KAHOOT APPLICATION EFFECTIVENESS TO INCREASE THE EIGHT GRADE STUDENTS' ENGLISH GRAMMAR MASTERY

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan Aplikasi Kahoot untuk meningkatkan penguasaan tata bahasa Inggris siswa kelas dua di SMP Negeri khususnya dalam penggunaan simple present tense, present continuous tense dan simple past tense. Desain penelitian ini adalah penelitian praeksperimen dengan desain One Group Pretest Posttest Design. Populasi penelitian ini adalah siswa kelas VIII SMPN 2 Bakung Blitar yang berjumlah 62 siswa. Teknik pengambilan sampel dalam penelitian ini adalah sampling jenuh. Sampel yang digunakan adalah siswa Kelas VIII A sebanyak 31 orang. Instrumen penelitian yang digunakan adalah pre-test dan post-test yang dianalisis dengan menggunakan uji Independent Sample T-test. Selanjutnya diperoleh hasil uji t sebesar -12,847. Artinya aplikasi Kahoot efektif untuk meningkatkan penguasaan tata bahasa siswa kelas VIII di SMPN 2 Bakung Blitar. Oleh karena itu, dapat disimpulkan bahwa aplikasi Kahoot dapat digunakan oleh guru sebagai media alternatif dalam pembelajaran tata bahasa khususnya simple present tense, present continuous tense dan simple past tense.

Kata Kunci : Kahoot, grammar

Abstract

The aim of the research is to find out the effectiveness of the use of Kahoot Application to increase the second years English students" grammar mastery at state junior high school especially in the use of simple present tense, present continuous tense and simple past tense. The design of this research was a pre- experimental research with a One Group Pretest Posttest Design. The population of this research was the eighth grade students of SMPN 2 Bakung Blitar, which consists of 62 students. The sampling technique in this research is saturation sampling. The sample was 31 students of Class VIII A. The research instruments were pre-test and post-test which analyzed by using an independent sample t-test. Furthermore, the result showed that the result of the t- test is -12.847. It means the Kahoot application is effective to increase the eighth-grade students,, grammar mastery at SMPN 2 Bakung Blitar. Therefore, it can be concluded that the Kahoot application can be used by the teacher as an alternative media for teaching and learning grammar especially simple present tense, present continuous tense and simple past tense.

Keywords : Kahoot, grammar

INTRODUCTION

Language is an important part of communication where communication between individuals is built with language. There are various kinds of languages in this world, but there is one language that is used as an international language, namely English. Yusupova (2022) said that a realistic environment for cross-cultural communication should be established in English lessons. Nayla (2021) also said that English is increasingly common in online communication and in the quick flow of information about scientific growth, particularly in the age of globalization. Additionally, English is a universal language of communication. The language that is spoken the most over the

globe is English. When studying at school, students have great difficulty learning English. Even though English is a language used throughout the world (Wahyudi & Sari, 2023).

Speaking, reading, listening, and writing are the four skills that make up English. These four fundamental abilities are prerequisites for learning English. But in addition to these abilities, English has other elements. Grammar is one of the elements of English. The systematic rules for using words and phrases in English are known as grammar. Another crucial English skill that needs to be acquired is grammar. Rao, P (2019) stated that the teaching of English as a foreign language heavily relies on grammar. In addition, grammar is one of the elements that affects how well students learn English. Grammar is the study of how words and other sentence components work together. Mandasari & Wahyudin (2019) define grammar is a term that refers to the structure of a language, including how words and other linguistic elements are combined to make sentences. Usually, it is necessary to consider the meaning and function of these expressions in the context of the complete linguistic system.

Grammar is an issue for both students and teachers when it comes to EFL learning. Budjalemba & Listyani (2020) said that many students struggle with choosing relevant theories, connecting ideas, and fixing sentence structure, and many still have worries about writing. These challenges may arise as a result of students limited English competence. Additionally, linguistic issues such as grammar, vocabulary, punctuation, and spelling are included as factors influencing students writing proficiency. This is consistent with the researcher's results from an interview with an English teacher at SMPN 2 Bakung, Blitar, who indicated that the students had very limited comprehension of grammar, especially tenses. Because students there still do not know how to master grammar, there are frequent blunders made during tests. So, at SMPN 2 Bakung Blitar, researcher are employed to increase grammar mastery.

