has used *Kahoot*

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<sup>9</sup>Lailatul Masruroh, *"Teaching Complex English Grammar by Using Kahoot Apps," Journal of Universitas Islam Darul Ulum Lamongan, vol. 4, No. 2, 2019, 80*



application in their grammar class. This application is in Smartphone that almost all students have it. In this application the students should compete to answer some questions that the lecturer has put then in this application. The students are invited to play game by using this application to answer some grammar questions.

To achieve the goal, a case study research was used in this research. The research was conducted for several meetings in the first year students of Diploma Three of Nursing academic year 2016/2017. The participants were 37 students whose vary on gender, age, motivation, and academic achievement. They were 31 females and 6 males.

From the discussion of this study, it could be concluded that Kahoot is really 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.<sup>10</sup>

According journal above the similarity with researcher study is on using Kahoot and the differences are this journal use case study while the researcher use descriptive qualitative. This journal conducted to know the students' motivation in grammar class using Kahoot and it different with researcher objective.

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<sup>10</sup>Endang, Susilowati, "The Effectiveness of Kahoot in Supporting Grammar Class on Class A Year 1 Students Academic Year 2016/2017 Of Diploma III Of Nursing Ngudi Waluyo University," the 2<sup>nd</sup> UNNES-TEFLIN National Seminar, May 2017, 137

The third one, is Journal of English language Teaching by Urai Salam and Dewi Novita with the title *"ICT Use: Changing Students' Perception in Learning Grammar Through Kahoot Program"*. This journal describe how Kahoot program change the students' perception in learning grammar. As the part of technology, Kahoot program can be use in online and offline because Kahoot is a tool that designed as a learning platform that make it fun to learn and very applicable in English classroom for boosting the students' learning. In this study, the data were collected by using questionnaire that given before and after teaching. The result showed that teaching by using Kahoot program raise the student's attention and interested join the class.<sup>11</sup>

This journal also same discuss about Kahoot and learning grammar but in this journal the objective is to students' perception.

## **B. Theoritical Frame Work**

### **1. Kahoot Game as Media**

#### **a. Definition Media**

A medium is a channel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. The example of media are films, televisions, diagrams, printed materials, computers, and instructors. These are considered

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<sup>11</sup> Murti Bandung, *"ICT Use: Changing Students' Perception in Learning Grammar Through Kahoot Program"*, The Asian Conference on Education 2017 Official Conference Proceedings,1

instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication.

Since the turn of the century, teachers have used various type of audio and visual aids to help them teach. Recently teachers have expanded their repertoire of material and procedures to include the new technologies for learning. The teacher no longer limited to the confines of classroom. Through the school media center and computer networks such as internet and campus intranets, the world becomes each students' classroom.<sup>12</sup>

According to Romiszowski, Media is "...any extension of man which allows him to affect other people who are not in face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone."<sup>13</sup>

Based on the statement above, it can be stated that media is anything may be used to transform messages and information from sender to the receiver. By using media, the transmission process is expected to be more easily. In the teaching process, the media is used to stimulate the students' feelings, thoughts,

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<sup>12</sup> Robert Heinich, Michael Molenda, James D. Russell, *Instructional Media and Technologies for Learning* ( Macmillan : Macmillan Publising Company, 1993), 10.

<sup>13</sup> Kasihani K. E Suyanto, *English for Young Learners* (Jakarta:Bumi Aksara, 2008),

and attention. The media is also used to bridge the subject matter and the students.

#### **b. Function of Media**

English teaching media are very important to help students acquire new concepts of skills and language competence.

Kasihani said Media can use for:

- 1) Help simplify the process of language learning and perfectly.
- 2) Reducing the use of mother tongue or first language.
- 3) Improving the student's motivation in learning process.
- 4) Explaining new concepts, so the students will be easy to understand of the material without difficult and misunderstanding.
- 5) Improving the quality of English teaching.
- 6) Equate perception, especially if the new concept has a meaning more than one.
- 7) Making learning more interesting and interactive.<sup>14</sup>

According to Kemp, Morrison, and Ross, the educational values of teaching media are:

- 1) Motivate learners by capturing their attention and stimulating interest in a subject.
- 2) Involve learners vicariously but meaningfully in learning

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<sup>14</sup>*Ibid*, 101

experience.

- 3) Implement an individualized form of instruction for each individual.
- 4) Explain and illustrate subject content and performance skills.
- 5) Contribute to information of attitudes and the development of appreciation.
- 6) Provide opportunities for self-analysis of individual performance and behavior.<sup>15</sup>

Thus the use of media in teaching process is an alternative option in order to present the subject matter to students. Application of teaching media makes the teaching-learning process more interesting and excited. The teacher should take into account some factors, such as educational objectives will be achieved, the significance and flexibility of an applied teaching media, teachers' ability in using applied teaching media and suitability of available time and, cost.

### c. Kinds of media

There are many various kinds of media which used in many purposes. The media has various kinds of forms and sizes. Making media in teaching-learning process will give teachers opportunity to use local available materials and to provide exactly the kinds of media that will benefit the students.

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<sup>15</sup> Jerold E. Kemp. Et al, *Designing Effective instruction* (New York: Macmillan college Publishing Company, 1994), 215-216.

According to Kasihani, media classified as follow:

- 1) Visual media: picture, flash card, map, miniature, realia (the real thing), photo, and etc.
- 2) Audio media: radio and CD (compact disk)
- 3) Audio visual media: TV and film.<sup>16</sup>

According to Kemp, Morrison, and Ross, media classified as real things, two-dimensional display material, audio recordings, projected still picture, projected moving pictures, combination of media and interactive technologies.<sup>17</sup>

#### d. Media online

Based on the Kamus Besar Bahasa Indonesia (KBBI), media is a communication tools or facilities such as newspapers, magazines, radio, television, films, posters and banners, and the media also means mediator, schackle, etc. Online in Indonesian is called "Daring", therefore online media also called as media Daring.

Media stands for mass communication media in the field of science mass communication has certain characteristics,

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<sup>16</sup>Kasihani K. E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), 102.

<sup>17</sup>Jerold E. Kemp. Et al, *Designing Effective instruction* (New York: Macmillan college Publishing Company, 1994), 216-218.

such as publicity and periodicity, and Online means in the network, connected through computer networks, the internet, and so on. Thus, in language, online media or online media are media in networks that are connected through computer and internet networks. In this case online media can also be interpreted as a means of online communication, so e-mail, mailing lists, websites, blogs, *WhatsApp*, and social media are included in the online media category.<sup>18</sup>

One of the most common online media designs applied in modern journalistic practices today is in the form of news sites. The news site or information portal as the name suggests is a gateway to information that allows access to information to get various features of online technology facilities and news inside. The content is a combination of interactive services related to information directly, such as direct responses, article searches, discussion forums, etc, or that has nothing to do with it, for example games, chat, quizzes, etc

#### e. Kahoot Game

##### 1) Definition of Game

Game is one of media that can be used to teach English grammar for the learners. A game is activity carry out

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<sup>18</sup> Ulfi Neni Wulandari, *The Utilization Of Instagram Account @Gurukumrd As Media Online For Students In Learning English In Fifth Semester Of Iain Ponorogo*. (Thesis: IAIN Ponorogo), 15

based on certain rules. Children play because they are happy. Children learn through games. When they play together, children are interest with another. In these interactions, language skill can be built, especially listening and speaking<sup>19</sup>. Robert Heinich, a game is an activity in which participants follow described rules that differ from those of reality as they strive to strain a challenging goal.<sup>20</sup> Andrew Wright said that game to mean an activity which in entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.<sup>21</sup>

Hormby defined game as an activity that you do to have some fun. Richard and Schmidt argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between playes, and communication between players by spoken or written language. Byrne in Deesri gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion,

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117 <sup>19</sup>Kasihani K. E Suyanto, *English for Young Learners* (Jakarta:Bumi Aksara, 2008),

<sup>20</sup>Robert Heinich, Michael Molenda, James D. Russell,*Instructional Media and the New Technologies of Instruction* ( Macmillan : Macmillan Publising Company, 1993),368

<sup>21</sup>Andrew Wright, David Betteridge, Michael Buckby,*Games for Language Learning* (Cambridge : Cambridge University Press,2004),1



a break from routine activities, but a way of getting the learner to use the language in the course of game. Similarly, Jill Hadfield in Deesri defined games as “an activity with rules, a goal and an elements of fun”. Deesri added that game involve many factors: rules, competition, relaxation, and learning, in particular.<sup>22</sup>

Games are effective ways to encourage students to more active in the teaching learning process. According Stephen, “Many well-known games can be effectively used to reinforce basic element in the language”.<sup>23</sup>

## 2) Definition of Kahoot

Kahoot! Is the free online platform for making and working learning games. It may be used to make multiple-choice questions with embedded photos and pictures. Teachers will either make their own Kahoots or seek for publicly accessible games. There are tons of Kahoots out there from particular texts , e.g., New English File or particular grammar levels. You may also see out trending Kahoots , too as most common people, although bear in mind that not all of

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<sup>22</sup>Imas Febriyansyah, “Improving Students’ Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo in the Academic Year of 2014/2015,” (Thesis, UNY, Yogyakarta, 2015), 24-25

<sup>23</sup>Stephen J. Peer, *Involvement in Language Learning* (The United State of America PrecticeHall, 1985), 68.

them can be associated with language education – Kahoot!<sup>24</sup>

Kahoot is internet-based teaching application or educational platform for quizzes that are carried out attractively. In simple language, Kahoot is a simple website-based game for free online learning. Learning and playing with Kahoot makes students actively involved directly and presents a quiz atmosphere that is lively, excited, and not bored either in the classroom, office, or at home.<sup>25</sup>

From the definition above, Kahoot is the free online platform for making and working learning game for teaching that make students actively involved directly and presents a quiz atmosphere that is lively, excited, and not bored either in the classroom, office, or at home.

### 3) The Use of Kahoot

According to Natalia Christiani, as teacher, Kahoot became primary choice of learning media in creating an atmosphere of active and fun teaching-learning process. The use of Kahoot really helps teachers in providing creativity and innovation in learning media and can introduce students in using technology properly and correctly so that they are

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<sup>24</sup> Douglas Brown, *Principle of Language Learning and Teaching*, (USA: San Fransisco University Press, 2004), 7.

<sup>25</sup> Natalia Christiani, Dkk, *Modul Teknologi Pembelajaran: Kahoot*, (Sukabumi: CV Jejak, 2019), 5

trained to follow the development of technology in this era. Teachers also can create interesting packaged quiz questions or tests that make students comfortable and motivated to do well.<sup>26</sup> Based on above information, Kahoot is useful for the teacher that can be used as media or quiz.

