The Influence Of Using The Kahoot Game On Students' Motivation To Learn English

Pengaruh Penggunaan Game Kahoot Terhadap Motivasi Belajar Bahasa Inggris siswa
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ABSTRACT

The purpose of this study is to ascertain how students' motivation to learn English is affected by the Kahoot-oriented Game Based Learning paradigm. This research uses a quasi-experimental approach and is quantitative in nature. All 118 pupils in class VII at SMPI Al-Azhar 52 Bengkulu made up the study's population. Purposive sampling was the method utilized to choose the research sample. This study used 28 students from class VII D as the experimental class and 28 students from class VII C as the control group as the sample. Three tests were used to obtain the data: the pre-test, the treatment, and the post-test. analysis of the study's data using a paired sample t test to compare the pre- and post-test values. The outcomes demonstrated that $\alpha = 0.05$ and the sig value (2 tailed) of the equal variance assumption were both equal to 0.003. The alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected in light of the data analysis and testing. Thus, it can be said that students' motivation to learn English is positively impacted by utilizing the Kahoot game.

Keywords: kahoot, Game, Learning Motivation

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana model pembelajaran berbasis game berorientasi Kahoot mempengaruhi keinginan siswa untuk belajar bahasa Inggris. Penelitian kuantitatif ini menggunakan pendekatan quasi experimental. Siswa kelas VII SMPI Al-Azhar 52 di Bengkulu, total 118 siswa, adalah subjek penelitian ini. Metode purposive sampling digunakan untuk mengumpulkan sampel untuk penelitian. Siswa kelas VII D dan VII C, masing-masing 28 siswa, digunakan sebagai kelas eksperimen dan sebagai kelas kontrol dalam penelitian ini. Pre-test, treatment, dan post-test digunakan untuk mengumpulkan data. Nilai pre-test dan post-test dibandingkan dalam penelitian. Hasil penelitian menunjukkan bahwa permainan Kahoot berpengaruh positif terhadap keinginan siswa untuk belajar bahasa Inggris. Nilai sig (2 tailed) dari asumsi varian yang sama adalah.003 dan $\alpha = 0,05$. Berdasarkan analisis data dan pengujian, hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima.

Kata kunci: kahoot, Game, Motivasi Belajar

1. Introduction

Information technology has advanced extremely quickly in recent years. It is envisaged that the more sophisticated and developed science and technology would be able to positively affect the standard of instruction and the classroom experience. One way to lessen student weariness and instructor boredom throughout the learning process is to innovate in how learning is implemented. Consequently, selecting intriguing

and entertaining educational materials can motivate pupils to engage in classroom activities. Learning exercises can be completed successfully and quickly in this way.

Students must be motivated by the activities that are done as part of the teaching and learning process. Learning materials that are engaging and useful can be utilized to boost student motivation and arouse passion for completing assignments. For pupils to succeed in English classes, they must be very motivated to study. Motivation is what propels someone toward achieving their objectives. Motivation makes students feel moved to take out learning tasks. This assertion aligns with Sardiman's assertion that motivation is the overarching driving force within pupils that generates learning activities and guarantees their continuation in order to meet the learning subject's objectives. (Sudirman, 2011) Both internal and external influences might have an impact on students' motivation to learn. Drive, the urge to learn, aspirations, and the desire to succeed are examples of intrinsic factors. The extrinsic variables include awards, a favorable environment and exciting teaching and learning activities include using learning media. (Uno, (2007) These elements lead the author to believe that studying learning media—one of the elements influencing students' motivation to learn—is worth investigating. The motivation of students to learn can be raised by using educational media. This is predicated on the claim made by Hamalik and Azhar Arsyad that incorporating learning media into the process of teaching and learning can spark curiosity and desire. novel, inspire and stimulate learning activities, and have an impact on students' psychological well-being. (Arsyad (2011) Without a foundation in the use of suitable media sources during the teaching and learning process, effective learning cannot take place. Therefore, using relevant and useful media sources during English language instruction is essential to raising student motivation for learning and overcoming their levels of boredom.

