Using Kahoot! In Distance Learning To Increase Engineering Students' English Skill

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Abstract

Since April 2020 The Ministry of Education stated the "Learning from Home" policy, that's why The research was conducted during the COVID-19 pandemic in the academic year of 2020-2019 starting in April 2021. Where learning is learning process have been held virtually with the support of internet and some communication and computer-based device. As a matter of fact, distance learning is not as simple as it should be. So the purpose of this research is to improve grammar skills through interactive learning media so that it is interesting and does not make students bored while following the distance learning. Therefore, the authors conducted research by knowing the use of learning media based on Kahoot as an effort to improve students' English grammar skills. The research method applied is the Classroom Action Research Method which goes through 2 cycles with the final results showing that the use of kahoot as an alternative learning media is very effective in growing up the enthusiasm of students to attend lectures so that it has an impact on improving students' English grammar skills with the finding of the average score of students with The number of 70 in the first cycle and 80 as the average value in the second cycle, these results significantly increased from the average score of 60 before the implementation of kahoot as learning media.

Keywords: Kahoot!; distance learning; engineering students; english skill;

INTRODUCTION

The Pandemic of Covid 19 has changed almost of every side of human life. We are forced to live in a new way in order to adapt to current situation. As an attempt to control the spreading of Covid-19, Indonesian government has assigned some regulation, including in the field of education. On April 2020, The Ministry of Education stated the "Learning from Home" policy, in which students are forbidden to have face to face learning activity as it was before. This policy is applied to every stage of education, from elementary to university, both formal and non-formal ones. Since then, all of activities related to learning process have been held virtually with the support of internet and some com-munication and computer-based device. As a matter of fact, distance learning is not as simple as it should be. It needs commitment from both parties, students and teachers, as well as the availability of computer device or smart phone, and internet access. Furthermore, the teacher as a designer and facilitator of class activity should be more creative in order to create the lively learning atmosphere that can enhance students' motivation to study eagerly. The traditional lecture method, one of popular method commonly used by teachers, could be less effective since it require less active participation from students. Most teachers acknowledge that it is such a challenging process that they have to face to maintain students' motivation, engagement, and concentration in a lecture, especially in higher

education with big classes with less interaction (Wang & Tahir, 2020).

In engineering program of UNINDRA, where English is a secondary subjects, the lecturers have to give more effort in order to prepare a good learning strategy that can attract students interest. An ordinary teaching method contribute to the lack of participation in distance class, especially when it comes to grammar and structure discussion, and of course it will affect the learning outcome, as some studies has shown that students who participate actively will get more understanding from what they learn then the passive one (Wang & Tahir, 2020). A more interactive and communicative way of learning must be considered in order to attract students' participation in distance class activity, hence lecturers should be innovative. It has been reported that in the need of learning innovation, the interactive digital based learning can improve 80% of students interest (Wang, 2015), it makes sense since nowadays human life is intensively associated with digital aspect. There is a quite significant change on student paradigms of learning; first, the computation system has dominate students life and effect their way of thinking where students not only gain the knowledge but also are able to understand the essence of learning (Kereluik et al, 2014). In additional, this digital era makes the students are really attached to internet and computer based devices, so teachers or lecturers should see it as an opportunity to increase students motivation and interest on learning (Bennet, 2008 ; Irwan et al, 2019)

To cope with the needs of interactive digital learning, Game based students Response (GSRS) learning can be seen as a promising alternative. GSRS are game based system where the teacher designs interactive quizzes projected as regular lecture to enable students to response to questions using on web browser on their digital devices in a game show like situation (Licorish, et al 2017). Game might be considered as an entertaining thing, but recently, it is acknowledged that game can give some benefits to students; they learn to create strategies, to handle success and failure, and get used to think critically in solving problem (Icard, 2014; Whitton, 2011; Bicen and Kocakoyun, 2017). Kahoot is a game based learning that can be used

to review students' knowledge. some studies has revealed the positive effect of the use of Kahoot as learning media to improve students response system (SRS) (Wang and Tahir, 2020) as it is more useful, fun, and engaging (Sabandar, et al, 2018). As a game, Kahoot fulfill the features needed in interactive and fun learning activites: first it is a free app that can be installed on smartphone and computer, it is also user friendly for both students and teachers. Moreover, it is designed and aimed to review and assess students' knowledge in the form of fun quiz (Sabandara, 2018). It also encourage students to compete with other students while completing task required related to the subject content. And in the end of session, it allows students to measure their rate and range on the material discussed and compare to others (Cutri et al, 2016; Cameron and Bizo, 2019).