#### 4) Procedure of Using Kahoot

There are two main steps in playing a quiz using Kahoot. The first step is to make a quiz on Kahoot, while the second, while the second step is to play the Kahoot quiz. As a first step, things that need to be learned from Kahoot is:

- a) Create an account at [www.Kahoot.com](http://www.Kahoot.com)
- b) Prepare quiz questions
- c) Prepare images that can support the purpose of the quiz topic, both overall and one of them.
- d) Prepare videos

When the quiz has been created in the Kahoot teacher's account, the quiz can be played in the classroom, office or at home. This Kahoot quiz will bring up a PIN that distributed to students.

In playing this Kahoot quiz, using their gadget or devices, students open site [www.kahoot.it](http://www.kahoot.it) and enter the PIN that has been given in the requested column. This Kahoot

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<sup>26</sup> *Ibid*, 6

quiz can be played individually or in groups. Teachers who have full control over this quiz so they can set when the questions begin to appear. At the end of this Kahoot quiz game, Kahoot will display the results of quiz and students can see the value they have earned.<sup>27</sup>

### 5) The Strength and Weakness of Using Kahoot

The researcher has also found cognitive, emotional, motivational, and social benefits of gaming. 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 corporation.

The use of technology helps the students to access and evaluates large volume of information to solve complex problem. It also increases students' motivation as students use computers to inquire into topics of interest. According to the theories above, it can be conclude that *Kahoot!* as a game based learning has its strength from the beginning.

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

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<sup>27</sup> *Ibid*, 7

*Kahoot!* as a technology-based ice breaker somehow still has weakness. There were much has been written about possible negative effects of games. First, the information technology may actually be making us stupid because the computer takes more of thinking process of students. Second, Kahoot! let the user use aliases, it makes the facilitator confused to figure out of person behind the aliases.<sup>28</sup>

## 2. Teaching Grammar

### a. Definition of Teaching Grammar

Grammar is very crucial on learning English. Our knowledge about writing or speaking will increase if we can convey the words correctly. According to Swan, grammar is the rules that say how words are combined, arranged, and changed to show different meaning.<sup>29</sup> Hartwell also states that grammar is a set of formal pattern in which the words of a language are arranged in order to convey larger meaning.<sup>30</sup> Meanwhile, Nunan defines grammar is a description of the structure of a language and the way in which units such as words and phrases are

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<sup>28</sup> Gheza Damara, *Students' Perception on the Use of Kahoot! as an Ice Breaker in Movie Interpretation Class*, (Thesis: Sanata Dharma University Yogyakarta), 13-15

<sup>29</sup> Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), 23.

<sup>30</sup> Patrick Hartwell, *Grammar, Grammars, and the Teaching of Grammar*, College English, Volume 47, Number 2, February 1985, 109.

combined to produce sentences in the language.<sup>31</sup> From this statement, it can conclude that grammar is a set of structure that are combine and arranged in order to shows the meaning.

Teaching is one of learning process activities. Teachers transform the knowledge and her/his material to the students through this way. According to Chambers, teaching is a complex of activities, strategies, mechanism, invitations, stimuli, and rhetorical ploys design to help students learning and to become better learners.<sup>32</sup>

Meanwhile, Brown states that teaching is a process of interaction. The teacher does something to students; the students do something in return, as a result of these reciprocal actions the students learn. So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>33</sup> From this statement, we know teaching is an activity to transform and transferring the information or knowledge from the teacher, and students are able to give the feedback as their responses. In teaching process, a teacher is facilitator that helps

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<sup>31</sup>David Nunan, *Practical English Language Teaching Grammar*, (Singapore: Mc Graw Hill Company, 2005), 12.

<sup>32</sup>Ellie Chambers & Marshall Gregory, *Teaching and Learning English Literature* (London: Sage Publication, 2006), 53.

<sup>33</sup>Douglas Brown, *Principle of Language Learning and Teaching*, (USA: San Fransisco University Press, 2004), 7

students in order to reach the educational target.

Hedge states that teaching English grammar provides the explicit framework to guarantee producing correct structures and expedite the learning process. So, teaching grammar should have a tremendous concern with regard to any second language teaching process. EFL researchers and teachers should investigate the most appropriate method to enable students to understand the rules easily and to present accurate forms.<sup>34</sup>

In education reform, there are some steps that are considered in

order to serve out the important rule used in teaching grammar.

Brown

argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students.<sup>26</sup> It means that the content of teaching process depends on the

material that would be delivered to the students. One of the grammar

components that are difficult to be receipt and have to be learned and

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<sup>34</sup> Ishraq M. Aqel, *The Effect Of Using Grammar-Translation Method On Acquiring English as A Foreign Language*, International Journal of Asian Social Science, 2013, 3(12): 2470.

mastered by the Indonesian students as the English language learners is

tenses. There are sixteen tenses divisions in the English language with

their own complexity on specific verb form changes and uses in sentences or utterances. It is different from the Indonesian language that

there are no tenses and no specific verb form changes and uses in

sentences. In tenses, the language learners or the writers have to combine and relate some parts of grammar, like the subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs, conjunction and so forth.<sup>35</sup>

## **b. Type of grammar**

### **1) Prescriptive grammar**

Prescriptive grammar is the grammar that 'prescribes' what people should or should not say. Prescriptive grammar is all but irrelevant to the language teaching classroom. Since the 1960s people have believed that you should teach the language as it is, not as it ought to be. Students should learn to speak the real language that people use, not an artificial form that nobody uses – we all use split infinitives

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<sup>35</sup>Ndayani, Journal Inovasi Pendidikan, Media Smart Log untuk Meningkatkan Kemampuan Menulis Kalimat Present Tense, 195.



from time to time when the circumstances make it necessary, and it is often awkward to avoid them. Mostly, however, these prescriptive dos and don'ts about 'between you and me' or 'it is I' are not important enough or frequent enough to spend much time thinking about their implications for language teaching. One area where prescriptive grammar still thrives is spelling and punctuation, where everyone believes there is a single 'correct' spelling for every word.

## 2) Traditional Grammar

Traditional grammar is grammar concerned with labeling sentences with parts of speech, and so on. It is usually taught in school areas. In essence, it goes back to the grammars of Latin, receiving its English form in the grammars of the eighteenth century, many of which in fact set out to be prescriptive. In the very first lesson of an EFL course for beginners called Change. According to Richard, the grammar summary uses the technical terms in English 'subject pronouns', 'possessive adjective', 'contraction' and 'statement'. Goodness knows how the students are supposed to have learned these technical. Learning and teaching different types of grammar terms in another language; modern language teachers in UK schools lament that pupils are no longer equipped with this framework of

traditional grammatical terminology. Nor would switching to the students' first language necessarily be much help: in countries like Japan grammar does not come out of the Latin-based European traditional grammar, and it uses quite different terms and concepts.

### 3) Structural Grammar

Structural grammar is the grammar that concerned with how words go into phrases, and phrases into sentences. Structural grammar is made up based on the concept of phrase structure, which shows how some words go together in the sentence and some do not. Structural grammar thus describes how the elements of the sentence fit together in an overall structure built up from smaller and smaller structures. Teachers have been using structural grammar directly in substitution tables since at least the 1920s.<sup>36</sup>

#### c. The Importance of Grammar

Grammar is the system of the rules governing the conventional arrangement and the relationship of words into a sentence. Therefore, grammar tells to the speaker how to construct a sentence (word order, verb and noun system, modifier, phrases, clauses, etc.).<sup>37</sup> Grammar also has become a

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<sup>36</sup>Vivian Cook, *Second Language Learning and Language Teaching: fourth edition*, (London: Hodder Education, an Hachette UK Company, 2008), 22.

<sup>37</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language*

preoccupation among applied linguists, informed teachers, and materials designers to find an approach to the teaching grammar.<sup>38</sup> Besides, over the centuries there are many various reasons have been offered for teaching grammar, those are:

- 1) The study of grammar is important simply because language is the supreme human achievement that deserves to be studied.
- 2) The study of grammar will help students get the better score on standardized tests that include the structure, usage, and punctuation.
- 3) The study of grammar will help people master the socially prestigious conventions of spoken and/or written usage.
- 4) The study of grammar will help people become better users of the language, that is, more effective as listeners and speakers, and especially as readers and writers.

Those are the reasons why we should study grammar in order to convey and improve the comprehension within oral or written form.

### 3. Teaching Grammar Through Kahoot Game

In minister of education and culture regulations number 37 in 2018. the aim of English subject in 3.6 is apply social functions, text

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*Pedagogy Second Edition* (New York: Pearson Education, 2001), 362.

<sup>38</sup>Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 145.

structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the situation/ action/ activity/ event that was carried out/ happened at past time that referred to the time of occurrence and its end, according to the context of its use.<sup>39</sup>

In senior high school syllabus the material is about simple past tense and present perfect tense and in SMAN 3 Ponorogo the teacher teaches the material using Kahoot game as media.

The procedures on using Kahoot game to teach grammar are:

1) Create Kahoot game

a) Prepare the grammar questions

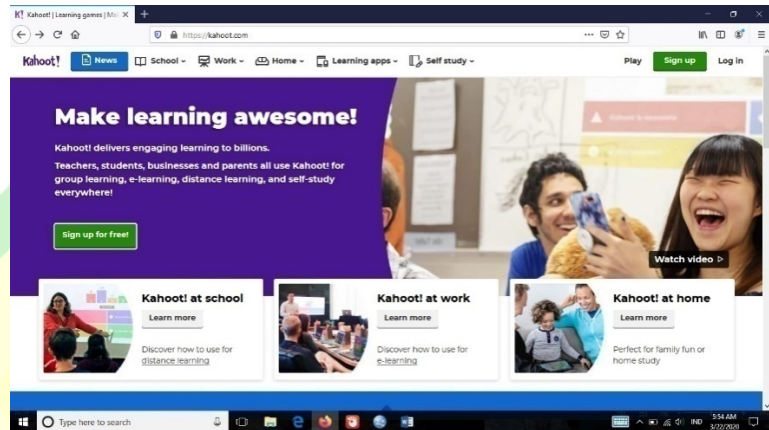
**Picture 2.1 grammar questions 1 1**



<sup>39</sup> Terjemahan Permendikbud no. 37 tahun 2018, 331

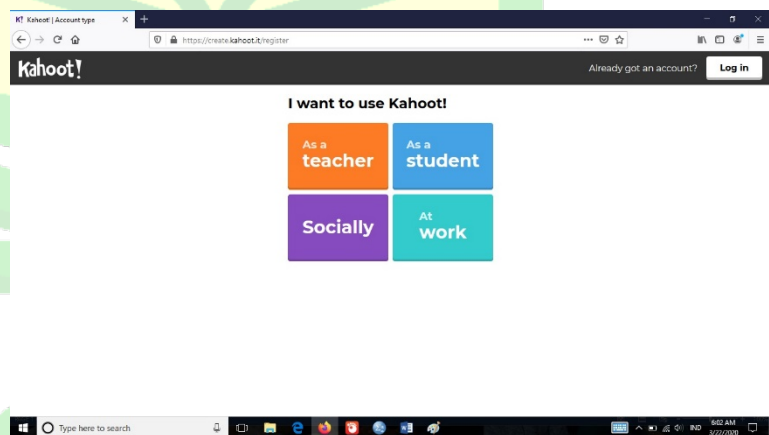
b) Open site at [www.Kahoot.com](https://www.kahoot.com)