As a result of this problem, many teachers have updated their grammar courses to be more fun, engaging, and to use more interesting media. As a professional teacher, in learning activities, your role is not only limited to providing motivation and preparing learning facilities, but also able to provide a positive aura by creating conducive and enjoyable learning conditions and atmosphere, including providing support to students to independently explore, discover and build knowledge (Erawanto et al., 2023). As time goes by, the media that is often used by everyone, including students, is technology-based media. The adoption of technology and the Internet has had a significant impact on the second-language classroom, with students currently relying solely on their teachers and textbooks as their primary source of knowledge of the second language (Trinder, 2017). Bikowski (2018) empashized grammar teaching using technology presents both distinct problems and opportunity. Before delving into the issues and possibilities for teaching grammar using technology, it's a good idea to establish some crucial words. The role of technology becomes the foundation in this case. The primary technology-using gadget is one of the smartphones.

In this case, researchers used the Kahoot application to conduct this research. The Kahoot application is used by researchers to test its effectiveness as a medium for understanding grammar. Wang (2015) said that the classroom is briefly changed into a game show using the game-based student response system (GSRS) Kahoot!, with the instructor serving as the presenter and the students serving as contestants. Omar (2017) stated the kahoot application allows instructors to construct a more interesting means of accessing student comprehension on any given subject. Moreover, Tan Ai Lin et al. (2018) clained Kahoot has been shown to be useful in terms of encouraging and reinforcing learning.

According to observations and findings of interviews with teachers and some eighth graders conducted at SMPN 2 Bakung, there were challenges in students grasp of grammar, particularly the difficulty of tenses. The teacher only uses student worksheets to teach lessons, and teachers use the learning model less frequently when delivering information. The teacher simply uses the lecture approach here, therefore students' activeness in asking and answering questions in the activity teaching and learning is still not perfect. Furthermore, researcher are given implementing the Kahoot Application to raise grammatical mastery at SMPN 2 Bakung Blitar. Additionally, Kahoot has never been employed for grammatical instruction at SMPN 2 Bakung Blitar. As a result,

researchers propose to use the Kahoot program as a medium and assess its performance in this class.

RESEARCH METHOD

This research was used a pre-experimental approach with one-group pre-test and post-test design. According to Sugiyono (2016), a pre-experimental design is one that has not been really experimental because of the effect of external variables on the creation of the dependent variable. One group pre test post test is a design that includes a pre test before treatment and a post test after treatment. The research was held in SMPN 2 Bakung, Blitar. The research focuses on eighth grade students. This research was conducted on second semester eighth grade students at SMPN 2 Bakung during the academic year 2022/2023, class VIII-A.

The population for this research was the eighth grade of SMPN 2 Bakung. Because the so-called population in one generation comprised of just 62 students, the researchers employed all population participants as samples in this research. The researcher utilized a saturation sampling approach to calculate the sample size. Saturation sampling is a sampling approach in which all individuals of the population are utilized as samples, Sugiyono (2016).

There are two types of data collection techniques in this research, namely data for preliminary studies and data for experiments. The researcher conducted an interview with the English teacher and several students for the preliminary study. Using test methodologies, researchers collect data for experiments. The test are Pretest and Posttest. Prior to conducting the pre-test, the researcher performed a validation test that would be tested for try-out. Following the try-out, the researcher will select the appropriate questions to be assessed in the pre-test. The final data collection is the posttest which is carried out after the students have been given treatment.
According to Sugiyono (2016), data analysis techniques are procedures employed in computations to solve issue formulations and evaluate hypotheses offered in research. The researcher used SPSS to analyze the data in this study. Several tests are carried out by researchers in order to assess the data. The researcher performed a validity test, a reliability test, a test for discriminating power, and a test for the level of difficulty of the questions based on the findings of the try out test. Meanwhile, based on the findings of the pretest and posttest, the researcher conducted a normality, homogeneity, and t-test.

RESULTS AND DISCUSSION

The research results demonstrate the findings from the discussion and include data description, validity and reliability tests, level of difficulty and discriminating power, descriptive test, normalcy test, homogeneity test, and independent sample t-test.

1. RESULTS

The researcher showed the result and the discussion about the effectiveness of Kahoot application to increase the second years students' grammar mastery at state junior high school in SMPN 2 Bakung. It contains the results of all procedures, such as tryout, pre-test, treatment, and post-test. Before the researcher conducted a research, the validity, reliability, level of difficulty and discriminating power of the research instrument had to be determined. To assess the validity, reliability, level of difficulty and discriminating power of the instrument, the researcher utilized SPSS analysis.

