

KAHOOT APPLICATION: ANDROID-BASED WORKSHEET MEDIA DEVELOPMENT IN FOSTERING GRAMMAR UNDERSTANDING

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi pengembangan dan analisis kelayakan media LKS berbasis Android dengan aplikasi Kahoot pada tata bahasa. Rancangan penelitian ini menggunakan metode Research & Development (R&D) yang menggunakan model ADDIE oleh Dick & Carey (1996). Teknik pengumpulan data dilakukan melalui wawancara, angket dengan uji validitas data dan uji kelayakan data, serta dokumentasi. Validasi media pembelajaran dilakukan oleh ahli media dan materi, serta guru bahasa Inggris. Media diujicobakan pada 18 siswa X MIPA. Teknik analisis data menggunakan metode campuran dengan persentase. Hasil penelitian ini menunjukkan bahwa media layak digunakan karena telah disetujui oleh ahli dengan persentase media 96%, materi 78%, guru 92% dan persentase respon siswa 83,8%. Selain itu, media lebih menyenangkan dan siswa dapat mendorong rasa ingin tahu mereka juga membantu mereka dalam memahami tata bahasa.

Abstract

This study aims to develop the Android-based worksheet media by Kahoot application on grammar and analyze the feasibility of it. This design of this study uses Research & Development (R&D) method which uses ADDIE model by Dick & Carey (1996). Data collection techniques were carried out through interviews, questionnaires by validity tests data and data feasibility tests, and documentation. The validation of learning media was carried out by media and material experts, and English teachers. The media was tested on 18 students of X MIPA. Data analysis techniques use mixed method by percentages. The results of this study indicate that the media is feasible to use because it has been approved by experts with 96% media percentage, 78% material, 92% teacher and 83.8% student response percentage. In addition, media is more fun and students can encourage their curiosity and also foster their in understanding of grammar.

Keywords: Android, development, Grammar, Kahoot application, worksheet media

INTRODUCTION

The Covid-19 pandemic has made many changes in various fields in human life. The presence of Covid-19 also has affected all aspects in human life. The impact of physical distancing on education aspect in the world is closures of school and higher education. As Praghlapati (2020) stated that “There are at least 65 universities in Indonesia that provide learning from home to prevent the spread of Covid-19”. It indicates that Covid-19 pandemic have big influence in teaching learning process.

The learning process is carried out online through the implementation of learning from home is the option for schools and universities to continue the teaching and learning process. Therefore, the transfer of face-to-face learning to distance learning is a new challenge for teachers and students both in schools and universities. Wulandari and Purwani (2021) concluded that new methods with a technological approach will facilitate teachers and students in learning success.

Nowdays, technology has become a part of our lives. By the development of technology, human are easily to find and get something. The use of the internet in the learning process is also very effective especially when used in language learning. Since language is the essential thing to be learn, as Dewi & Aisah (2021) argued that language is a means of communication. It plays a very important role in the human life. Its function is not only to interaction, but also to maintain the relationship among people in a community.

It is also supported by Genclter (2015) that teachers must help and encourage students to find and carry out activities during language learning by utilizing technology so that learning objectives can be achieved. Seeing the importance of technology in learning and with the pandemic conditions that it is not yet visible when it will end, plus face-to-face learning is allowed. However, there are still pros and cons. Therefore, the blended learning model is a solution for post-current conditions, and a good learning media is also needed, namely using internet-based media in current learning, one of which is using the Kahoot application. it is also strengthened by Purwani & Dewi (2021) that Blended Learning (BL) is

designed so that the learning process and application of digital technology can be implemented optimally in the classroom.

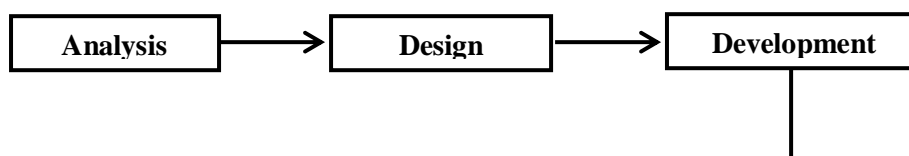
Kahoot application is a learning game that can be a shared learning media in class, giving homework assignments or just to provide entertainment in the learning process. Besides that, As Syafitri et al (2017) said that the *Kahoot* application can motivate students in learning English. English is one of the subjects that are considered as difficult. The component of English are; vocabulary, grammar, and pronunciation. According to Ur (2012:76) that “grammar is not only affect how units of language are combined in order to look right it also affect in the meaning”. Hence, understanding grammar in learning English must be considered, due to the learners hard to arrange sentences greatly. They hard to understand in playing words appropriately (Mufida & Dewi ,2021).