Picture2.2 open site www.Kahoot.com



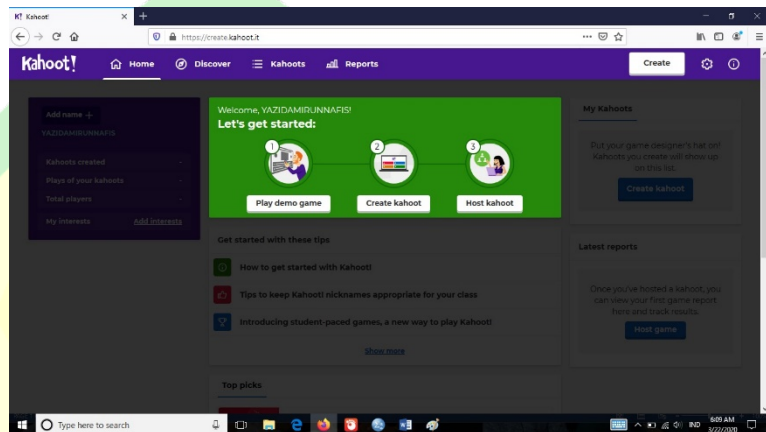
c) Choose which one the user of Kahoot. There are as teacher, as students, socially, and at work. And now choose as a teacher.

Picture 2.3 choose the user



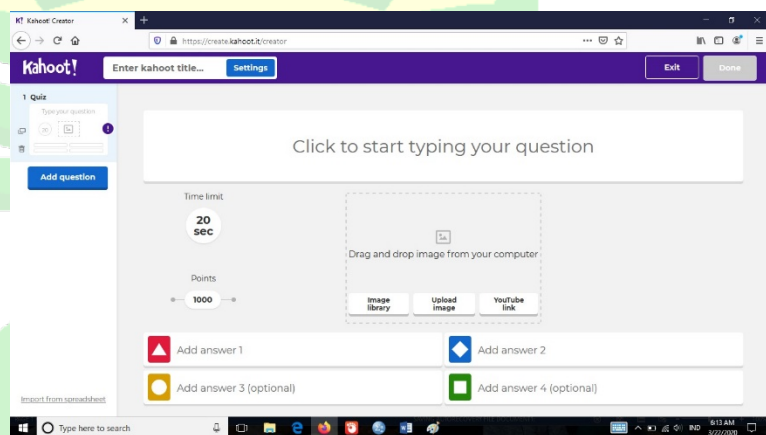
- d) Log in and click one of play demo game, create Kahoot, and host Kahoot. then click create Kahoot.

.Picture2.4 log in and click one create



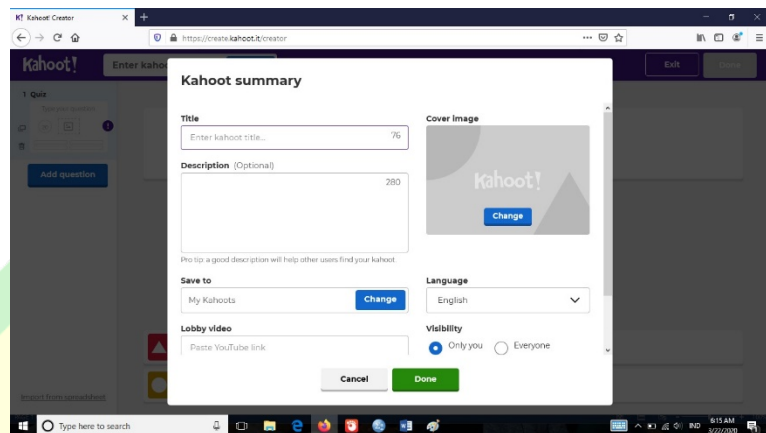
- e) After click create Kahoot, fill Kahoot summary at setting such as add title, description, tags, and cover image.

Picture 2.5 after click create Kahoot

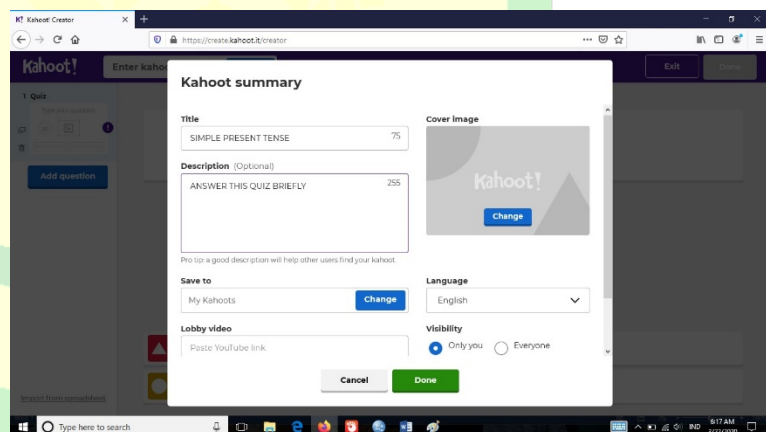




Picture 2.6 click setting then fill the Kahoot summary



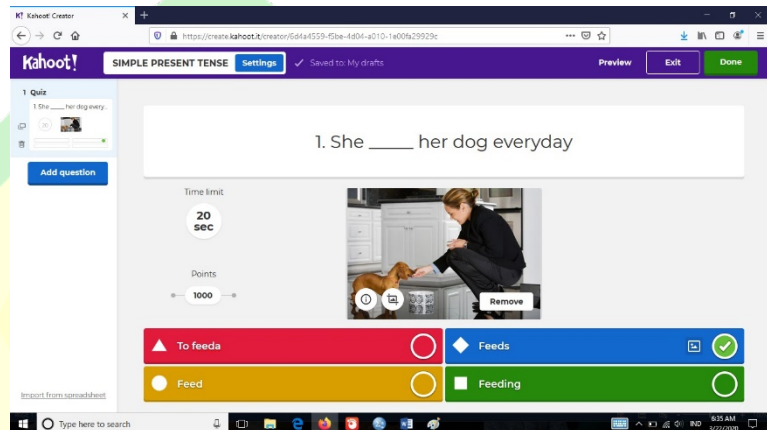
Picture 2.7 after fill the Kahoot summary click done



IAIN  
PONOROGO

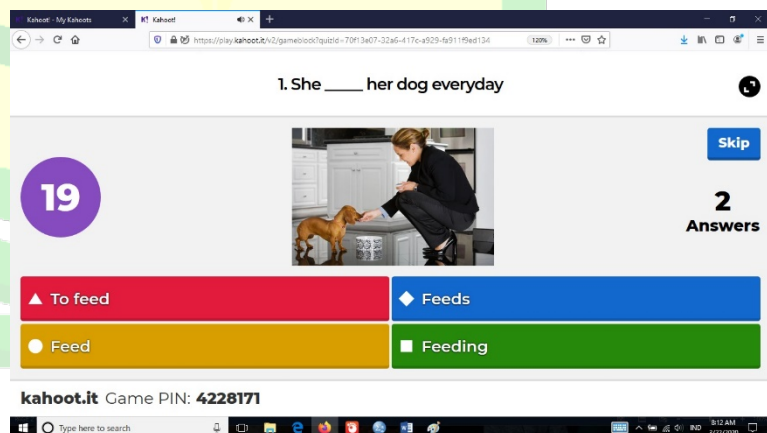
- f) Create the learning game by adding questions, answers and image then click done

**Picture2.8 adding questions, answers and image**



- g) After fill all questions click done and you can play it

**Picture 2.9 try to play the kahoot**

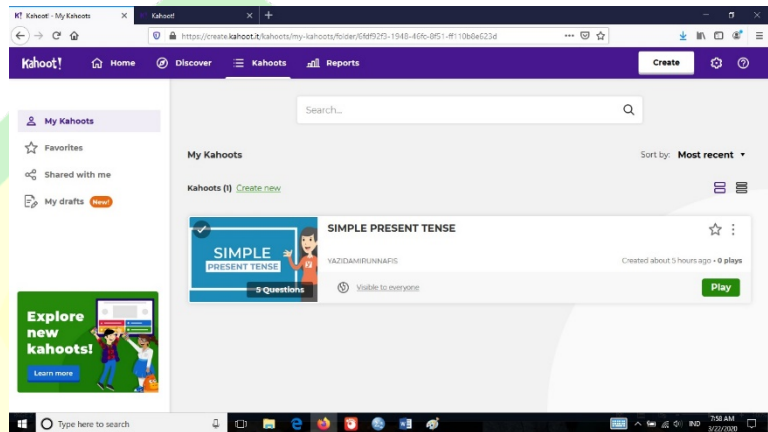


**idain**  
**PONOROGO**

## 2) Play Kahoot game

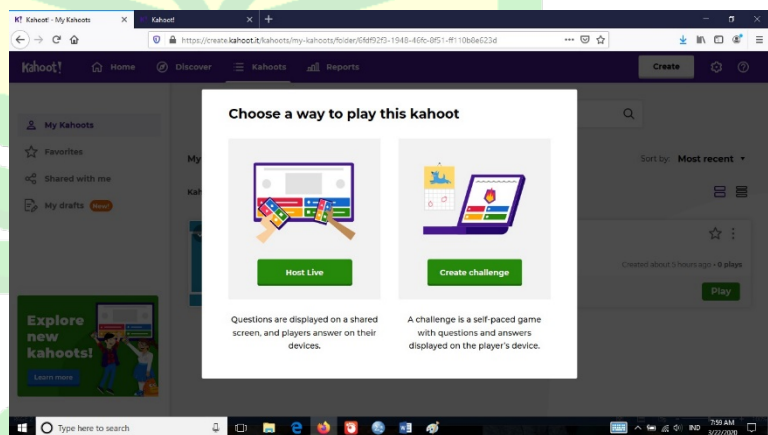
### a) Click play to play the questions

Picture 2.10 click play



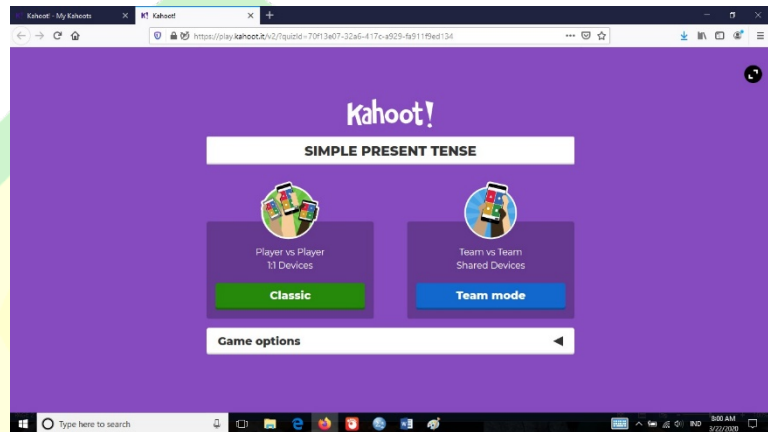
### b) Choose host live or create challenge, and we choose host live

