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RESEARCH ARTICLE

The Use of Kahoot to Improve Students' Grammar at SMA Insan Cendekia Syech Yusuf

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Abstract: The purpose of this study is to find out whether or not Kahoot improves students' grammar. This research used quantitative methods. The population of this study was the eleventh-grade students of SMA Insan Cendekia Syech Yusuf, using cluster random sampling technique selects 40 students as the sample of this study. To obtain the required data, it used grammar tests. Its results showed that Kahoot is effective in helping the students improve their grammar by some criteria. 1. The N-gained score of the experimental class (53.14) was higher than the N-gain score of the control class (49.26). 2. Based on the criteria for achieving learning objectives (KKTP), the percentage of students in the experimental class who obtained scores above 75 was 100%, while it was 89% in the control class. Finally, the hypothesis testing pointed out that t-test value > t-table shows that H_a is accepted and H_o is rejected and meaning that Kahoot is effective in improving students' grammar. Based on those results, it is considerable that the use of Kahoot effectively gave significant results in the grammar improvement of the students at SMA Insan Cendekia Syech Yusuf.

Keywords: Kahoot, Grammar, Students.

1. Introduction

Grammar is one of the most important things in teaching English to students. By mastering grammar, students become more communicative in speaking English. Without grammar, sentences or paragraphs that are formed tend to have irregular patterns and ambiguous meanings. Grammar teaches learners how to apply and use the English language correctly. Furthermore, good grammar mastery will improve the learners' writing and speaking comprehension. Canale-Swain and Brown (1980) both agreed that without grammatical structure, language use may easily become confusing and incomprehensible. Moreover, Nunan (2005) stated that grammar aids learners' performance in their target language. Therefore, grammar becomes an important component that must be mastered in learning.

However, in reality, most students have difficulty identifying the grammatical structures in English sentences which makes them not understand the text or sentence. Based on preliminary research conducted at SMA Insan Cendekia Syech Yusuf in October 2023, some problems appeared in answering the questions. For example, the wrong use of to be and verbs in the sentence. The result showed that the student's score was still very low. It means the student's ability in grammar is low too. The highest score was 80 and the lowest was 20. From the data obtained in the questionnaire, some students said that the low scores happened because they did not understand English. Others said that they have difficulty translating from English to Indonesian and they rarely learn grammar. To alleviate the challenges that students face when learning English, particularly concerning grammar,



teachers must establish an environment that supports grammar instruction. This will enable students to acquire and utilize the language more efficiently and quickly communicate thoughts, feelings, and information to others, as grammar will help them organize words and sentences to convey meaning best.

There are several media and techniques for teaching grammar. It can be done by using images of songs, or games. Games serve as a valuable medium for instructing students in English grammar. Utilizing games in the classroom offers numerous advantages for language teachers. One notable benefit is the heightened motivation of learners when engaged in gaming activities, fostering a more dynamic and engaging language learning experience (YolageldiLi & Arikan, 2011). McCallum (1980) emphasizes that “games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques.” (Dellos in (Yuniarti & Rakhmawati, 2021)) states that game-based learning is a tool that can help students solve problems, improve critical thinking skills and make assessments in the learning process. freely. According to Crookal (1990), games offer benefits by diminishing anxiety, fostering positive emotions, and enhancing self-confidence among learners. This positive impact arises from learners feeling free to practice the target language without fearing punishment or criticism during game-based activities.

Many games can be applied to the learning process. There are taboo games, scrabble, scattergories, Kahoot, and many others. Kahoot is an online game that can be utilized for teaching grammar. This free platform allows the creation and implementation of learning games. It is beneficial for constructing multiple-choice questions, often enhanced with embedded photos and pictures, making the learning experience more engaging and interactive. It is a simple but fun learning game application for students from all walks of life from elementary to college students. Students who use Kahoot will be shown questions on their respective Android, tablet, or computer screens, then students are given time to answer. If the response is correct or incorrect, it will be displayed on the screen automatically. For each student's answer, he will get points, including the one who answers the best points. Kahoot displays the five highest point positions with attractive animated images, while at the end of the game. Kahoot will give the display the largest three-point order. The Kahoot application will also record all student answers, and the results can be saved in Microsoft Excel. So that it can be used as input for the assessment of each meeting (Fazriyah, et.al, 2020).

