INDEX OF SPIRIT COMPETITION AS REFLECTED IN THE APPLICATION OF KAHOOT TO UNIVERSITY STUDENTS IN LEARNING GRAMMAR OF ENGLISH. STIMIK STIKOM INDONESIA

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Abstract

STMIK STIKOM Indonesia students are millennials who are very close with technology. Kahoot is a game platform in Education that is based online is one way to increase student's motivation in learning English especially grammar. This popular learning media was tested on students at the end on each meeting session. This application could not only be done in classroom learning, but in the process of live sessions in online learning or e-learning. This study used a qualitative descriptive analysis to see the index of spirit competition of Kahoot at the end of the session, which aimed to find out whether the Kahoot platform was able to increase the motivation of students to compete in learning English, and how the process of implementing the game in the classroom and in live sessions.

Keywords: *Kahoot !, Online Learning, Grammar learning, Competing, English*

Introduction

The learning process is a process that must be accompanied by learning motivation in encouraging someone to maximize their ability to absorb what is learned. A learning process will never succeed if it is not accompanied by motivation, even though the learning process is carried out for a very long time. As is the case in learning English, students have been introduced since stepping on Education in Primary

Schools, followed by Secondary and Upper Secondary Education. However, there are many students who cannot speak English at all. However, if someone is equipped with a strong motivation in learning English, then in a matter of months someone will be able to communicate in English fluently.

Grammar is a part of English which most of the learners feel that it is difficult. Marlina et al (2016) on their study found that students perception on learning English grammar needs more explicit instruction with more exposures through practices and exercises. Students were really understand that grammar would be very important in increasing their language skill especially for formal language use. On this study, most of the students felt that grammar was difficult because lake of interesting and exciting exposures. This perception had created less motivation in learning English grammar.

However, as an effort to increase student motivation in learning , psychological and practical impetus is not enough to open students' readiness to compete competitively to increase their motivation in learning especially in grammar, as well as to increase their spirit to compete with their classmates. A good competition is able to show the ability of each person in a class and be able to encourage each individual in the class to become the best person. Competition will trigger adrenaline to move faster so that it can be seen as the best. Ayu, et al 2019 on their studied found that the biggest factor which influenced the motivation of the student in learning activities was extrinsic factor which came from an interesting activity such as game. It had the higher score 85.41%. The game is actually will encourage people to be the best and compete others and show as the winner. It became also the reason of why people can be addicted by a game and can be seen how the competition will affect the motivation in all aspects. Well, in this study, the authors proposed that one of the media that can be used to encourage student motivation is to use the Kahoot! Application. Licorish et al (2017)

states that motivation is a very important thing that a person must have in learning. Pettasolong (2017) who in his research used the method of reward and punishment in increasing the spirit of competition, stated that competition in learning is very necessary in achieving maximum learning goals. Irwan et al (2019) on their experimental study found that the result of the class which used kahoot showed higher result compared with the class without using kahoot.

Kahoot! Is an online gaming platform that is very popular in the world, especially in the world of Education. Graham in the research of Barus and Soedewo (2018) stated that Kahoot is an online learning media based on unpaid questions, which is used to provide an evaluation of the lessons that have been given. This application works through the internet network, which is able to connect with many electronic devices such as smartphones or computers connected to the internet, and is connected to the PIN that will be provided by the game administrator. Ewa (2016) states that one of the free learning media-based online applications that can be accessed by all groups is the Kahoot application! This online media will provide choices to users whether as a teacher or student. Yien (2011) states that Kahoot! Is one of the learning media that is packaged in the form of games, where it is believed that the game is a very effective tool in triggering students to be more creative in the learning process.

Research on Kahoot has been carried out by Rafnis (2018) by linking the use of the Kahoot application with the interest of students in following it. In the research conducted, it was found that students were very interested in using the Kahoot application, with an interest value of 85% (very interesting). Grammar is the role of English which always show how good is a person mastering English. On the other hand, most of the learners feel that learning grammar is a problem and difficult compared with communicative learning. The English instructor should be able to put all of them to be

interesting which will make a great result not only for communicating but also the grammar. Azar (2007) argued that as English instructor he emphasized that both of these components were very important and must be implemented to the learners.

STMIK STIKOM Indonesia students are millennial generation who are literate with technology, which can be ascertained if all students have a smartphone or laptop. The increasingly sophisticated internet was also stated by Sunardi (2011) where in his research it has been proven that the role of the internet in online learning is very large. In running the Kahoot! Application, students only need to use their smartphones which are directly connected to the games which the PIN is given by their lecturers. Even though online games are very popular for the people as well as both for students and lecturers, but not all of them are familiar with this game. The observation of the researcher found that Kahoot was not very often used by lecturers or students and even they did not know this game application or play this game. With this phenomenon, Kahoot! based on online games for learning were expected to be able to be socialized and provide a positive influence on the success of students in absorbing the lecture material provided especially the grammar. Based on the above background, the purposes of the study were to know the index of spirit competition of STMIK STIKOM Indonesia students in English grammar, and how to activate and apply the Kahoot app! In the process of learning in the classroom in English study of STMIK STIKOM Indonesia students.