Picture 2.11 click host live



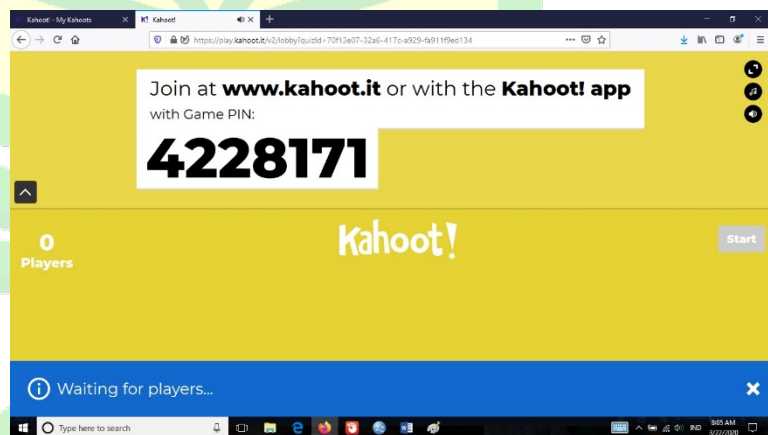
- c) Then choose classic and team mode, we choose classic

Picture 2.12 click classic

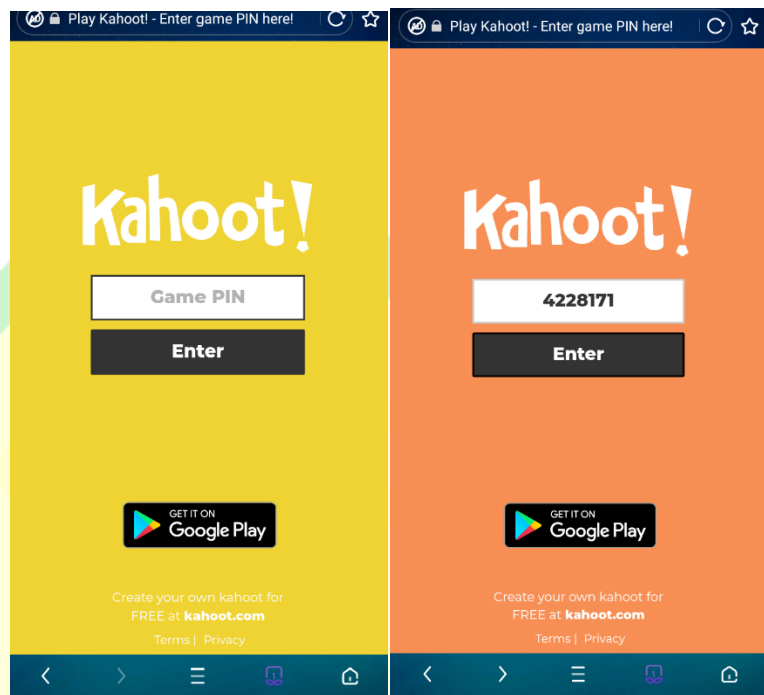


- d) Then appear a pin then students have to enter the pin

Picture 2.13 enter the pin

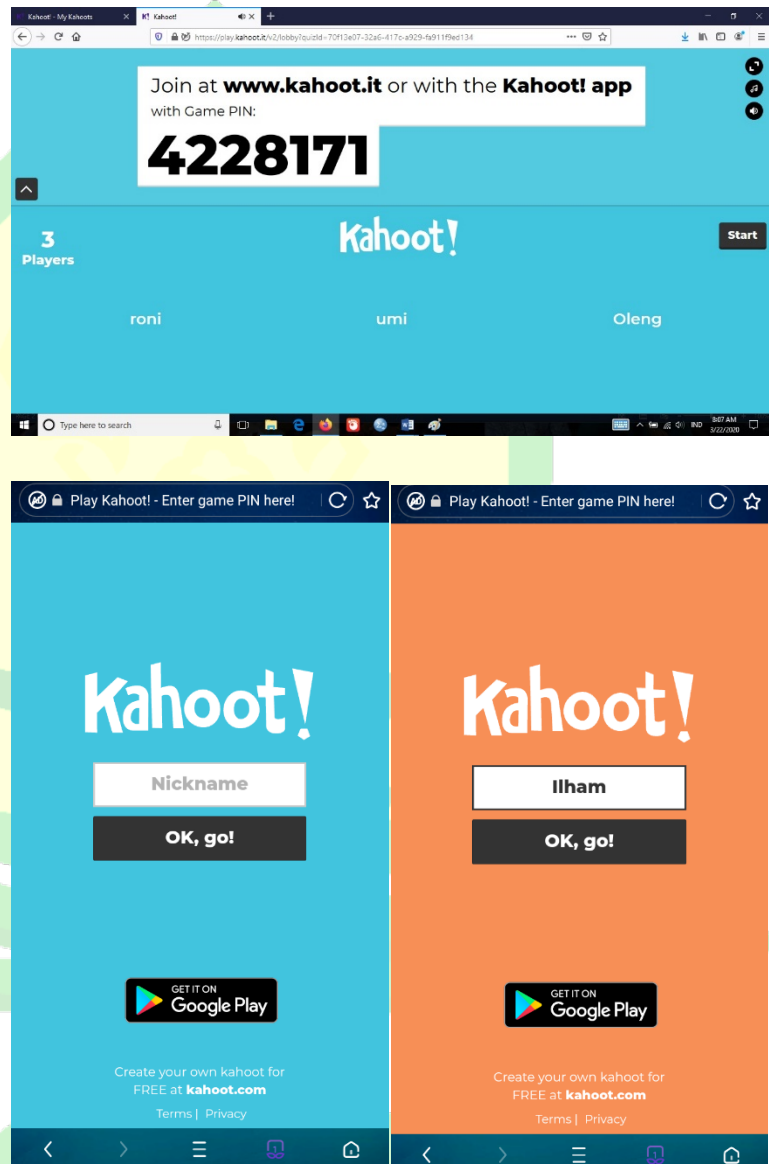


Picture 2.14 enter the pin in students' screen



e) After that enter students' nickname

Picture 2.15 after students enter their nickname, their name will appear in teacher screen



f) Then students' have to answer the question but the questions are in teacher screen and students just click the color in their smart phone or PC<sup>40</sup>

<sup>40</sup>Sumarso, *Pembimbingan Guru Membuat Kuis Online Kahoot Dengan Combrio*, (Yogyakarta:DEEPUBLISH, 2019) 12-29



Picture 2.16 click the answer by click the color one



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research in common parlance refers to a search for knowledge. The Advanced Learner's Dictionary of Current English lays down the meaning of research as careful investigation or inquiry specifically through search for new facts in branch of knowledge. Research is an academic activity and as such the term should be used in technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data. Research methodology is a way to systemically solve the research problem. It may be understood as a science of studying how research is done scientifically.<sup>41</sup> It means that research methodology is study a particular things which it explains some theories and concepts about research approach, use the theory to prove whether the study related with theory or not and use a scientific approach.

To conduct this research, the researcher used qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the

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<sup>41</sup>C.R. Khotari, *Research Methodology: Method & Technique*, (New Delhi: New Age International (P) Ltd, 2004), 8.

world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them.<sup>42</sup>

In this research the researcher focus on KAHOOT AS MEDIA FOR GRAMMAR TEACHING LEARNING PROCESS IN SMAN 3 PONOROGO. Based on statements above descriptive design is suitable with the main objective of the study that is to describe the Implementation of Kahoot as Media for Teaching Learning Grammar in SMAN 3 Ponorogo.

## B. Researcher's Role

There are many variations of observational research. The researcher role has to do with both the physical as well as the psychological or emotional distance between the observer and the observed. In this study, the researcher decides to be a complete observer, in which the researcher completely hidden for view while observing, and this case the observation and this stances is unobtrusive and unknown participants.<sup>43</sup> In this research, the

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<sup>42</sup> John W Creswell, *Qualitative Inquiry & Research Design*, (London: Sage Publications Ltd, 2007),36

<sup>43</sup> John W. Creswell, *EDUCATIONAL RESEARCH: Planning, Conducting and*

researcher became an observer as participant; the researcher got interaction with the subject's activity to collect data and organized it well. The collection of the data had been analyzed, interpreted, and reported by the researcher as a result. Therefore, the research did not merely observe or completely participates in this research.

### C. Researcher Location

Location of SMAN 3 Ponorogo is in Laks Yos Sudarso III/1 Street, Paju village, Ponorogo district, Ponorogo regency. SMAN 3 Ponorogo is one of the high schools in Ponorogo district. This school became one of the favorite schools in Ponorogo city. This is because this school produces understanding students every year. In addition, to the road to the school is very good, can be passed by all vehicles, making it easier for students to learn.

This research was conducted the research in SMAN 3 Ponorogo. The researcher chooses the English teacher become the object of observation when collecting the data. The reasons for selecting the school are:

1. SMAN 3 Ponorogo is one of Senior high school in Ponorogo which there are some teachers apply Kahoot as media in the school, particularly in teaching English.
2. SMAN 3 Ponorogo has professional teachers that can support to reach researcher objective.

3. The researcher wants to know the process of implementation of Kahoot as media in grammar teaching-learning process

#### **D. Data Source**

Instrument is tool for assist which was chosen and used by the researcher in gathering data. Instrument of data collection can be shown as the table below:

The data sources in the research are place, person and paper. We breakdown into two, there are:

1. Human: Teacher and Students SMAN 3 Ponorogo
2. Non-Human: Documentation. Geographical location, organization structure, condition of the teacher and students, facilities and photos about process of Teacher's Media in Teaching Grammar in Teaching Learning Process Used by The Teacher and The Students SMAN 3 Ponorogo.

#### **E. Technique of Data Collection**

There are three data collection techniques chosen in this study (Observation, Interview, and documentary).