Last but not least, Kahoot can give students specific and detail information about every questions were anwered by students quickly and accurately, includes what they have mastered or not, furthermore, Kahoot can also create the safe, competitive, engaging, and fun environment that is valuable for students learning experience (Dellos, 2015)

This research is important to do considering the lack of student's participation in the previous semester on average less than 40% of students were active in the class discussions, answered or asked the questions related to the materials. This was due to their lack of interest in online learning using the conventional methods. This has an impact on the outcome, the achievement of learning targets and the average score of students. If left unchecked, it is possible that this condition will be repeated in the second semester in this distance learning phase. So, it is very important to apply interactive learning methods that are not only attractive to students, but also able to convey materials that is well received.

Due to the urgent needs of creating a lively, interactive, and effective distance learning class, and encouraged by previous studies mentioned above, then this study is aimed to find out and provide the valid effect of Kahoot, a game based platform, as learning media in order to improve students' knowledge and skill in learning English, especially in structure and grammar.

MATERIALS AND METHODS

This study uses methods to solve problems and improve the quality of learning in the classroom through the application of the classroom action research method. Classroom action research is an attempt to improve and or improve the quality of learning in the classroom directly using different treatments, rather than just doing routine learning in the previous way (Suhardjono, 2011: 11).

The research subjects taken in this study were fifty students who came from two different classes : R.2 B and R. 2.C of industrial engineering students of Indraprasta PGRI university in the academic year of 2020-2021. While the object of research taken was the use of kahoot learning media to improve students' grammar skills. This research was conducted in April 2021. In the implementing classroom action research, researchers must carry out 4 stages in each implementation cycle, these stages consist of planning, acting, systematic observation of the results of the action taken observation, and reflecting. In its implementation, this study passed 2 cycles where the results of the reflection in each cycle will be used to plan the solution from the findings in the field to be implemented in the next cycle until it is declared successful. Each cycle has two face-to-face class meetings. At the end of the implementation of this research method, the scientific contribution of the research that the researchers has done is to provide scientific references related to problems similar to this research by using the kahoot which is proven to have a good contribution in improving students' grammatical skills when doing distance learning.

RESULT AND DISCUSSION

In fact, This research has passed 2 cycles with the explanation below:

Cycle I:
Planning.
In the early stages of cycle I, researchers who are student lecturers who act as research objects prepare teaching materials that are adjusted to the lesson plan of English for industrial engineering, namely conditional sentence types 1 and 2. Previously, at the planning stage the writer had data about student scores during the meeting before the implementation of research, this is useful as a measure of student development before and after going through a series of research cycles. In addition to student scores, researchers prepared kahoot learning media which are used as an alternative interactive learning media that aims to improve students' grammar skills when conducting distance learning, in addition to using several other learning media platforms such as zooming in the meeting application as a two-way communication media and Google form as a media to submit the students' assignments.

Acting
Meeting 1
At meeting 1 the researchers used zoom meetings to carry out the active interaction and in order to build students' curiosity and interest. Then the lecturer directs students to access Kahoot by the link address from kahoot.it. As for another way to access kahoot , the lecturer guided students to install the application by the Playstore. Beginning the activity of learning conditional sentence material type 1 and 2, the researchers explained the introduced the function, form and sentence formula presented through the kahoot by providing the kahoot access code. After all students individually can access the quiz page that the researchers provided. Researchers provided also the directions in the form of rules that must be obeyed by students. Consisting of 15 questions, students must answer within 20 seconds for each number. Until the deadline, the researcher displays the quiz participant's score.

Furthermore, the lecturer continued the delivery of conditional sentence type 1 and 2 through a zoom meeting, then gave homework related to the learning material and said that at the next meeting a quiz would be given about conditional sentences type 1 and 2 by using kahoot.
Meeting II
At the next virtual meeting in cycle 1 the lecturer opened the class by giving students quizzes about the previous material through kahoot. The researchers gave 20 numbers to see the students' understanding about the material and also to see their proficiency in using kahoot. Furthermore, the researchers asked the constraints and impressions that students felt in using kahoot.

Observation

After going through 2 meetings in the first cycle, the researchers found several obstacles in using kahoot as a learning media that could be used to improve students' grammar skills. These problems include the difficulty of students accessing kahoot because they had not prepared to install the kahoot application on their cellphones or on their laptops, bad internet connection so that many students could not complete the quiz, as for other things that students admit, students had not prepared themselves to study conditional sentence types 1 and 2, it gave the impact on choosing answers because the rules of this learning media required students to answer one number only in 20 seconds.