The results of the validity test are displayed. A significance test was used to measure the amount of accuracy by comparing the estimated r value to the r table value. In this case, n represents the number of samples and k represents the number of constructs, therefore degree of freedom (df) = n-k. If the computed r (for each question item, see the corrected item total correlation column) is larger than the r table and positive, the question item is declared legitimate. The magnitude of df in this situation may be estimated as 31-2 or df = 29 with an alpha of 0.05 yielded r table 0.3550.

Table 1. The result of validity instrument

Question	Correlation	r table	Categories
Q1	0.454	0.355	Valid
Q2	0.400	0.355	Valid
Q3	0.453	0.355	Valid
Q4	0.194	0.355	Not Valid
Q5	0.471	0.355	Valid
Q6	0.163	0.355	Not Valid
Q7	0.526	0.355	Valid
Q8	0.433	0.355	Valid
Q9	0.454	0.355	Valid
Q10	0.589	0.355	Valid
Q11	-0.108	0.355	Not Valid
Q12	0.347	0.355	Not Valid
Q13	0.454	0.355	Valid
Q14	0.474	0.355	Valid
Q15	0.465	0.355	Valid
Q16	0.201	0.355	Not Valid
Q17	0.369	0.355	Valid
Q18	0.474	0.355	Valid
Q19	0.526	0.355	Valid
Q20	0.107	0.355	Not Valid
Q21	0.369	0.355	Valid
Q22	0.465	0.355	Valid
Q23	0.380	0.355	Valid
Q24	0.194	0.355	Not Valid
Q25	0.412	0.355	Valid
Q26	0.194	0.355	Not Valid
Q27	0.376	0.355	Valid
Q28	0.388	0.355	Valid
Q29	0.369	0.355	Valid
Q30	0.630	0.355	Valid
Q31	0.606	0.355	Valid
Q32	0.531	0.355	Valid
Q33	0.248	0.355	Not Valid
Q34	0.542	0.355	Valid
Q35	0.465	0.355	Valid
Q36	0.433	0.355	Valid
Q37	0.459	0.355	Valid
Q38	0.066	0.355	Not Valid
Q39	0.531	0.355	Valid
Q40	0.004	0.355	Not Valid
Q41	0.046	0.355	Not Valid
Q42	0.237	0.355	Not Valid
Q43	0.369	0.355	Valid
Q44	0.411	0.355	Valid
Q45	0.474	0.355	Valid
Q46	0.199	0.355	Not Valid
Q47	0.400	0.355	Valid
Q48	0.465	0.355	Valid
Q49	0.181	0.355	Not Valid
Q50	0.411	0.355	Valid

The table above shows that there are multiple questions with r count > r table, indicating that the question is valid, and several questions with r count r table, indicating that the question is invalid.

The research must conduct a reliability test to determine whether or not the instruments employed in the study are consistent in measuring the effect or not between variables. Before carrying out reliability testing, a decision must be made with an alpha of 0.60. Which variable is deemed dependable if the variable value is larger than > 0.60? If the variable value is less than 0.60, the variables analyzed cannot be regarded to be reliable.

Table 2. The result of reliability instrument

Reliability Statistics		
Cronbach's Alpha	Value	0.868
	N of Items	50

The table above shows that Cronbach's alpha in this variable is more than the base value of 0.868 > 0.60. The results show that all of the questions certified dependable are correct.

The discriminating power of an item describes how much the ability of these things differentiates between students who can correctly answer questions and those who cannot. The results of the discriminating power test can be seen in the table below.