##### **1. Observation**

Observation is the process of gathering open-ended, first handed information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to

study individuals who have difficulty verbalizing their ideas (e.g. preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting).<sup>44</sup>

In this research, the researcher is going to observe the implementation of Kahoot as media in grammar teaching learning process. Furthermore, the researcher wants to be sure that this Media is obviously suitable for the students.

## 2. Interview

The method of interview is used very extensively in every field of social research. In interview, a social scientist or someone authorized by him for the purpose meets individuals to interrogate them about various things. An interview is a direct method of inquiry. The purpose of interview, however, is not collect superficial detail about the interview but is rather to probe into the inner life of the interviewee. Therefore, the method of interview is direct as well as in depth study. The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of comparative stranger.<sup>45</sup>

The researcher intend to interview the teachers and the

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<sup>44</sup> *Ibid* 213-214.

<sup>45</sup> Rajendra Sharma, *Sociological Method* ( New Delhi: Atlantic, 2008), 20



students that are involved in this Media implementation. The purpose of the interview is the researcher is able to identify the implementation of this media, the advantages and disadvantages of the media and the students' response. Interviewing with the teacher Mrs. Yunia Dwi Rohmatin, S.Pd is a way to know the implementation of Kahoot as media to teaching grammar.

### 3. Documents

A valuable source of information in qualitative research can be documents. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.<sup>46</sup>

### F. Technique of Data Analysis

According to Miles and Huberman analysis as consisting of three concurrent flows of activities; data reduction, data display, and conclusion drawing/ verification.<sup>47</sup>

#### 1. Data Reduction

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<sup>46</sup> Ibid., 222

<sup>47</sup> Mathew B. Miles and A. Michael Huberman, "*Qualitative Data Analysis*," (United State: SAGE Publications, 1994), 10

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field note or transcription.<sup>48</sup>

So data reduction is the process of collecting data related to the research. These data are collected thoroughly for selection at a later stage.

## 2. Data display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.

The second major flow of analysis activity is data display. Generically, display is organized, compressed assembly of information that permits conclusion drawing and action.<sup>49</sup>

So the data display collection of information that allows researchers to organize the preparation of data collection and taking action. Display is useful to help understand what's happening so that the researcher performs an analysis for subsequent action based on the content of the information

## 3. Conclusion and verification

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<sup>48</sup>Matw Miles And Michael Huberman, *Qualitative Data Analisis* (New Delhi: Sage Publtion, 1994), 10

<sup>49</sup>*Ibid*, 11

In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated.

### G. Checking Validity

Related to qualitative research, Cavanagh says that "Qualitative researchers should strive to achieve reliable and valid results."<sup>50</sup> It means that qualitative research findings should be tested for credibility or accuracy using terms and criteria which have been developed for the approach. Appleton argues that "the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the truth."<sup>51</sup> *Triangulate* different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.<sup>52</sup> In this research, the researcher will triangulate the data that is taken from the observation and interview.

### H. Research Procedure

In this researcher, there are four procedure of research that will do:

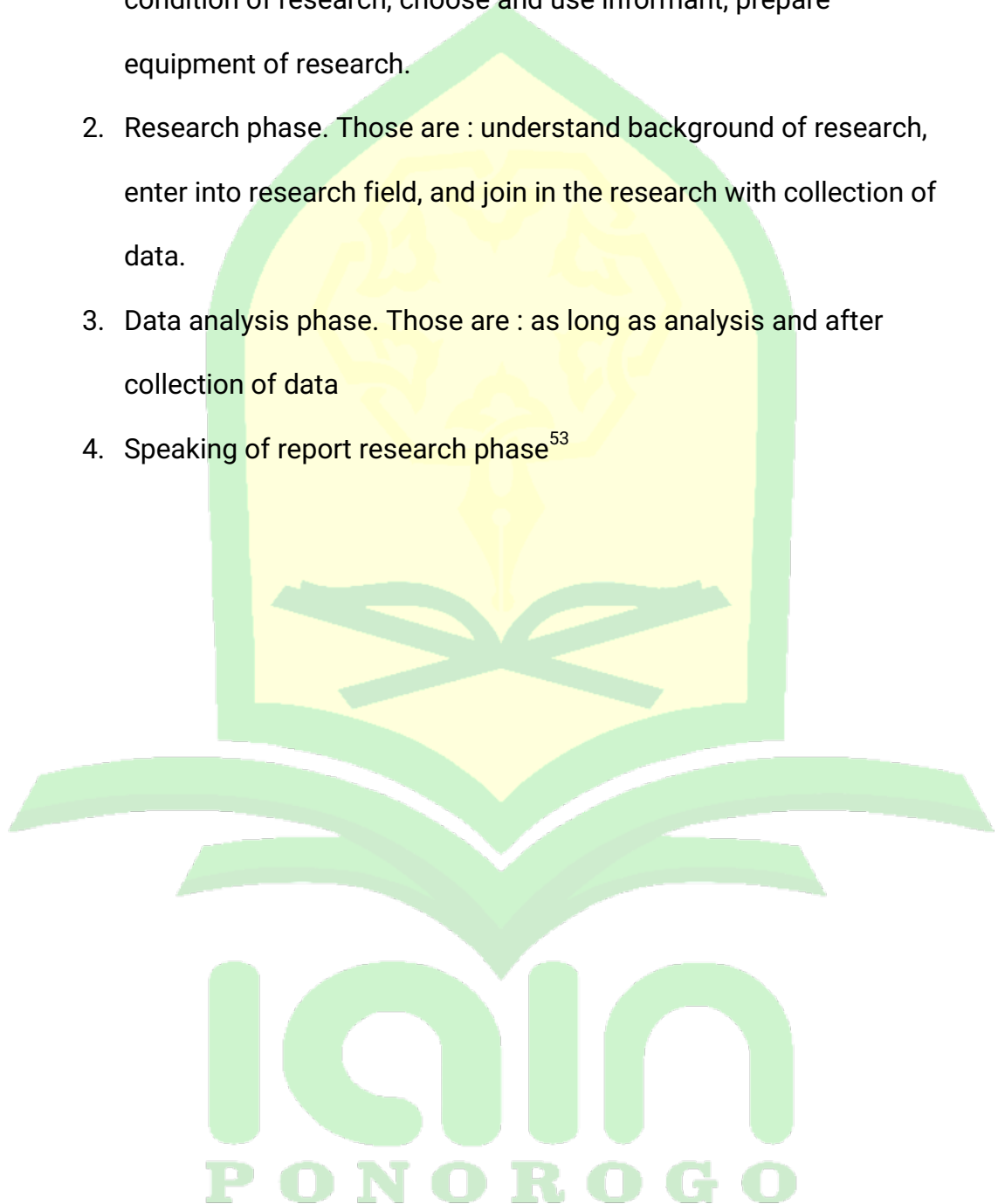
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<sup>50</sup> John R. Cutcliffe, et al, *Establishing the Credibility of Qualitative Research Findings*, 1999, 375.

<sup>51</sup> Ibid, 378.

<sup>52</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach*, 247-253.

1. Pre-research phrase. Those are arrange strcuture of research choose the place of research, get license letter, observe place condition of research, choose and use informant, prepare equipment of research.
2. Research phase. Those are : understand background of research, enter into research field, and join in the research with collection of data.
3. Data analysis phase. Those are : as long as analysis and after collection of data
4. Speaking of report research phase<sup>53</sup>



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<sup>53</sup>David Royse, *Research Method In Social Work* ( USA: Thompson, 2008), 185-103.

## CHAPTER IV

### RESEARCH FINDINGS

#### A. General Data

##### 1. History of SMAN 3 Ponorogo

Before the 1988/1989 school year the world of education in Indonesia was still much tinged with the type of High School (SLTA). The high school consists of various majors including: STM, SMEA, SMKK, SAA, SPK, SPG, SGO, and others. The last two types of school (originally) were indeed prepared to become teachers at Elementary School level.

Issuance of Decree of the Minister of Education and Culture in 1989 number 03/10/U/1989, date 5<sup>th</sup> June, 1989 states that the quota for teacher candidates in elementary school has been fulfilled. In addition, the quality of teachers (especially elementary school teachers) needs to be improved. Therefore the Teacher Education School (SPG) and the Sports Teacher School (SGO) are converted into other types of schools.

In Ponorogo Sub district there are only two public high schools, while there are types of public vocational schools, namely: STM, SMEA, SMKK, and SPG. The SPMA (High School of Agriculture School) and SPK (School of Health Nurses) are schools owned by the Regional Government. It is important to know that there is also

quite a number of high-school and private owned vocational schools in Ponorogo.

Following the Decree of the Indonesian Minister of Education and Culture (Prof. Fuad Hassan) number 03/10/U/1989, dated 5<sup>th</sup> June, 1989 concerning the transfer of functions of SPG and SGO schools or high schools, Mr. Soetono as the official Head of the Ponorogo State SPG immediately coordinated with the Head of the Ministry of Education and Culture of Ponorogo Regency and also the BP3 (School Committee) to determine what type of school should be chosen. Finally high school was type of school be chosen.

At the beginning of the 1989/1990 school year, the registration of prospective new students for SMA Negeri 3, Ponorogo was opened for the first time. Prospective new students are accepted as many as 200 boys and girls. These new students are divide into 5 study groups. And the third Monday in July 1989 began the teaching and learning activities in SMA Negeri 3 Ponorogo district (Ponorogo state SPG).

In line with the ongoing teaching and learning activities for grade 2 and grade 3 students of SPG Negeri, the feeling of the curriculum in SMA Negeri 3 Ponorogo is scattered. Teachers and employees also served as teachers and employees at SMA Negeri 3 Ponorogo. Besides that, there is also the addition of new teaching staff (teachers) from outside the Ponorogo State SPG.



In 1990/1991, first grade students of SMA Negeri 3 Ponorogo who went up to second grade were sorted for majors. SMA Negeri 3 Ponorogo has 3 majors namely physics (A.1), Biology (A.2), Social Sciences (A.3).

In 1990/1991, SMA Negeri 3 Ponorogo already had students in first and second grade. While third grade was still occupied by SPG Negeri Students has all passed.

SPG Education Institutions are officially closed in accordance with the Minister of Education and Culture decree mentioned above. In 1991/1992 students studied at the Paju campus, Jl. Yos Sudarso III/1-absolute students of SMA Negeri 3 Ponorogo District.

In 1997-2003 the names of high schools throughout Indonesia were changed to high schools whose names were merged into vocational high school.

Basically the term High School (SMU) is indeed easier to distinguish other types of schools, namely vocational schools. The term high school does sound more harmonious to accompany the vocational term. But in 2003 there was a change in which the term high school was abolished and again the government used the term high school (SMA).

