DEVELOPING KAHOOT: A GAME-BASED TECHNOLOGY AS MEDIA TO TEACH ENGLISH GRAMMAR IN SENIOR HIGH SCHOOL

Veronika Heni, Sudarsono Sudarsono, Regina Regina
Masters Study Program of English Language Education Teacher Training and Education Faculty Tanjungpura University Pontianak
Email: sdrveronikaheni@gmail.com

Abstract
The objective of this study was to develop Kahoot: a game-based technology as media to teach English grammar. Design and Development Research by Branch was the methodology of this study. The respondents of this research were two classes of Year-11 students of SMAN 1 Pontianak. This research was done in three phases of ADDIE approach, which is ADD where the Implement, Evaluation phases were skipped. In the analyzing phase, the researcher observed the students, the teacher, and the school conditions. In the designing phase, the researcher observed the textbook used and the curriculum applied in the school in order to generate a significant product. In the developing phase, the researcher used Kahoot! to develop learning media for the students by combining multimedia such as layouts, pictures, and sounds. Based on the evaluation results from the expert, Kahoot! was feasible and recommended to use for the students’ grammar learning integrated with technology. The students can use technology accessed through their gadgets for learning English grammar with Kahoot!

Keywords: Kahoot!, English Grammar, Classroom Technology

INTRODUCTION
Digital technologies affect various principal areas of education, such as professional development, students' motivation, teaching, and learning activities if they are correctly used. Technology education contributes to the literacy that is needed for today's world (Williams, 2012, p.33). The use of technology in the classroom would offer a new learning experience that requires learners to develop new information and management skills. Salvati (2016, p.20) asserts, “Digital technologies can enhance the students’ learning because it is possible to create places and environments for the students to collaborate and discuss on a different higher-level”. This ability should be considered crucial in increasing students' motivation, leading to more efficient teaching and learning environments. Therefore, using technological devices such as smartphones and computers is now an essential part of education, too.

In reference to the pre-observation, the students often felt bored and had poor motivation to learn English grammar in particular. They also paid less attention to the teacher’s explanation because their teacher delivered the material conventionally. Thus, it was significant to apply an alternative tool to teach English grammar to the students. One of the alternative solutions was applying a game-based technology to enable the students meet their needs in learning English grammar.
Games provide the students with impressive experience in learning a language (Wright et al., 2006, p.2). It was significant to design and develop a technology-based tool that the students are familiar with and use a lot. One of them was Kahoot. Meanwhile, Yu (2021, p.66) states that cooperation mode’s rules and norms through games may have allowed students to go beyond just learning the content. It makes learning purposeful and lets individuals relate to one another. Having fun with others is not stressful; it is enjoyable.

Some researchers already conducted studies on Kahoot. Anandha et al., (2021, p.218) conducted their research entitled “Utilizing Kahoot! In Vocabulary Teaching for students with special needs”. They developed Kahoot to enhance the English ability of students with special needs in learning English vocabulary to an English club in SLB D YPAC Semarang. They reported that students of SLB D YPAC Semarang were highly motivated in using Kahoot! because the student's feedback in answering the questions demonstrates the effectiveness of Kahoot! in teaching English vocabulary to students. The podium result also motivates the students to get the best score. Ciaramella (2017) reported her research entitled “The effects of Kahoot! on vocabulary acquisition of powerful students with learning disabilities and other health” that using a Kahoot-based game improved the students’ vocabulary acquisition and retention of reading comprehension. Cam and Tran (2017) reported that games also made the students enjoy the class and reduced their stress in learning grammar.

The present research filled the gap that the previous research have not done yet, that is, developing Kahoot as a game to teach English grammar to students of secondary schools. Becker (2001, p.23) claims that a game may inspire the student; it can be applied in any level of education. It can enhance the teaching and learning process very effectively (Setyowati, 2006, p.58). It may lead to a better acquisition and learning of grammar of the target language.

The students may participate the teaching-learning activities and keep their learning motivation through a platform called Kahoot. Employing this platform, the teacher may send quizzes to the students through smartphones, tablets, or computers (Dellos, 2015, p.49). The present research focused on the developing Kahoot to teach English Grammar to the students of senior high schools.

**METHOD**

The present research was DDR (Design and Development Research). It applied the approach developed by Branch (2009) covering analyzing, designing, and developing. The research product was developed employing the principles proposed by Tomlinson (2010). It was designed for the Year-11 students learning conditional sentences and was tried out for its validation involving 72 students from SMAN 1 Pontianak. In the try out the students were assigned to take the roles as players, learners, and competitors while the teacher was the model, observer, controller, and evaluator.