Method

The qualitative descriptive method was used in this study with the following stages:

a. Preparation :

    The location of the study was conducted at the STMIK STIKOM Indonesia campus located at Jalan Tukad Pakerisan no 97, South Denpasar, Bali.

b. Population and Sample.

    The population of the study was all active students of STMIK STIKOM INDONESIA in the academic year 2019-2020, with the selected sample being students with English courses II (e-learning) and English III (classroom).

c. The duration of the research was adjusted accordingly to each stage of the research activity to be carried out.

d. Data collection based on stages..

e. Furthermore, the data collected will be processed and analyzed based on the method chosen

Data Collection

Data collection was done by qualitative methods, with the following steps:

1. Observation

    Observe the spirit of competition of STMIK STIKOM INDONESIA students during the Kahoot game that was given to them.

2. Questionnaire

    Data collection was carried out by distributing questionnaires to research samples to measure the spirit of competition and obstacles in following the game, which were included:

a. Distribution of questionnaires before using the Kahoot platform to find out how much is the index of spirit of students' competition in learning grammar in the classroom.

b. The distribution of questionnaires after the used of the Kahoot platform, which aimed to find out how much the increasement of the students in the spirit of competition in the classroom.

c. Technical implementation of the Kahoot application.

The results of the questionnaires were as qualitative data which were processed by using a Likert scale. Amirin, 2011 stated that Likert Scale is a very powerful tool to measure the level of agreement and disagreement of a person towards an object.

Data Processing

The data collected was then classified based on Linguistic studies. The data processing in this study includes compiling and classifying the results of research based on techniques in data collection using a Likert scale. After that, looking for differences in the results of the distribution of questionnaires as an indicator of increasing the spirit of competition.

Data Analysis

Data analysis was conducted using descriptive qualitative method by describing the findings in the field and giving conclusions about whether the Kahoot application can help STMIK STIKOM INDONESIA students in increasing motivation to learn English.

Findings

The study was conducted on the first semester STMIK STIKOM Indonesia students by taking a sample of 4 different classes with a total of 81 students in the Informatics Engineering study program. The study was conducted with different treatments, where two classes were given a questionnaire before implementing kahoot, while the next two classes were given a questionnaire after implementing kahoot in the classroom. The questions in the questionnaire refer to the enthusiasm of students to compete to be the best in the class, in English courses. Following are the results of a group of students who have never known the Kahoot platform or played it.

The spirit of student competition before the Kahoot Platform Implementation

The observation was done before giving the questionnaire to ensure that the group of samples for this measurement were the students that had not known yet about Kahoot game and did not know how it works. It was by asking the students in the classroom weather they knew Kahoot already or not, and the questionnaire was distributed to zero person of the students who knew Kahoot already.

Questionnaire results from 34 students prior to the Kahoot platform implementation using the Likert scale were able to obtain the student competition spirit index of 73.83%, which was quite good. This means that without the stimulus to increase the enthusiasm, they are equipped with the spirit to be the best, especially in learning English courses.

The spirit of student competition after the Kahoot Platform Implementation.

The class who became the subject of the study was given the material at the first which focus on grammar discussion. At the end of the class, Kahoot game was introduced by some questions which had set based on the subject which was taught

and focus on the grammar. On this same class was continued to the next meeting by announcing in the beginning that we would have Kahoot game at the end of the session. The focus was still about grammar on different subject. The observation shown that 90 percent students were very focus and took a not on every point which was taught, as their preparation for the game. There were very exited in having the Kahoot game and had shown that they would be the best among others.

After Kahoot game had been played in the classroom, the questionnaires were given to each person with the same question as the class without knowing Kahoot game. The spirit index of students competing after being given kahoot was 79.02%, which was a very significant increase compared to students who had never participated in the Kahoot game. The index difference was 5.26% which mean by using Kahoot platform in the classroom, it will be able to increase the 5.26% strength of students' enthusiasm to compete to be the best among their classmates.

With the enthusiasm to compete, then a student will always try to be the best and visible, which will spur these students to be more focused, deeper, and more creative in exploring their thinking abilities, so that the capture of learning material will be better. Catching good material, an active and creative classroom atmosphere, will be able to be a positive influence on other students, so that the success of learning English will be better and more evenly distributed to all students.

Increased motivation to compete in learning English is very significant, which is shown from a number of questions that show high elevation. The results showed that 80% of the 10 questions given showed a very significant improvement.