The descriptive account of the background above made the researchers interested in conducting a research focusing on Kahoot in teaching Grammar at SMA Insan Cendekia Syech Yusuf. To gain the objective of this research, a research question is formulated as follows: “Does the use of Kahoot effectively improve the grammar of the students at SMA Insan Cendekia Syech Yusuf?”

2. Literature Review

2.1. Definition of Kahoots

Kahoot is a free online platform designed for creating and engaging in learning games. It enables the generation of multiple-choice questions featuring embedded images. Educators have the option to craft their own Kahoot games or explore publicly available ones. Numerous Kahoots are accessible, and they can be targeted at particular grammar proficiency levels. Additionally, trending Kahoots are available, but it's important to note that not all of them are necessarily related to language education (Brown, 2004). Kahoot is an 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, exciting, and not boring either in the classroom, office or at home (Natalia, 2019). These two definitions lead to a conclusion that Kahoot is a free online platform used for creating and participating in educational games making

students actively involved directly and presents a lively, exciting, and non-boring quiz atmosphere either in the classroom, office or at home.

2.2. The Use of Kahoots

Kahoot has become the most popular learning media for generating an active and enjoyable teaching-learning environment. The usage of Kahoot may help teachers provide creativity and innovation in learning media, as well as teach students how to use technology appropriately and correctly so that they are prepared to follow the development of technology in this era (Natalia, 2019). Teachers can also construct engaging packed quiz questions or tests to help students feel at ease and inspired to do well. Based on the information provided, Kahoot is a great tool for teachers who can use it as a medium or a quiz.

To summarize, the use of Kahoot is able to assist teachers in providing creativity and innovation in learning media, as well as teaching students how to use technology appropriately and effectively, so that they are prepared to follow the growth of technology in this era.

2.3. Features of Kahoot

Martikasari in (Nasution, 2019) stated that Kahoot offers four features that serve as tools for assessing learning progress as follows:

- a. Quiz feature: this functionality can be employed to gauge the extent of students' comprehension of the material presented by the teacher. Through this feature, teachers can create multiple-choice questions, determine which answer is most appropriate, and determine how much time is allotted to answer each question.
- b. Jumble feature: this feature can be utilized to assess students' comprehension of the material through matching exercises. Students are asked to drag the answer to the right choice.
- c. Discussion feature: this feature can be used to discuss online.
- d. Survey feature: through this feature, people/institutions/organizations can survey something.

In conclusion, Kahoot has several features that can be used in learning evaluation. But here, the researcher will only use the quiz feature which presents a multiple-choice form with four answer options. This quiz feature will be used to see students' understanding after learning grammar.

2.4. Procedure of Kahoots in Teaching and Learning Grammar

In teaching and learning English Grammar using Kahoot, the teacher will go with the following procedures:

- a. The teacher logs in at her Kahoot account at www.Kahoot.it
- b. The teacher opens the quiz page that has been made before in the library section.
- c. To start carrying out the quiz, the teacher selects the start of the quiz that will be given to students.
- d. The teacher chooses classic mode for individual quizzes.
- e. Next, there will be the password that students will enter to log in to the quiz.
- f. Students access the link www.kahoot.it
- g. Students input the password provided by the teacher.
- h. Once all students have entered Kahoot, the teacher can initiate the quiz by clicking "start" on the right side of the screen
- i. The teacher's screen contains a display of questions and answer options and the student's screen only contains answer options in the form of images with different shapes and colors.

2. 5. The Nature of Grammar



Plenty of experts have established what grammar is in the following lines:

- a. Grammar encompasses a collection of formal patterns through which words in a language are organized to convey more comprehensive meaning. (Harwel, 1985).
- b. Grammar consists of a set of rules that dictate how words are assembled, structured, and modified to convey a specific meaning. (Swan, 1980).
- c. Grammar is the process of changing and combining words to generate more comprehensive meaning. (Penny, 1988).
- d. Being proficient in grammar implies understanding how grammatical elements can be linked together to generate word chains. (Harmer, 2007).
- e. Grammar can be described as the manipulation and combination of words to generate longer units of meaning. Understanding grammar is necessary for learning any language. (Penny, 1988).
- f. Grammar is characterized as the principles governing how words alter their forms and come together to form sentences. The absence of proper grammar can lead to a certain degree of ambiguity (Thornbury, 1999).
- g. Grammar is a study of the possible forms or structures that exist in a language. (Harmer, 2001).
- h. Grammar encompasses the sound and structure of the language system (Beverly, 2000).