In addition, the research product was evaluated and validated by the relevant experts. They evaluated the product using guided expert validation sheets introduced by Reddi and Mishra (2003) and Miller et al., (2001).
RESEARCH FINDINGS AND DISCUSSION

The data to answer the demanded construction of the product was gathered in the need analysis phase, after the prototype was developed into a finished product, an expert chosen in this study evaluated the product to find out whether it was usable for teaching and learning grammar in Year-11 students in the class.

Findings

Before developing the product, the students’ need analysis was made. The research found that the students of SMAN 1 Pontianak were already familiar with the use of technological tools such as smartphones, tablets, and computers for learning. Learning through multimedia was more interesting than learning directly from textbooks. They were not motivated to learn because the teacher did not deliver the teaching materials through internet and videos, for instance.

This research also found that the teacher applied only the conventional teaching technique, that is, lecturing, asking, and giving examples. The teaching sometimes functioning teaching media, but they were simple media used to present text. The teacher did not apply new integrated multimedia to make the students motivated, engaged, and interested in learning grammar (conditional sentences). The classrooms in SMAN 1 Pontianak were equipped with LCD projectors, computers, and WI-FI connections, but the students were not permitted to use smartphones in the classroom.

After the product was ready, it was tried to teach the planned grammar, that is, conditional sentences. The try-out involved the students as players, learners, and competitors, and the teacher as a model, observer, controller, and evaluator.

After the try-out, the teacher and the students answer the observation checklist. The teacher and the students checked ‘yes’ to answer the questions except Question 7 to state ‘free from social, religious, and gender bias’. The result of the observation to the product covered:

a. Supporting the students’ academic expectations, encouraging the students, adapted to various leaning abilities, supplying accurate and current information, integrated technology with instruction, improve the students’ understanding, and organizing the lessons well.

b. Easy instruction to follow, acceptable format, accurate text, easy texts to read, and good quality sound to listen.

c. Catering individual students’ need, completing with print/save facility, and providing read/view.

The analysis of the data collected through interview and direct observation showed that the English teacher and the students could use the product in each learning group of Year-11 well; the product ran well without any constraint. The teaching materials functioned well, giving more examples and practices to the students. This product made the teacher and the students enjoy the teaching-learning process. The students showed their motivation, eagerness, and enthusiasm in learning using the present research product.

Viewed from the point of the experts, this research product was acceptable, meeting the principles of effectiveness, entertainment, friendliness, and features as shown in the following table.
Discussion

The finding of the present research can be summarized that process of preparing the product followed ADD, that is, analyzing, designing, and developing; the product was designed based on the students’ need; and the product was acceptable.

The teaching-learning media based on digital technologies will be appreciated by the students if they can cater the students’ learning needs. Such teaching-learning media are potential to create places and environments for the students to collaborate and discuss on a different higher-level (Salvati, 2016, p.20). However, they can be crucial to improve the students’ motivation, leading to more efficient teaching and learning environments if they are not integrated well with the technology that the students are familiar with and impressed. Therefore, the teaching media must be made in simple, easy, and ready accessibility to the students such as smartphones and computers. The researcher presents some captured figures as shown in the following parts.

![Figure 1](Link to Figure)

Figure 1. The designed of Kahoot Product

Figure 1 shows how the product of the research is. The product forms as a website-based application. The product is used as media to teach English grammar, especially conditional sentence clauses. The material consists of conditional sentence types I, II, III. It can be accessed through a web browser or the Kahoot app.

---

### Table 1: Expert Validation Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Educational Effectiveness</td>
<td>A. Instructional</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Curriculum connection</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Entertainment Value</td>
<td>A. Graphics/Media</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Layout</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>User Friendliness of Technology</td>
<td>A. Engagement/Interactivity</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Design Features</td>
<td>A. Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Age/Grade level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td></td>
<td>4 0</td>
</tr>
</tbody>
</table>
Figure 2 shows how the users, either students or teachers use the Kahoot product. These products were provided to guide the users in operating the application and the platform. The teacher’s guidebook consists of instructions and a list of directions that is designed to guide the teacher who will be using and hosting the Kahoot!. The student’s guidebook consists of rules and a list of directions that is designed to guide the student to play the Kahoot!. Then, the module consists of learning material that is compiled to equip the teacher with information and topics for teaching and learning English Grammar Conditional sentences.

CONCLUSION

The present study developed a kahoot-based game to teach English grammar to the students of senior high schools. The product was developed to enhance the students’ motivation and joy in learning conditional sentences.

The product was well acceptable to the teacher and the students. It catered the students’ learning needs, not only in materials but also in the format and modernity. It is functional to improve the students’ motivation and achievement in learning.

Although this product is acceptable to the teachers, the students, and the experts, this product still needs developing for a better product. The time and budget limit made this product tried out only in one school. It needs more schools for more tries out.

This research should not only provide conditional sentences but also cover other grammatical topics that are stated in the curriculum.

BIBLIOGRAPHY