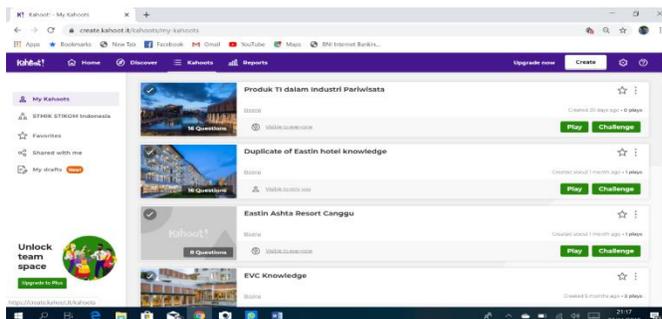**How to Activate and Apply the Kahoot Application.**

a. Open the web address *www.create.kahoot.it*, then press the SIGN UP button, for those who don't have an account.

b. Select access as Teacher (as a teacher). By selecting this access, users will be able to access quizzes related to teaching, as well as make challenges to students in doing the homework given.

c. Select the log in method you want to use. If we want to integrate a Google account or a Microsoft account, we can choose between the two choices. In this way, if the account is active on our computer, it can automatically be entered directly into the Kahoot account without passing the password. If you choose to use e-mail as the access point you want to select, you can choose to sign up with e-mail.

d. Fill in the data details for registration, and click join kahoot.

e. Log back into the account that we created. The following is a dashboard display of the kahoot account that we have created. In the dashboard display there are several menus including:

- Home. Is the initial display that contains complete information such as account information, latest information, etc.

- Discover. It is a menu that can be used to search for available quizzes made by users of kahoot, where you will see how many times the quiz has been played so far. Here we can filter based on the keywords we entered.

- Kahoots. It is a menu to display all the quizzes that the account owner has made, so that whenever we want to play the quiz that we make, we can access easily through the menu.
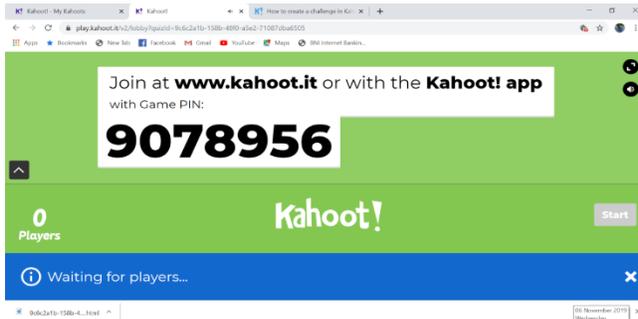
- Reports. Is a menu to display a summary of the results of the quiz that we do. This will greatly facilitate teachers to record the ability of their students, where this data will always be stored in the report menu

f. The way to make a quiz on the Kahoot application is to press the Create New button. After pressing the button, there will be an option to make a blank sheet or by using some of the templates that have been provided.

g. How to enter questions on the quiz. After selecting the template, it will be followed by inputting the question. The questions must be input themselves according to our wishes, then enter the answer choices in the column below. Maximum choice of 4, and at least 2 choices, and after that the correct answer must be chosen by pressing the check button on the correct choice. The correct answer may be chosen more than one. The time for participants to answer will also be limited to when creating questions, for example 5 seconds, 10 seconds, 15 seconds or other time frames.

h. How to play the quiz that has been made. Quiz that has been made can be played by returning to the dashboard menu, and selecting the quiz that has been made. If we already have quite a lot of quizzes, we can see them by pressing the Kahoots button.

i. Link the game with the participants. After pressing the play button, a PIN will appear to play the game. As with other online games, all players must have an internet connection. Participants must be directed to take out their mobile phones and open the kahoot.it web address in their browser. After the participant opens the web address, the participant must enter the PIN that appears on the screen.

j. Game report. In the Kahoot game, each question that is completed will indicate who is in the top five. This is usually able to encourage participants to compete in the fight for the top five, and to become number 1. In principle, the determination of the winner is the one who answers correctly and the fastest who will get the most points, so they must be able to answer as quickly as possible with the answers correct. After all questions have been completed, participants will get ranked first, second and third. The total results will be seen in the Reports menu.

Lack of Kahoot Application.

Kahoot application is a very good application that is applied to stimulate the enthusiasm of students to learn and compete in every subject they get. However, there are several obstacles and drawbacks that hamper the smooth use of Kahoot including:

a. Internet Connection

The internet is a vital tool that must be present when we start this game. The available internet must also be stable, because when a connection is lost, often the player and instructor cannot connect, so they must enter as a new player in the middle of the game. Internet connection is not only for the instructor, but must also be stable with the participants. Different providers often result in the capture of different signals, and if all use a WiFi network, the network also becomes slow because of the large number of users using it.

b. Projector Screen

Projector screens must be good, because if they are not clear, or the lighting is not good, it will affect the ability of participants to catch or interpret the problem quickly. Before running a kahoot game, it must be ensured that the screen is in a clear state so that those in front and behind get the same visuals. This will result in speed in answering.

c. Sound System

Sound system becomes an important one where with the sound will help stimulate the players to race in time. However, in some rooms sound failure often occurs where the sound can not get out of the device. This requires additional settings to activate the sound. For some lecturers who are used to this, it won't be a problem. However, for some lecturers who do not understand, will spend enough time to overcome them.

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