From these descriptions, the researcher concludes that grammar is a crucial skill that students need to know in forming a sentence. By having good grammar, the students can create correct sentences in writing and comprehend the text well.

3. Research Method and Materials

This research employed a quantitative method with a quasi-experimental research using two group pre-test post-test design. The population of the research was the eleventh-grade students of SMA Insan Cendekia Syech Yusuf using a random sampling technique by taking two classes of the eleventh grade, namely XI MIA 1 as the control group and XI MIA 2. XI MIA 2 as the experimental group and consisting of 40 students for both groups. Grammar tests in the form of multiple choices given in pre-test and post-test were utilized to measure the students' understanding of grammar. The data collected through the two tests were analyzed by calculating the students' mean score, determining students' score classification, N-Gain scores, the KKTP (criteria for achieving learning objectives) and hypothesis testing by using SPSS ver.25.

4. Results and Discussion

The results of grammar test analysis show that Kahoot is effective to improve students' grammar indicated by the mean score of pre-test and post-test, n-gain score, the frequency and percentage of the students' score classification, the criteria for achieving learning objectives (KKTP), and hypothesis testing explained more detail below.

a. *The mean scores of Pre-test and Post-test and Standard Deviation in Experimental and Control Class*

The improvement of the students' grammar using Kahoot can be seen in the result of the students' pre-test and post-test mean score for both the experimental and control classes as in the table 1.

The table 1 indicates that in pre-test, the mean score of students for the experimental class was higher (34.57) than the control class (31.47). In the post-test, the mean score of the students in the experimental class was higher (87.71) than the control class (80.73).

b. *N-Gain Scores of the Experimental class and the control class*

This research used a n-gain score to assess whether the students in the experimental class using Kahoot as a treatment performed better than the students in the control class using any conventional methods in learning grammar or not. Stated alternatively, the value is

derived by subtracting the mean score of pre-tests from the mean score of post-tests. The raw scores of the pre-test and post-tests for the experimental and control groups were examined using SPSS 25 in order to determine the n-gain value displayed in the table 2.

Table 1. Mean scores and standard deviation of experimental and control class

No.	Test	Experimental Class		Control Class	
		Mean Score	Standard Deviation	Mean Scores	Standard Deviation
1.	Pre-test	34.57	13.68	31.47	7.69
2.	Post-Test	87.71	6.29	80.73	7.24

Table 2. N-Gain scores of the experimental and the control class

No.	Test	Experimental Class			Control Class		
		Mean Score	Standard Deviation	N-Gain scores	Mean Scores	Standard Deviation	N-Gain scores
1.	Pre-test	34.57	13.68	53.14	31.47	7.69	49.26
2.	Post-Test	87.71	6.29		80.73	7.24	

It can be seen from the table 2 that the N- gain score of the students in the experimental class was 53.14 and the control class was 49.27. Compared to the control class, the experimental class' score was evidently higher. It simply means, in short, the use of Kahoot becomes a more effective way to learn grammar than the conventional way.

c. Frequency and Percentage of Students' Score Classification in the Experimental and the Control Class

The results of grammar test analysis showed that the students' grammar in the experimental class was better than the control class as shown by the classification of frequency and percentage score classification in the pre-test and post-post that can be seen in the table 3.

Table 3. The Students' Score Classification of the Pre-Test for the Experimental and Control Class

No.	Classification	Range	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very good	86 – 95	-	-	-	-
3	Good	76 – 85	-	-	-	-
4	Fairly good	66 – 75	1	4.76%	-	-
5	Fairly	56 – 65	1	4.76%	-	-
6	Poor	36-55	6	28.57%	8	42.10%
7	Very poor	Less than 35	13	61.90%	11	57.89%
Total			21	100%	19	100%

Table 3 reveals that the frequency and percentage of pre-test for the experimental class had worse results than the control class. In the experimental class, it can be seen that 1 student got a fairly good and fairly category, while no students in the control class got that score; 6 students were in the poor category and 8 students in the control class; 13 students were in the very poor category and 11 students in the control class. These findings simply figured out that the students in the experimental class needed any alternative solution as a treatment to facilitate their grammar understanding in learning English rather than the students in the control class.