As a motivation to improve the quality and credibility of government school, a regulation is issued on schools throughout

Indonesia. The assessment rules are called Accreditation. Accreditation is carried out by the Government every 5 years. The National Accreditation Board in Surabaya after conducting an assessment in SMA Negeri 3 Ponorogo District through a letter (certificate) dated October 21, 2009 stated that SMA Negeri 3 Ponorogo occupies position (rank) A. the position in rank A is valid until the 2014/2015 school year.<sup>54</sup>

## **2. Motto, Vision, mission and goal of SMAN 3 Ponorogo**

### **a. Motto**

My Presence is my worship

### **b. Vision**

Become an educational institution that produces pious, intelligent, skilled students who are able to face global and cultured challenges.

### **c. Mission**

- 1) Forming students who are devoted to God Almighty and fostering religious life.
- 2) Improving the quality of human resources of citizens of SMAN 3 PONOROGO and the commitment to their main tasks and functions.
- 3) Improve the learning and guidance system effectively,

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<sup>54</sup>See appendix 01/D/19-II/2020 of transcript documentation

creatively so that students can develop in accordance with their potential.

- 4) Building intelligent and skilled people in dealing with information and communication technology and being independent in their work.
- 5) Implement participatory, transparent and accountable management so that it becomes the school of choice for the community.
- 6) Implement environmental protection and management programs that are integrated with school curriculum development.<sup>55</sup>

#### **d. Mission**

- 1) Forming people who are devoted to God Almighty
- 2) Improve the ability of teachers and employees in utilizing information and communication technology in order to improve services to the community.
- 3) Implement a computerized system in administration and the creation of school administrations that meet the standards.
- 4) Produce students to become human beings with personality, intelligence, quality and achievement in science and technology, sports and arts.
- 5) instilling in students a tenacious, competent, skilled and

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<sup>55</sup>See appendix 02/D/19-II/2020of transcript documentation

independent attitude in work, and being able to adapt to the development and change of the times.

- 6) Preserve and introduce students to regional or Javanese language procedures in forming personality and noble character.
- 7) The achievement of national exam scores in accordance with the standards set by BSNP.
- 8) Produce students by having foreign language communication skills in order to face global challenges.
- 9) Cultivating the role of the community, alumni and private or state institutions in school development.
- 10) Creating a clean, cool, beautiful, beautiful, comfortable, healthy, and pleasant school environment that supports in learning activities.
- 11) Increasing the concern of school residents to preserve, prevent, pollute and damage the environment.
- 12) The realization of schools as the main choice in determining high school by the people of Ponorogo and surrounding areas.<sup>56</sup>

### 3. Profile of SMAN 3 Ponorogo

- a. School Name : SMA NEGERI 3 PONOROGO
- b. NSS/NDS : 301 051 117 002

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<sup>56</sup>See appendix 03/D/19-II/2020 of transcript documentation

c. Status : Negeri

d. School Address : -. Jln Laks Yos Sudarso Gg III/I

-. Village : Paju

-. Districts : Ponorogo

-. District : Ponorogo

-. Telephone number : [ 0352 ] 481525<sup>57</sup>



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<sup>57</sup>See appendix 04/D/19-II/2020of transcript documentation

#### 4. The Organization Structure of SMAN 3 Ponorogo

As we know, organization is group of humans who work together to achieve same goals. Likewise in SMAN 3 Ponorogo, school organizations are group of people who divide work and responsibilities in accordance with their respective duty to achieve the same goals, namely educational goals. Following are organizational structure of SMAN 3 Ponorogo.

- a. Headmaster : Drs. Sugiyanto, M.Pd
- b. School Committee : Dr. H. Sugihanto.HS, M. Ag
- c. Co. Administration : Sudarmi
- d. Co. Curriculum : Aryanto Nugroho, S.Pd
- e. Co. Students : Muhammad Asrori, S.Pd
- f. Co. Infrastructure : Parta, S.Pd
- g. Co. Public Relations : Dra. Ririn Ida Mawarni<sup>58</sup>

#### 5. Teachers and staff of SMAN 3 Ponorogo

Teachers are part of the education system which has an important role in learning process. Teacher qualifications can also be a motivator to improve students' learning achievement. Therefore, a description of the background and the number of education the teachers and staff needs to be considered. In SMAN 3 Ponorogo there are 45 teachers, 22 non-permanent teachers, 6 administrative staff and 17 non-permanent staff. As for the details

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<sup>58</sup>See appendix 05/D/19-II/2020of transcript documentation

as attached.<sup>59</sup>

## 6. Infrastructure of SMAN 3 Ponorogo

Infrastructure is something that must be owned by every organization, because the condition of these facilities and infrastructure will be able to help and support the running of an organization. Of course without adequate facilities and infrastructure, an organization will not be able to run properly and will impact in the work program that has been planned could not be achieved. As for the details as attached.<sup>60</sup>

## 7. Students of SMAN 3 Ponorogo

The numbers of students of SMAN 3 Ponorogo both male and female are 1053. The tenth grade students there are 349 students, eleventh grade students there are 356 students, and twelfth grade there are 348 students. As for the details as attached<sup>61</sup>

### B. The Specific Data

The data decrypted collected through interview and observation. The interview was conducted between the researcher and the English teacher also several students of tenth grade. The interview was expected to give information to the researcher, particularly with using

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<sup>59</sup>See appendix 06/D/19-II/2020 of transcript documentation

<sup>60</sup>See appendix 07/D/19-II/2020of transcript documentation

<sup>61</sup>See appendix 08/D/19-II/2020of transcript documentation



Kahoot game. Interview was conducted on 19 February. In this research, the researcher applied a structured interview which some question were prepared before. The observation conducted when the researcher came into the class. Then observe how the learning activities took place. After conducting the observation and the interview, the data concerning about Kahoot games revealed:

### **1. The implementation of Kahoot as media in grammar teaching-learning process at SMAN 3 Ponorogo**

Based on observation on 10<sup>th</sup> February 2020 about the activities in teaching grammar especially focus on simple past tense and perfect tense through Kahoot game as media in tenth grade. Kahoot game was one of the games online that used for learning especially for English subject. Mrs. Yunia as English teacher in tenth grade used Kahoot as media to grammar teaching-learning. She chose the grammar mastery because grammar was the one more appropriated to be used in Kahoot game.<sup>62</sup>

- a. The process of implementation of Kahoot game as media in teaching-learning grammar based on observation on Tuesday 17<sup>th</sup> February 2020. As follow :

- 1) The students open Kahoot game or open [www.kahoot.com](http://www.kahoot.com) on their smart phone.

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<sup>62</sup>See appendix 01/O/10-II/2020

- 2) The students looked at the teacher screen and entered the password.
- 3) The students input their name in username box.
- 4) Teachers explained the way to played Kahoot game
- 5) The students had to answer the question in teacher screen by click the symbol or colour in their smart phone. And the time provided to answer just 30 second.
- 6) After all students answered the question, teacher discussed the question one by one so they can know their mistake.
- 7) In the last game. In teacher screen will appear the winner of the game and the point.<sup>63</sup>

The implementation of Kahoot game in grammar teaching-learning based on Mrs. Yunia Dwi Rohmatin the English teacher, as follow:

“There were two ways to play Kahoot game. First, you can download Kahoot game in play store or can browse [www.kahoot.com](http://www.kahoot.com) then if you wanted to play as teacher click register as teacher or click as student to play as student. As teacher, after click register then chose create question then input the questions and picture and the last tried to play it. Then, to play with students, you had to provided laptop and LCD so the students can read the questions in the LCD. Second, when played Kahoot as students, you just open Kahoot game application or accessed [www.kahoot.com](http://www.kahoot.com) in browser. Then the students had to input the password from

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<sup>63</sup>See the appendix 02/O/17-II/2020 observation transcript

the teacher. Then input username then played Kahoot game. I explained the step how to played Kahoot game. Students had to choose the symbol or color of answer in their smart phone. But the question and answer were in teacher screen so students just can look at LCD.”<sup>64</sup>

Based on statement above, the implementation of Kahoot game in grammar teaching-learning was not difficult. The teacher just input the questions and picture. Next, students just answered the question by chose symbol or colour of answer in their smart phone.

Meanwhile, based on observation result, the implementation of Kahoot in the class made students felt interested and enjoy especially in grammar component. Kahoot game was used to media for teacher to teaching grammar, so the material about grammar was taught before the students played Kahoot game. Kahoot game also made class became funny and not bored.<sup>65</sup>

According Diva Amanda as below:

“The steps are so simple you just open Kahoot application in play store or type [www.Kahoot.com](http://www.Kahoot.com). Then, input the password from teacher and input our user name.”<sup>66</sup>

Meanwhile, based on Amanda Havana Riski opinion as below:

“Not difficult to play Kahoot but at first still confused. The step to play it, just open Kahoot application then enter the password from teacher then enter username and play it.”<sup>67</sup>

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<sup>64</sup>See the appendix 01/I/19-II/2020interview transcript

<sup>65</sup>See the appendix 03/O/17-II/2020 observation transcript

<sup>66</sup>See the appendix02/I/19-II/2020interview transcript

<sup>67</sup>See the appendix03/I/19-II/2020interviewtranscript

Moreover, Putri Widya Rahmawati stated as below

“Those students can use web or application in play store then sign up email. The questions is from Mrs. Yunia and appear from Laptop and LCD. The students just look at handphone and then select the colour questions in our handphone”<sup>68</sup>

Based on the statement and observation above, the implementation of Kahoot was not difficult and it can become new learning media that so useful in this era especially for some school which demands the students and teachers to follow the technology development especially to grammar teaching-learning.

## **2. The benefits on using Kahoot game as media in grammar teaching-learning process at SMAN 3 Ponorogo**

The use of game as media has both advantages and disadvantages. As well as in the use of Kahoot game, it also has advantages and disadvantages.