One educational tool that can raise students' motivation to learn is Kahoot media. Simple yet entertaining, Kahoot can be used for a variety of learning and training objectives. It can be used as a tool for assessments, to give homework at home, or simply to keep students entertained while they are studying. You can use Kahoot for any subject, including learning English. A different option among the many interactive learning media available is Kahoot, which emphasizes a competitive, active learning style that involves students and their peers actively participating in the material being studied or previously studied. This makes learning enjoyable and engaging for both teachers and students. (Ahmad, 2007) Improving pupils' comprehension of English vocabulary they might come across in everyday life is one of the objectives of teaching English. As a matter of fact, pupils frequently struggle with word learning. Because students who enjoy learning are better equipped to understand the material and find studying to be more enjoyable, teachers should focus more on encouraging students' enthusiasm for learning. Teachers are required to use their creativity in the classroom to accomplish this challenging task by utilizing the many instructional tools that are already a part of their surroundings. The usage of games with the Kahoot app is one of these tools. The Kahoot app was selected by the author since it may support and motivate a lot of youngsters to continue with their studies and interests. Students may have fun, be inspired to study, and decompress during class with the Kahoot game.

The purpose of the study, The influence of using the Kahoot game on student's motivation to learn English at The SMPI Al-Azhar 52 Bengkulu, is to determine whether or not the Kahoot game application may boost students' motivation to learn the language. The study is based on the background information mentioned above.

A. Kahoot Learning Media

ssThe media serves as a venue or a means of information transfer since it introduces the sender and recipient of the message. (Source: Riyana (2013) When we talk about media, we're talking about the external resources and tools that make up a learning system. In its broadest sense, media refers to the use of learning materials and component systems to accomplish certain learning objectives. (Miftah, 2013) Among these online learning resources is Kahoot, which offers engaging games and quizzes. Another tool for teaching and learning activities is Kahoot, which may also be thought of as media interactive learning. It can be used for pre-tests, post-tests, practice questions, material reinforcement, remediation, enrichment, and other purposes. A prerequisite for creating a Kahoot is possessing an email address, a Google account, or a Microsoft account. (2019, Sumarso) Students must input their registration name and the code that displays on the screen. Students will receive points for correctly answered questions and fastest answers once the Kahoot game begins. Ismail (2017).

B. Motivation to Learn

Chaer (2009: 251) cites Gardner and Lambert (1972: 3) as saying that motivation for learning a second language serves two purposes: an integrative purpose and an instrumental purpose. When motivation drives someone to acquire a language out of a desire to interact with speakers of that language or join that community, that language has an integrative function. In the meantime, motivation serves an instrumental purpose when it stimulates a person's desire to acquire a second language for practical reasons, such as a desire for employment or to advance socially. Gardner's theory, which examines motivation from two categories—integrative motivation and instrumental motivation—has long dominated research on motivation in the context of second language acquisition. Students must have a good attitude toward speakers of the target language and its culture in order to be motivated in an integrated way. Regarding instrumental motivation, this refers to the learner's belief that acquiring the target language is necessary in order to achieve any significant life goals, such securing a decent career or an education that will secure his future.

One of the key conclusions from Gardner's study (1972: 132) is the significant impact of integrative motivation on language learning. An individual's level of proficiency in a foreign language increases with their integrative motivation level. Additionally, compared to kids who are motivated instrumentally, those who possess integrative motivation exhibit superior language proficiency. Integratively motivated students frequently exhibit favorable attitudes and helpful behavior. They typically participate more actively in class, are more animated, enjoy working hard, are persistent, and won't give up.

Making an effort to learn the foreign language. Conversely, pupils who are instrumentally motivated have traits that are counterproductive to language learning. Instead than seeing foreign languages as a way to learn more about the cultures of other countries, they see them as merely utilitarian tools (like getting a decent job). As a result, they often learn to fade. Their lack of motivation to keep improving oneself causes their language proficiency to become severely restricted and exhibits traits common to pidgin languages.

C. English as a Foreign Language

English as a foreign language denotes that it is only utilized and taught as a medium of instruction in formal and informal educational institutions. It also does not function as the primary language of a nation and is not utilized in daily social interactions or as a language of everyday life (Tomlinson, 2005). This demonstrates that English is solely studied theoretically

and for information. Naturally, this goes against the idea of language learning, which entails mastering the four language abilities of speaking, listening, reading, and writing. Every student studying a foreign language needs to have a method that stresses habituation and the capacity to utilize the language in speaking, reading, writing, and listening.