Table 4. The Students' score classification of the post-test for the experimental and control class

No.	Classification	Range	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	2	9.52%	-	-
2	Very good	86 – 95	13	61.90%	6	31.57 %
3	Good	76 – 85	6	28.57%	11	58%
4	Fairly good	66 – 75	-	-	1	5.2%
5	Fairly	56 – 65	-	-	1	5.2%
6	Poor	36-55	-	-	-	-
7	Very poor	Less than 35	-	-	-	-
Total			21	100%	19	100%

After being given treatment, the rate percentage of grammar understanding of students in both classes either in the experimental class and the control class increased. However, it can be seen that the rate percentage in the experimental class using Kahoot had better results than the control class employing any conventional methods in learning grammar. The table above shows that in the experimental class, 2 students got excellent scores, and no students in the control class; 13 students got very good scores and only 6 students in the control class; 6 students got good score and 11 students in the control class; none student got for both fairly and very fairly score and 1 student for both categories in the control class. To sum up, the students in the experimental class had higher scores compared to the control one.

d. *The criteria for achieving learning objectives (KKTP) in the Experimental and the Control Class.*

Table 5. The Achieving Learning Objectives of the Experimental and the Control Class

No.	Test	Experimental Class		Control Class	
		N	P (%)	N	P (%)
1.	Pre-test	-	-	-	-
2.	Post-Test	21	100%	17	89%

The table 5 figures out that the students' grammar in the pre-test for both the experimental and control class was poor. No one of the students reached the criteria for achieving learning objectives (KKTP). Then the result of the post-test was greater than the pre-test as shown by all students in the experimental class reaching over 75% and the students in the control class reaching KKM were 89%. These findings exactly show that the use of Kahoot positively affected the students' grammar understanding in experimental class compared with the students in the control class learning grammar through any conventional ways designed by their teachers.

e. *Hypothesis Testing*

The table 6 is obviously seen that the t-test has a negative value, which is -21.642, it is because the students' mean scores of pre-tests is lower than the post-test mean scores. Next, it is known that the df value is 20 and the significance value is $0.05/2 = 0.025$. This value is used as a basic reference in finding t-table values in the distribution of t-table statistical values. So, the t-table value obtained is $= 2.086$. From the value obtained above, t-test value is $21,642 > t$ table $2,086$ meaning that H_0 is rejected and H_a is accepted. So, it can be concluded that Kahoot is effective to improve students' grammar mastery.

The use of Kahoot in learning grammar has positively impacted class XI MIA 2 of SMA Insan Cendekia Syech Yusuf Gowa. When conducting the learning process, Kahoot was positively responded to by the students in which the class atmosphere is livelier and more

relaxed, they are more active and enthusiastic in taking quizzes through Kahoot. They strictly compete with each other to get points as a leaderboard on the screen displays the names of the students gaining the highest points.

Table 6. Paired Samples T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test post-test	-53,143	11,253	2,456	-58,265	-48,021	-21,642	20	,000

In conjunction with those findings, some researchers evidently show the effectiveness of using Kahoot in improving students' grammar. Firstly, Prawira & Mukhaiyar (2020) revealed that Kahoot has a significant influence on teaching grammar. Secondly, Barus & Soedewo (2018) in their research show that Kahoot is interesting and helpful in improving the students' mastery of the material provided in each session of teaching and learning. Apart from that, this game can increase their competitiveness among their friends and increase their interest and motivation in learning English.

From the explanations above, it clearly indicates that Kahoot is effective to improve students' grammar. However, the present researchers still encountered several obstacles during their research through the use of Kahoot in improving the students' grammar understanding in English. The main problem lies on the internet network. Learning games-based Kahoot requires a good internet connection to be accessed, and sometimes the researchers found the students who have a limited voucher and some students have an unstable internet connection making it difficult to log in Kahoot website. To put this problem away is to provide any hotspot network to students and sometimes the learning process is carried out in a laboratory providing a school Wi-Fi access. Another problem comes up with controlling the implementation of Kahoot to give quizzes due to the unavailability of the students' full names on their Kahoot IDs.

5. Conclusion

Kahoot is an effective medium to improve students' grammar at SMA Insan Cendekia Syech Yusuf based on some criteria, that is (1) the mean post-test (87.71) of experimental class was higher than mean post-test (80.73) in control class, (2) the N-gain scores of experimental class (53.14) was also higher than the N-gain score in the control class (49.26), (3) the criteria for achieving learning objectives (KKTP) revealing that the percentage of the students in the experimental class reaching 75 was 100%, while in the control class who reach KKTP was 89%, and (4) hypothesis testing resulting the t-test value is higher than t-table value which means H_a is accepted and H_o is rejected.

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