Table 3. The Result of Discriminating Power

Question	Discriminating Power Value	Categories
Q1	0.3	Enough
Q2	0.23	Enough
Q3	0.33	Enough
Q4	0.1	Bad
Q5	0.33	Enough
Q6	0.11	Bad
Q7	0.47	Good
Q8	0.37	Enough
Q9	0.3	Enough
Q10	0.47	Good
Q11	0.04	Bad
Q12	0.2	Bad
Q13	0.27	Enough
Q14	0.43	Good
Q15	0.27	Enough
Q16	0.04	Bad
Q17	0.42	Good
Q18	0.43	Good
Q19	0.47	Good
Q20	0.11	Bad
Q21	0.27	Enough
Q22	0.27	Enough
Q23	0.21	Enough
Q24	0.1	Bad
Q25	0.27	Enough
Q26	0.1	Bad
Q27	0.4	Good
Q28	0.23	Enough
Q29	0.27	Enough
Q30	0.54	Good
Q31	0.4	Good
Q32	0.4	Good
Q33	0.17	Bad
Q34	0.33	Enough

Question	Discriminating Power Value	Categories
Q35	0.4	Good
Q36	0.37	Enough
Q37	0.33	Enough
Q38	0.04	Bad
Q39	0.4	Good
Q40	-0.02	Bad
Q41	0.04	Bad
Q42	0.07	Bad
Q43	0.25	Enough
Q44	0.21	Enough
Q45	0.43	Good
Q46	-0.05	Bad
Q47	0.23	Enough
Q48	0.4	Good
Q49	-0.02	Bad
Q50	0.41	Good

According to the mentioned data, the poor category exam questions totalled 15 items. The exam questions' discriminating power categories are sufficient for a total of 20 questions. Good discriminating power category questions comprising 15 items. Total categories for test questions with discriminating power possible (distinctive power of test items with enough and good categories) of 70%. A level of difficulty is a number that represents an item's degree of difficulty. Below are the results of testing the level of difficulty data.

Table 4. The Result of Level of Difficulty

Question	P Value	Categories
Q1	0.38	Medium
Q2	0.33	Medium
Q3	0.77	Easy
Q4	0.38	Medium
Q5	0.83	Easy
Q6	0.32	Medium
Q7	0.7	Medium
Q8	0.32	Medium
Q9	0.8	Easy
Q10	0.7	Medium
Q11	0.35	Medium
Q12	0.38	Medium
Q13	0.8	Easy
Q14	0.35	Medium
Q15	0.9	Easy
Q16	0.35	Medium
Q17	0.9	Easy
Q18	0.35	Medium
Q19	0.7	Medium
Q20	0.32	Medium
Q21	0.9	Easy
Q22	0.8	Easy
Q23	0.7	Medium
Q24	0.38	Medium
Q25	0.83	Easy
Q26	0.38	Medium
Q27	0.8	Easy
Q28	0.83	Easy
Q29	0.35	Medium

Question	P Value	Categories
Q30	0.67	Medium
Q31	0.7	Medium
Q32	0.8	Easy
Q33	0.29	Difficult
Q34	0.83	Easy
Q35	0.38	Medium
Q36	0.32	Medium
Q37	0.83	Easy
Q38	0.33	Medium
Q39	0.8	Easy
Q40	0.32	Medium
Q41	0.35	Medium
Q42	0.49	Medium
Q43	0.36	Medium
Q44	0.7	Medium
Q45	0.35	Medium
Q46	0.83	Easy
Q47	0.33	Medium
Q48	0.8	Easy
Q49	0.32	Medium
Q50	0.7	Medium

The data above show that there are more questions in the medium category than in the easy and tough categories, indicating that these questions are viable.

The descriptive data reveal the total number of respondents, as well as the minimum and highest score in the experiment class, mean value, and standard deviation. It is shown in the table below:

Table 5. Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	30	46	76	56.71	8.264
Posttest	31	24	72	96	81.61	7.200
Valid N (listwise)	31					

The total number of respondents is 31, and the minimum and highest pre-test scores are 46 and 76, respectively. The pretest mean and standard deviation are 56,32 and 8,264, respectively. The post-test minimum and maximum scores are 72 and 96, respectively. The mean and standard deviation of the post test are 81,61 and 7,200, respectively.

The Kolmogorov-Smirnov test is used to determine normality. If the sig value in the normality table is more than 0.05, the data is normally distributed. The normality test used in this study is shown in the table below:

Table 6. Test of Normality

Tests of Normality							
		Kolmogorov-Smirnov			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	**Pretest**	0.150	31	0.073	0.897	31	0.006
	Posttest	0.137	31	0.145	0.935	31	0.058

According to the table above, following statistical testing using Kolmogorov-Smirnov, the gain index score for the pre and post-test has a significant value of 0.073 and 0.145, respectively. Because the significance value is larger than 0.05, this data is regularly dispersed according to the decision-making criteria.