In addition, the media used in learning grammar is also less interesting and varied. Purwani (2021) because grammar requires the right method in the teaching process. Worksheet media is still used which has not been able to activate and improve students’ thinking skills and only makes students bored. Lack of knowledge that understanding grammar greatly affects students’ English mastery also causes students to be less serious in studying grammar. As a result, there are still many students who do not understand and master grammar in learning English.

The study intended to identify the development a learning media that makes students more interested in learning grammar in English lessons with more interactive media by *Kahoot* application by ADDIE model. Then analyze the feasibility of the media to improve understanding of grammar in English subjects.

METHODS

This study uses a Research & Development (R&D) design which in this study is applied to the development of certain products to the feasibility of these products in class X MA Salafiyah Siman. This study uses ADDIE model developed by Dick & Carey (1996).



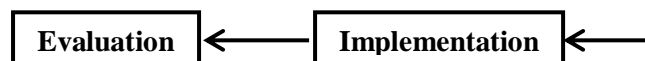


Figure 1. Stages of ADDIE development by Dick & Carrey (1996)

The 5 steps that carried out by the researcher as follows.

Analysis

In the first step the researchers conducted an analysis to find out the problems faced during the teaching and learning process related to the models and learning media used and their impact on students.

Design

In the second stage, the researcher makes the initial design of the product, makes the material and assessment instrument.

Development

The third step is to develop the media according to the initial design. The researcher makes students worksheet based android using the *Kahoot* application and validates to the experts. Then, try in small groups.

Implementation

The fourth step is to implement in schools by conducting trials in large groups involving students to determine student responses and the feasibility of *Kahoot* as worksheet media.

Evaluation

At the last stage the researcher used the results of the assessment to see whether the product that had been made was successful or not, but in this evaluation the researcher only used formative evaluation.

The subjects of this study were students of class X MA Salafiyah Siman and the validators were English language teachers and experts. The data collection technique was carried out by interview, this interview was conducted with an

English teacher to obtain data and seek more in-depth information about the potential and problems in schools.

Then, the questionnaire, the questionnaire method was used by researchers to measure program indicators related to the program content of teaching materials, program appearance and program effectiveness with validation test data and feasibility test data.

The data that analyze in this research are validators data and test subjects (students). The data will be processed using descriptive percentage analysis techniques, namely the methods used to convert quantitative data into percentage form.

Table 1. Media Feasibility and Validity criteria

Percentage (%)	Level Criteria
81% - 100%	Excellent
61% - 80%	Good
41% - 60%	Enough
21% - 40%	Poor
0% - 20%	Very Poor

FINDING AND DISCUSSION

Findings

In line with the background of the study the finding of the analysis shows that many students are not paying attention, talking to their own friends and what is worse is sleeping in class. It happens to male or female students. This is because the media used is less attractive, less interactive, and does not fulfill the needs of students.

The lecture method and worksheet media assisted by the blackboard are the media and methods used by the teacher in explaining the material. The media is classified as conventional and makes students feel bored. So that they find it difficult to understand lessons, especially grammar lessons. As has been asserted

by Mart (2013) that difficult language teaching is grammar instruction. Therefore, innovation is needed in teaching and learning activities.

As a facilitator in learning, a teacher must be able to develop more interactive learning media and adapt to the needs of students by utilizing the latest technology. Stosic (2015) that the presence of educational technology developing in the classroom, students can independently master the subject matter deeper, choose work steps, and re-learn material that is not yet understood, and after the test is finished immediately get the results and track their progress.

Design

The design of this study (1) design of the media (Storyboard) by 7 types of displays, (2) Collecting materials from the worksheet used by previous students and adds some material that has not been mentioned. The material is about Simple Present Tense and Simple past tense. According to Azar (2002:13) states that “the simple present tense is used to express habitual or everyday activities” while Simple past tense is used to express an activity or situation that started and ended in the past (Azar, 2006). The types of question and answer is multiple-choice questions and rearranging sentences because these types of questions include objective tests that are suitable and more efficient to use in grammar material, O’Dwyer’s statement (2012) that multiple choice tests are especially suitable for knowledge-based subjects. The questions on the learning media are like, the following example:

“My brother ... a letter for me two weeks ago.

- | | |
|-----------------|------------------------|
| <i>a. write</i> | <i>c. Writing</i> |
| <i>b. wrote</i> | <i>d. was writing”</i> |

“Arrange the sentence bellow correctly!

does not – My sister – take – your phone.”

(3) add pictures, it to support question. Then, (4) make a questionnaire for the experts consisted of 3 aspects student response questionnaire consisted of 2 aspects.