### **d. The advantages of using Kahoot game as media in grammar teaching-learning process**

As what Mrs. Yunia Dwi Rohmatin said:

“I think this game was new and can made class more comfortable so I take this game. Besides, there were some demands from school that had to less the usage of paper in teaching. So Kahoot was appropriate because just using Smartphone, laptop and LCD”<sup>69</sup>

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<sup>68</sup>See the appendix04/I/19-II/2020interviewtranscript

<sup>69</sup>See the appendix01/I/19-II/2020interviewtranscript

She also said:

"According to me, the advantages of Kahoot were can make students more know about technology, introduced new learning applications, can make a living class, students can more interact with there classmate, made teaching learning activities be fun, students be able to analyze the grammar questions and also distinguished verbs and for the teacher it turned out there was an application that interested students"<sup>70</sup>

Diva Amanda argued that Kahoot game made she felt enjoy, funny because although she answered the grammar questions which was usually difficult but she did not care it because we felt like challenged with their classmates to got high point, with Kahoot she felt can analyze and studied grammar question easily. Besides, Kahoot was the game which easy and fluently to be accessed.<sup>71</sup>

Amanda Havana Riski also give addition, the advantages of Kahoot were made students easier to understood grammar and distinguished the used of verbs, played Kahoot games also felt fun and more exciting. She suggested to the teacher to read the question so students not only read but also listened the questions from the teacher. She also suggested to used this Kahoot in our examination.<sup>72</sup> Furthermor, according to Putri she

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<sup>70</sup>*Ibid*

<sup>71</sup>See the appendix02/I/19-II/2020interview transcript

<sup>72</sup>See the appendix03/I/19-II/2020interview transcript

felt enjoyable and fun when played kahoot game. It was easy to played and interesting because students just used our handphone and connected to mobile data to played and not need paper or pen to played it. The benefit of this Kahoot, she can answer the grammar questions faster so this game can be our training for olimpiade. Kahoot game also increased my vocabulary about new verb and new vocabab.”<sup>73</sup>

Based on the statement above, it could be known that the advantages of implementation Kahoot game were introduced new learning applications for student and teacher,can made class more comfortable, can make a living class, students can more interact with there classmate, students felt enjoy and fun and helpful the students to analyzed the grammar questions faster and easily, students be able to analyze the grammar questions and also distinguished verbs .For the teacher it turned out there was an application that interested students Kahoot game gave a different nuance for students and teacher became media to grammar teaching-learning process.

**e. The disadvantages of using Kahoot game as media in grammar teaching-learning process**

In it implementation, Kahoot game also has disadvantages.

As what Mrs. Yunia said related with the implementation of

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<sup>73</sup>See the appendix04/I/19-II/2020interview transcript

Kahoot game, as follows:

"the disadvantages of Kahoot game when use to grammar teaching-learning are firstly because this game have to connect to mobile data or internet connection so the signal must be good condition because when play Kahoot all students use internet connection together and to connect with teacher laptop had in turn ,secondly have to provide laptop or PC, LCD and outlet cable, the limited face up time in the class so can not full use Kahoot game in the class, can not always play kahoot because depend on the material of subject, can not be used to examination or daily tests because there are only four answer option while the high school standard is five answer option."<sup>74</sup>

That was the obstacles faced by the teachers related with the implementation of Kahoot game. Related with the condition of mobile data or internet connection that must be good. The facilities to support Kahoot game also important and had to provided. Kahoot game can not use in all subject or all material and can not use for examination.

The obstacles faced by students related with the implementation of Kahoot game involved, firstly related with the time of the game. The time of questions so fast so students still confused to answer quickly. In addition the questions and answer are not in students handphone but in LCD or in teacher screen and it also make students were difficult. Furthermore, the mobile data also still became weekneess of this media although wifi conncection which availabe in the school sometimes did not

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<sup>74</sup>See the appendix01/I/19-II/2020interview transcript



work. It made the students failed to play Kahoot game. As reported on the result of interview with some students and observation below.

According Putri Widya Rahmawati related with the disadvantages of implemetation of Kahoot game as follow:

"the time to answer the questions is too faster so make me confused to answer the question. The qustions and answer is not in our handphone but in LCD so we look and read the questions and answer in the screen then we choose in our handphone, i think it make we confused and rather difficult. The other reason is because the questions and answer are in LCD so it advantages to the students who sit in front desk because can see clearly but it not unfair to students behind desk who rather not clearly see the screen."<sup>75</sup>

Not only mobile data which became a limitation, the barriers which often faced by the student in the implementation of Kahoot. The problem was identified as Diva Amanda stated that there were students who did not bring their smartphone or any students who low battery or lost battery, moreover, this game was played in last lessons.<sup>76</sup>

Same as with the observation that conducted by the researcher, the obstacle in terms of implementation of Kahoot game was related to internet connection. Wifi connection in the school sometimes cannot be used. The students complained

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<sup>75</sup>See the appendix04/I/19-II/2020interview transcript

<sup>76</sup>See the appendix02/I/19-II/2020 interview transcript

about the difficult of connecting wifi with their smartphone. Finally, the students use their mobile connction in order they can play Kahoot game.<sup>77</sup>

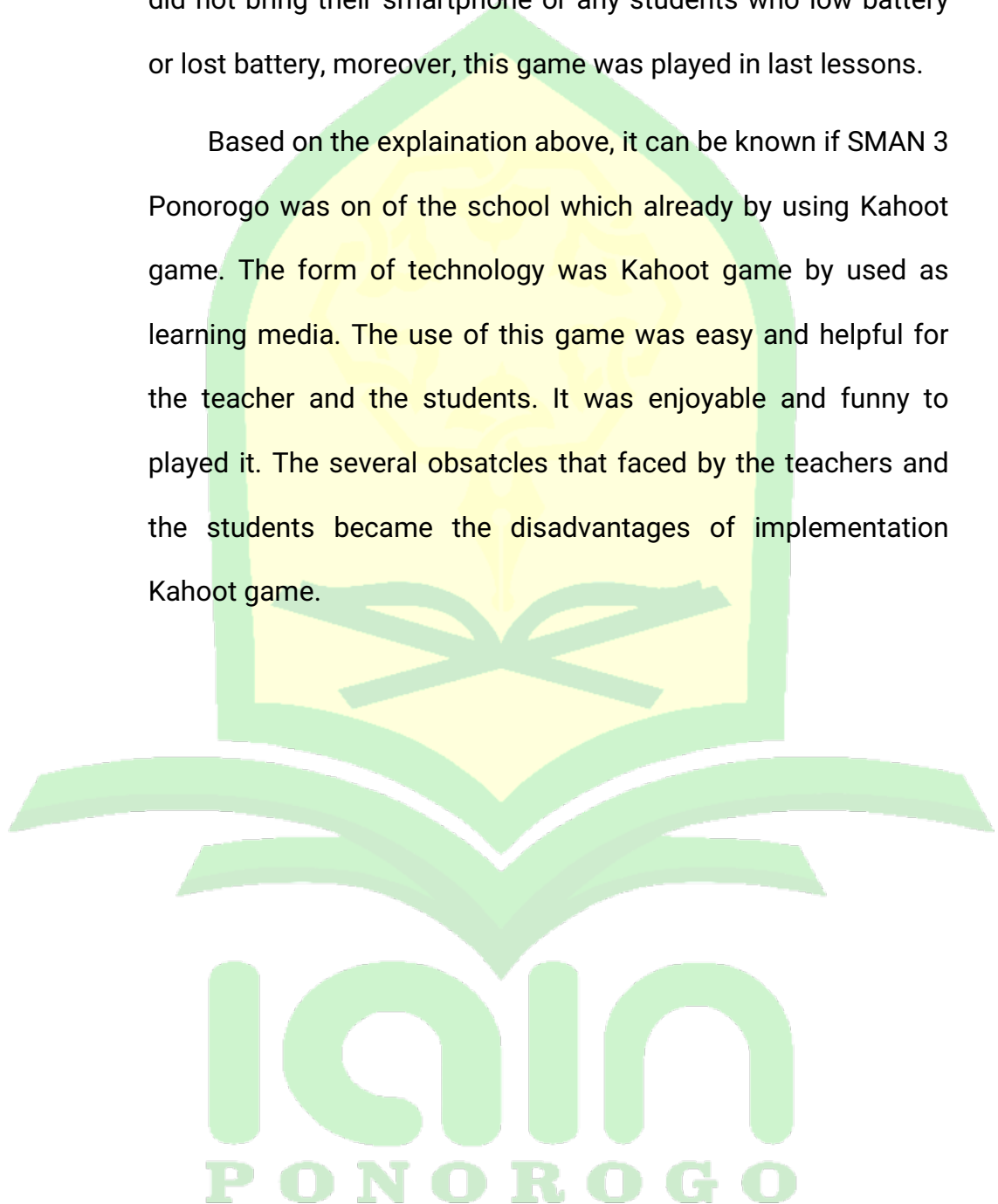
Based on the statement above, it could be know that the disadvantages of implementation Kahoot are the disadvantages of Kahoot game when use to grammar teaching-learning are because this game have to connect to mobile data or internet connection so the signal must be good condition because when play Kahoot all students use internet connection together and to connect with teacher laptop had in turn, had to provided laptop or PC, LCD and outlet cable, the limited face up time in the class so can not full use Kahoot game in the class, can not always play kahoot because depend on the material of subject, can not be used to examination or daily tests because there are only four answer option while the high school standard is five answer option. the time to answer the questions is too faster so make me confused to answer the question. The qustions and answer is not in our handphone but in LCD so students look and read the questions and answer in the screen then we choose in our handphone, and it make confused and rather difficult. The other reason is because the questions and answer are in LCD so it advantages to the students who sit in front desk because can

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<sup>77</sup>See the appendix 04/O/17-II/2020 observation transcript

see clearly but it not unfair to students behind desk who rather not clearly see the screen. Futhermore, there were students who did not bring their smartphone or any students who low battery or lost battery, moreover, this game was played in last lessons.

Based on the explanation above, it can be known if SMAN 3 Ponorogo was on of the school which already by using Kahoot game. The form of technology was Kahoot game by used as learning media. The use of this game was easy and helpful for the teacher and the students. It was enjoyable and funny to played it. The several obsatcles that faced by the teachers and the students became the disadvantages of implementation Kahoot game.



## CHAPTER V

### DATA ANALYSIS

#### A. The analysis of the implementation of Kahoot game as media in grammar teaching-learning process at SMAN 3 Ponorogo

According to Chambers, teaching is a complex of activities, strategies, mechanism, invitations, stimuli, and rhetorical ploys design to help students learning and to become better learners.<sup>78</sup>

Teaching grammar is important on learning English as a foreign language. Grammar teaches the learners to apply and to use the English language correctly. Teachers are forced to use some kinds of new strategies or methods while serving the material to the students. By implementing some strategies or new method of teaching grammar, learners are expected to master grammar in order to achieve the teaching purposes and gives good outcomes.<sup>79</sup>

As we know that media can support the teaching learning process, the teacher should be considering the recent interactive media which has been spread out around the education's areas to attract the students' motivation on learning English easily.<sup>80</sup>

There are some technique and media in how to teach grammar.

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<sup>78</sup>Ellie Chambers & Marshall Gregory, *Teaching and Learning English Literature* (London: Sage Publication, 2006), 53.

<sup>79</sup>Anik Prasetyowati, "The Effectiveness Of Google-Classroom Application On Teaching Grammarat The Seventh Grade Students Of Smpn 1 Jenangan Ponorogo InAcademic Year2017/2018", (Thesis, IAIN Ponorogo),1-3.

<sup>80</sup>Ibid, 5.