The homogeneity of variance test was applied. Homogeneity testing is carried out using the SPSS to analyze the Test of Homogeneity of Variance. If the probability (Sig) > 0.05, the requirements are homogenous; otherwise, the data is not homogeneous.

Table 7. Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	**df1**	**df2**	**Sig.**
Score	**Based on Mean**	0.136	1	60	0.714
	Based on Median	0.116	1	60	0.735
	Based on Median and with adjusted df	0.116	1	56.427	0.735
	Based on trimmed mean	0.101	1	60	0.752

The test findings homogeneity may be observed in the sig column based on the output of the test of variance homogeneity. This demonstrates that the result has a significant value of 0.714 larger than the alpha value of 0.05. As a consequence, the outcomes data can be considered to be homogenous.

Because the data are homogenous, regularly distributed, and independent, hypothesis testing is done using the average difference test or t-test (independent sample t test). The SPSS application is used to compute the t coefficient on the independent sample t test.

Table 8. Table of Indepent sample t Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	**Equal variances assumed**	0.136	0.714	-12.847	60	.000	-25.290	1.969	-29.228	-21.353
	Equal variances not assumed			-12.847	58.896	.000	-25.290	1.969	-29.230	-21.351

Based on the output above, the value of Sig. (2-tailed) of 0.000 0.05, it is possible to conclude that there is a difference in average student learning outcomes before and after treatment with the Kahoot application.

2. DISCUSSION

The purpose of this research is to determine the difference in learning outcomes between students before and after receiving treatment. This research looks at the efficacy of utilizing media to teach grammar. The researcher administers an initial test or pretest to determine the state of students initial skills. According to the data collected by the researchers and analyzed using the SPSS program, there is a substantial discrepancy between the pretest data and the outcomes of the pretest scores and posttest scores. Posttest scores that are higher than pretest scores suggest that the therapy utilizing the Kahoot program increases students' understanding of the content delivered.

According to Oktaria et al. (2021), Kahoot is an online game that evaluates student understanding of the topic matter. According to the findings of Hamdani & Novita (2021), utilizing the Kahoot program can have a significant influence on how eighth-graders learn grammar. Using the Kahoot software, kids may study grammar with more interest and comprehension. Furthermore, Damayanti & Dewi (2021) said that the usage of Kahoot! as a medium for measuring learning outcomes is legitimate, useful, and practical.

In response to the hypothesis of whether there is a difference in the value or learning outcomes of students before and after treatment, the researcher found that the t-count value was -12.847 with probability (Sig.) 0.000. The provisions in decision making based on numerous clauses are as follows:

Hypothesis :

H0 : There is no effectiveness of kahoot application to increase the second year students‟ english grammar mastery at state junior high school in SMPN 2 Bakung

Ha : There is effectiveness of kahoot application to increase the second year students‟ english grammar mastery at state junior high school in SMPN 2 Bakung

Decision criteria:

1. Ho can be accepted if the probability value (Sig.) > 0.05
2. Ho is rejected if the probability value (Sig.) < 0.05

Based on the previously discussed data analysis, it is known that the value for t-count is -12.847 with probability (Sig.) 0.000; with these data, it can be concluded that Ho is rejected, indicating that there is a significant difference between using the Kahoot application as a medium for learning grammar in the eighth grade of SMPN 2 Bakung. According to Prawira & Mukhaiyar (2020), studying Grammar using Kahoot is fairly successful, and based on the test results, the researcher concludes that using Kahoot is better than not using Kahoot.

CONCLUSION

The majority of people in the present period own smartphones, which they use for studying, working, and having fun. The researcher intends to employ this smartphone in this study for exploring and applying to aid in the improvement of the students' grammar mastery at SMPN 2 Bakung. The data from the pre-test and post-test were used by the researcher to establish whether the Kahoot program had any effect on the teaching and learning process.

Following the findings and discussion of the preceding chapter's data analysis, it was discovered that eighth-grade students at SMPN 2 Bakung greatly improved their grammar mastery after utilizing the Kahoot Application. It is predicated on the findings of descriptive and statistical analysis. The data from the pre-test and post-test were used by the researcher to establish whether the Kahoot program had any effect on the teaching and learning process. The pretest mean score was 56.71, while the posttest mean score was 81.61. Based on the mean scores of both groups, it can be stated that the posttest outperformed the pretest. Furthermore, it has been proved that there is a significant influence on students' grammar mastery.

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