Development

The stage is making the realization of the media. The product of this study is *Kahoot* based worksheet media. After the product is finished, the researcher validates the product to material experts and media experts who go through two stages of assessment with some input and suggestions. The following are the results of the experts' validation.

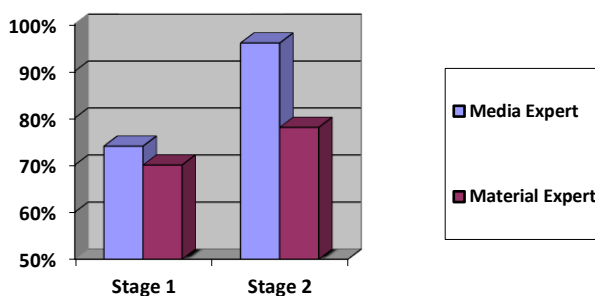


Figure 2. The Results of Stage 1 & 2 Assessments by experts

Furthermore, the researcher validated the product to the English teacher MA Salafiyah through 1 stage without revision.

As the result:

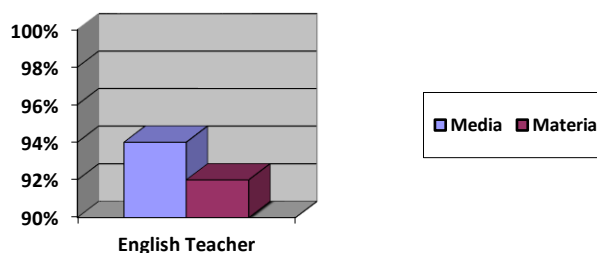


Figure 3. English Teacher Assessment

After the product was validated and revised, the researcher conducted a small trial on 8 MA Salafiyah students with the results that the media could be used by revising the change in the duration of the rearranging sentences (puzzle) questions.

Implementation

The implementation of the android based worksheet media product by the *Kahoot* application was carried out on 18 class X students at MA Salafiyah Siman Sekaran Lamongan. during the product implementation process Students are enthusiastic and feel interested in learning by using the media. Thus, the response to learning media by students got a score of 41.8 with a percentage of 83.8%.

Discussion

The product of this research is an Android-based worksheet using the *Kahoot* application. In producing this product, researchers used the ADDIE model developed by Dick and Carrey (1996). The types of data used in this research are quantitative and qualitative data. Quantitative data was used in this study from the results of a validation questionnaire of experts, teachers, and student responses. Then, the qualitative data is used in this study were obtained from the results of teacher interviews and observations in class.

The initial stage carried out by the researcher was analysis in the form of interviews with teachers and observations in class. Hence, the initial data were obtained in the form of analysis of student needs. In this analysis, researchers found the need for new technology-based learning media that were more interactive and fun for students. After the researchers found the problems experienced at the MA Salafiyah, the researchers did the initial design on the learning media. Such as designing media (story board), determine and collected materials, and make assessment instruments. This is done so that learning can reach the curriculum that has been designed, Taseman et al (2020) good learning is that which refers to the curriculum.

After the design stage is done, the researcher will develop the media by creating an android-based worksheet on the *Kahoot* application according to the initial design and validated. Validation obtained satisfactory percentage results, namely 96% of media experts in the “excellent” category, 78% from material experts with “good” category b. besides that, it also got a high percentage of validation results from the teacher, namely 94% in the “excellent” category for

media assessment and 92% in the “Excellent” category for material assessment. So that the media can or is feasible to be tested in class.

Next, the media is implemented in the classroom. However, previously the media was tested first using a small class with 8 students and obtained 86.8% results in the “excellent” category. Hence, the media can be tested in a real class with a total of 18 students. The results of the trial got a good response from students with a percentage of 83.8% in the “excellent” category.

In addition, researchers also saw positive responses from students who showed interest in interactive media. The media displayed makes the learning process less boring and more fun and increases students' curiosity in understanding grammar. Based on all the data that has been taken, both quantitative and qualitative data, it can be concluded that the Android-based worksheet learning media with the *Kahoot* application is feasible to be used as a learning medium. From the results that have been described and also stated by Purwani (2021) shows that there is a link between material preparation and student achievement.

CONCLUSION

Based on the previous results of research and development of learning media. This research produces a product in the form of an android-based worksheet learning media using the *Kahoot* application in fostering grammar understanding. From the validation results from both experts and teachers as well as student responses, the *Kahoot* application media as an android-based worksheet media is feasible to be used as a learning media. Learning by using technology is something that students need today, especially in this post-pandemic period. This media can increase students' learning motivation, students' curiosity, can also make the learning atmosphere more fun and not boring, especially on grammar material. Learning by this media can make students pay more attention and concentrate more hence, learning is more conducive and effective.

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