It can be done by using song, pictures, or games. In the teaching process, the teachers get good result in their teaching if their technique or media are fun, creative, and interesting. Game is one of media that can be used to teach English grammar for the learners. A game is activity carry out based on certain rules. Children play because they are happy. Children learn through games. When they play together, children are interest with another. In these interactions, language skill can be built, especially listening and speaking<sup>81</sup>. Kahoot is one of the games that can be used to teach English grammar.

Based on the observation and interview on February 2020 with Mrs. Yunia Dwi Rohmatin, S.Pd (SMAN 3 Ponorogo teacher), the school allowed students to used handphone to study in the class. Beside it there are wifi networks that support the students to access or browse that related with the lesson. From school also ask teacher to paperless in the class. So the teacher chooses to use Kahoot game as media in teaching-learning. The teacher uses Kahoot game as media in teaching grammar because Kahoot contains of picture and sentences and the words is limited, so the grammar is the appropriate component of English language.<sup>82</sup>

According Natalia, there are two main steps in playing a quiz using Kahoot. The first step is to make a quiz on Kahoot, while the

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<sup>81</sup>Suyanto, *English for Young Learners*, (Jakarta: bumi aksara, 2007) 117

<sup>82</sup>Yunia Dwi Rohmatin, English teacher at SMAN 3 Ponorogo, Februari 2020.

second, while the second step is to play the Kahoot quiz. As a first step, things that need to be learned from Kahoot is:

- e) Create an account at [www.Kahoot.com](http://www.Kahoot.com)
- f) Prepare quiz questions
- g) Prepare images that can support the purpose of the quiz topic, both overall and one of them.
- h) Prepare videos

When the quiz has been created in the Kahoot teacher's account, the quiz can be played in the classroom, office or at home. This Kahoot quiz will bring up a PIN that distributed to students.<sup>83</sup>

In researcher observation, the teacher have been created Kahoot quiz in her account so when she enter the class directly play the game. But she explained the ways to create Kahoot game. She explained, first, prepare the grammar question then download Kahoot game in play store or can browse [www.kahoot.com](http://www.kahoot.com) then play as teacher click register as teacher. As teacher, after click register then chose create question then input the questions and picture and the last tried to play it.

According Nadia, In playing this Kahoot quiz, using their gadget or devices, students open site [www.kahoot.it](http://www.kahoot.it) and enter the PIN that has been given in the requested column. This Kahoot quiz can be played individually or in groups. Teachers who have full control over this quiz

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<sup>83</sup>Natalia Christiani, Dkk, *Modul Teknologi Pembelajaran: Kahoot*, (Sukabumi: CV Jejak, 2019), 5

so they can set when the questions begin to appear. At the end of this Kahoot quiz game, Kahoot will display the results of quiz and students can see the value they have earned.<sup>84</sup>

Based on researcher observation and interview when played Kahoot as students, they just open Kahoot game application or accessed [www.Kahoot.com](http://www.Kahoot.com) in browser. Then the students had to input the password from the teacher. Then input username then played Kahoot game. Students had to choose the symbol or color of answer in their smartphone. But the question and answer were in teacher screen.

Based on the data analysis above, the implementation of Kahoot game as media in grammar teaching-learning almost same but teacher explained more detail than theory.

## **B. The analysis of the benefits of Kahoot game as media in grammar teaching-learning process at SMAN 3 Ponorogo**

### **1. Advantages**

Every media that used in learning process had advantages.

Based on the research that researcher conducted, it could be known that the advantages of implementation Kahoot game were introduced new learning applications for student and teacher, can made class more comfortable, can make a living class, students can more interact with there classmate, students felt enjoy and fun and helpful the students to analyzed the grammar questions faster and

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<sup>84</sup> *Ibid*, 7



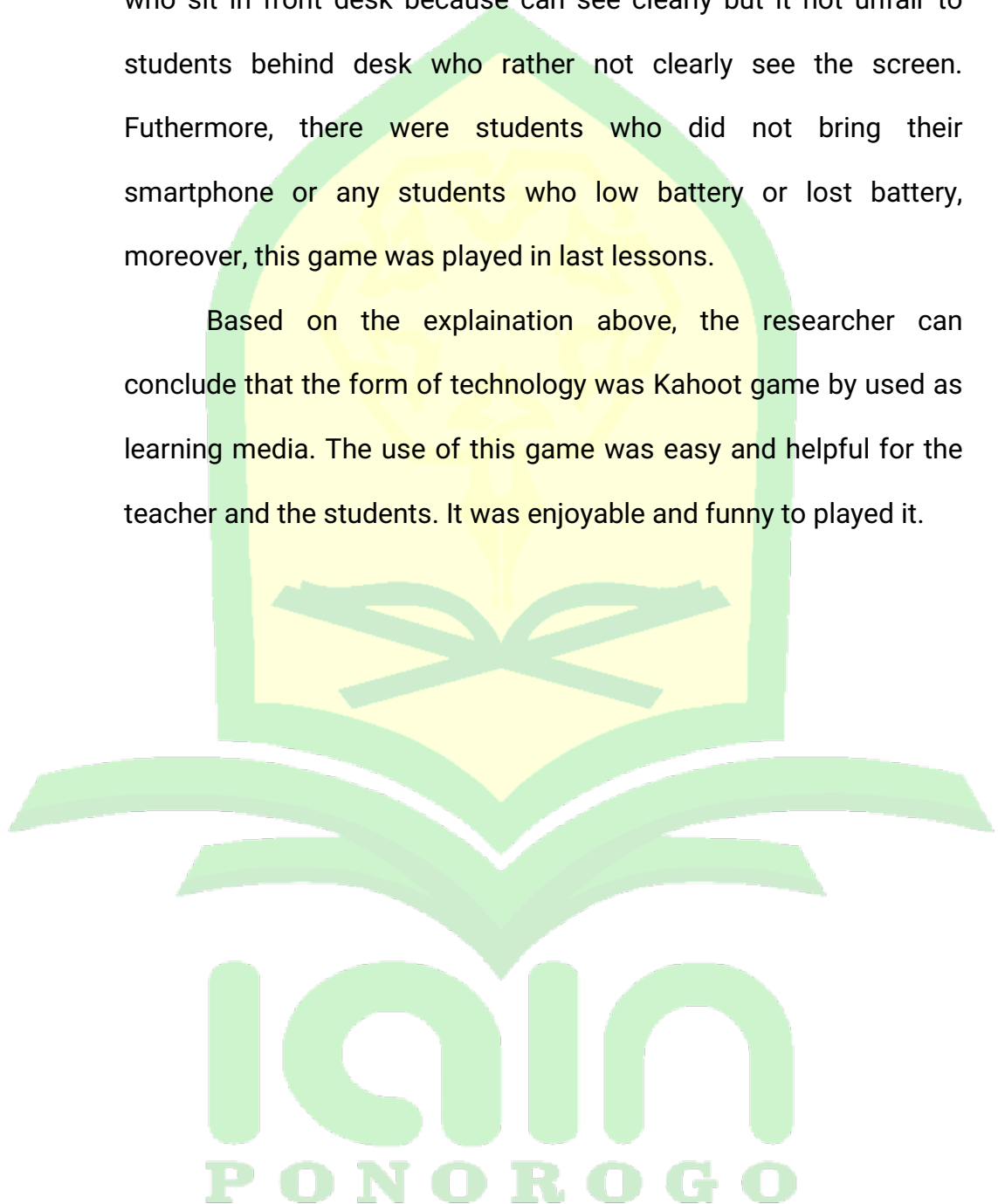
easily, students be able to analyze the grammar questions and also distinguished verbs .For the teacher it turned out there was an application that interested students Kahoot game gave a different nuance for students and teacher became media to grammar teaching-learning process.

## 2. Disadvantages

Every media that used in learning process always had disadvantages. Based on the research that had done by researcher, Kahoot had disadvantages that are when use to grammar teaching-learning are because this game have to connect to mobile data or internet connection so the signal must be good condition because when play Kahoot all students use internet connection together and to connect with teacher laptop had in turn, had to provided laptop or PC, LCD and outlet cable, the limited face up time in the class so can not full use Kahoot game in the class, can not always play kahoot because depend on the material of subject, can not be used to examination or daily tests because there are only four answer option while the high school standard is five answer option. the time to answer the questions is too faster so make me confused to answer the question. The questions and answer is not in our handphone but in LCD so students look and read the questions and answer in the screen then we choose in our handphone, and it make

confused and rather difficult. The other reason is because the questions and answer are in LCD so it advantages to the students who sit in front desk because can see clearly but it not unfair to students behind desk who rather not clearly see the screen. Futhermore, there were students who did not bring their smartphone or any students who low battery or lost battery, moreover, this game was played in last lessons.

Based on the explanation above, the researcher can conclude that the form of technology was Kahoot game by used as learning media. The use of this game was easy and helpful for the teacher and the students. It was enjoyable and funny to played it.



## CHAPTER VI

### CLOSING

#### A. Conclusion

Referring to the finding and discussion in the previous chapter, it can be conclude that:

1. The implementation of Kahoot game as media in grammar teaching -learning process are divided into two steps. They are as teacher and as students. The implementation of Kahoot game was not difficult. First, prepare the grammar question then download Kahoot game in play store or can browse [www.kahoot.com](http://www.kahoot.com) then play as teacher click register as teacher. As teacher, after click register then chose create question then input the questions and picture and the last tried to play it.

Second, when played Kahoot as students, they just open Kahoot game application or accessed [www.Kahoot.com](http://www.Kahoot.com) in browser. Then the students had to input the password from the teacher. Then input username then played Kahoot game. Students had to choose the symbol or color of answer in their smartphone. But the question and answer were in teacher screen.

2. The benefits of implementation of Kahoot game are divided into advantages and disadvantages. The advantages of this implementation are introduced new learning applications for student and teacher, students felt enjoy and fun and helpful the

students to analyzed the grammar questions faster and easily, students be able to analyze the grammar questions and also distinguished verbs .For the teacher it turned out there was an application that interested students Kahoot game gave a different nuance for students and teacher became media to grammar teaching-learning process. Moreover the disadvantages that are when use to grammar teaching-learning are because this game have to connect to mobile data or internet connection so the signal must be good condition.Futhermore, there were students who did not bring their smartphone or any students who low battery or lost battery, moreover, this game was played in last lessons.

## **B. Recommendation**

### **1. For the English teacher**

In teaching learning process, teacher should be creative and innovative in selecting an appropriate media that will be used in the class. Kahoot game is one of the media in which the teacher can use it in English learning especially in grammar teaching learning.

### **2. For the students**

With the convenience provided Kahoot game, students should be more enthusiasm in learning. Students should be more interesting in learning grammar.

### **3. For the school**

The school should provide good internet connection facilities.

It is expected that the students can access easily not only to Kahoot game but also to access other information from the internet.



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