Reflection

At the end of two meetings in the first cycle the students were still lacking, both from learning devices such as cellphones and the internet or understanding the material conveyed through quizzes on kahoot. Student grammar mastery that was not good enough made them spend a long time answering questions through kahoot. In addition, some students still needed to adapt in answering questions so that they were not mistaken in pressing the answer options they meant. Even so, there was an increase in the scores for language tests that were obtained by students at the second meeting with an average of 70. With the lowest score of 50 and the highest score of 80. The study was continued in cycle II because the expected average score had not yet been achieved.

Cycle II:
Planning

The positive effect of using kahoot learning media had been seen but it had not reached the maximum score that the authors were targeting.

The author again planed the next material and the form of review material questions for conditional sentence type 3.

Based on the material to be delivered, the authors prepare and compile teaching materials in the form of PPT slides, explanatory videos, questions to be presented through kahoot learning media and homework for students.

Acting
Meeting 1

Meeting 1 for the implementation of the second cycle began with discussing homework for students (home work). After discussing and discussing homework, the researchers provided a review through the kahoot learning media in the first cycle with conditional sentence type 1 and 2. After the quiz was over. Immediately the researchers shared the results listed in the respondents' rankings based on their answers. After the review was given the writer also provides new material based on the lesson plan about conditional sentence type 3. Therefore, the researchers facilitated students in providing learning videos and documents regarding the explanation of conditional sentence type 3 related discussion material. After the students were asked to study the learning video, the researchers gave the opportunity to students to ask questions related to their difficulties in understanding the material. After the discussion was deemed sufficient, the writer gave some questions that were discussed in the discussion forum through the zoom meeting.

At the end of the lesson for the 1st meeting of the second cycle, the writer said that the next meeting a quiz would be held regarding the material of conditional sentence type 3 through the kahoot application.

Meeting II

Starting the second meeting in the second cycle, students were given the opportunity to first ask questions related to the quiz before the quiz (post test) was held. Some students took the opportunity to ask questions related to the correct form for conditional sentence type 3. After the student felt that the review and explanation were sufficient. The students enthusiastically carried out the quiz given through Kahoot.

Observation

At the this part, the researchers found findings in the field that at the second meeting in the second cycle, students were increasingly competent and ready to operate and follow the learning presented through kahoot. That was shown through the smooth running of the quiz without getting any significant obstacles and processing it faster. It was felt that some of the comments they made in the group before starting the quiz showed their enthusiasm as if they were go-

Table 1. Students Score of Conditional Sentence

Description Score	Score		
	Before treatment	Cycle I	Cycle II
The lowest	40	50	60
The highest	75	80	90
Average	60	70	80

ing to play games in an educational atmosphere.

Reflection

At the last part of cycle 2, the researchers obtained data that industrial engineering students were able to provide their best performance in operating the kahoot application which was chosen as an alternative learning media for conditional sentence type 3 material. an average of 80, with the lowest scores of 60 and 90 as the highest scores obtained by students. With the data above, students had been able to achieve the expected indicators, so that the cycle of application of kahoot learning media could be ended after obtaining results that had very positive developments from the beginning of the implementation until the cycle was declared to end. Table 1 shows details of the student grade before getting the treatment, the first and second cycles.

After going through all stages of classroom action research through the application of kahoot , it can be seen that the learning outcomes are maximized and show excellent development as expected. This is in accordance with previous research conducted by Fenny Eka Mustikawati (2019) with the theme "The Function of Kahoot Application as a Media for Learning Indonesian Language". In that study, obtained good results because the application was considered attractive to increase student learning motivation so that it has a positive impact on student learning outcomes.

CONCLUSION

Based on the results of the research, it can be concluded that kahoot can be used as an alternative to the use of interactive quiz learning media that is effective and fun. Through kahoot, learning became fun activity. Through kahoot features which require students to be able to answer a question in 20 seconds for each number,

it makes students interested in studying the material more deeply in order to answer questions on the quiz presented through kahoot. kahoot which is close to the daily lives of students who are familiar with technology and the internet, make students enthusiastic about carrying out this interactive quiz because it is considered not boring. In addition to the positive impacts above, quiz preparation through the kahoot application must be carried out maximally, lecturers and students must ensure internet connection and the availability of laptops and projectors to display the final results of student quiz points to create a positive and competitive atmosphere.

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