2. Methodology

The purpose of this experimental, quantitative study is to determine the level of student motivation at SMPI Al-Azhar 52 Bengkulu to learn English through the use of Kahoot medium for content delivery. Experimentation is a highly controlled method or variables that can be manipulated by students to affect their behavior. Finding data in the form of numbers to assess information about what you want to know is the process of conducting quantitative research. A pretest-posttest design with one group is used in this study. Therefore, in quantitative research, a percentage calculation of the questionnaire distribution can be obtained using an experimental strategy and a variety of data processing techniques. Students at SMPI Al-Azhar 52 Bengkulu were utilized as study subjects after tests utilizing Kahoot media were completed. There were 30 questions and 5 possible answers. There are five scores: one for Selalu (SL), two for Sering (S), three for Kadang-Kadang (KK), four for Jarang (J), and five for Tidak Pernah (TP). Additionally, quantitative methodologies were used in the conduct of this study. by giving class VII pupils at SMPI Al-Azhar 52 Bengkulu questionnaires.

The tests for normality, homogeneity, paired samples, independent samples, and N-gains are applied to the data. The purpose of this is to determine whether the Kahoot game affects students' motivation to study English.

3. Result and Discussion

The use of Kahoot games as an independent variable and motivation to learn English as a dependent variable were employed in this study. Two groups—the experimental group and the control group—were used in this experiment. While the control group employed the standard procedure, the experimental group employed the Kahoot game. The pre-test was given to the experimental and control groups alike. The difference between pre- and post-test scores establishes the criterion for determining if leading questions might boost students' enthusiasm to learn English. Before researchers evaluate data using the independent sample t test, researchers must analyze distributed normality and homogeneity.

Among these online learning resources is Kahoot, which offers engaging games and quizzes. Another tool for teaching and learning activities is Kahoot, which may also be thought of as media interactive learning. It can be used for practice questions, pre- and post-tests, topic reinforcement, remediation, enrichment, and other purposes. A prerequisite for creating a Kahoot is possessing an email address, a Google account, or a Microsoft account.

Based on the results of testing the research data that has been carried out, it can be concluded that there is a significant influence on the use of the Kahoot game on the learning motivation of class VII English students at Al-Azhar 52 Bengkulu, the basis for decision making is taken from the results of the Paired Sample T-test which shows a significant difference between the pre test and post test or before the treatment and after the treatment, where the value of the paried test results for the pre test sample in the control class was 76.39, while the value in the experimental class was 80.75, The experimental class, or class that received treatment, considerably increased with a score of 93.36, while the control class, which did not receive treatment, had a post test value of 78.87. Accordingly, the results of the independent sample test indicate a value (two-taileld significance) of 0.003, less than 0.05, indicating a

significant difference between the experimental class and the control class, or between the treatment-received class and the non-treated class.

The findings of this study also support those of a number of related earlier studies, including one by Aulia Karima and Dudung Hamdun, which demonstrated a significant difference in the motivation of the experimental class versus the control group to learn Arabic. The significant result of 0.018 < 0.05 in the t test indicates this. The average post-test result for the experimental class was greater than that of the control class (98.735 > 92.363).

Apart from that, research conducted by Maya Kartika and Ripho Perkasa also claimed that there was a difference in learning outcomes of 82.43 for experimental class, and 66.98 for the control class. The utilization of Kahoot game media appears to have a favorable impact, according to research findings. This is demonstrated by the fact that the obtained R^2 is only equal to 0.21%, meaning that other factors have an influence on the remaining 99.79%.

4. Conclusion

Based on the testing of the research data, it can be concluded that the use of the Kahoot game has a significant impact on the learning motivation of English students in class VII at SMPI Al-Azhar 52 Bengkulu. The Paired Sample T-test results, which demonstrate a significant difference between the pre- and post-test or before and after the treatment, are used as the basis for decision-making. In the control class, the value of the Paired test results for the pre-test sample was 76.39, The experimental class's value was 80.75, while the control class's post-test score, which did not receive treatment, was 78.87. The experimental class, or class that received therapy, had a considerable increase in score, coming in at 93.36. Accordingly, the results of the independent sample test demonstrate a value (2-tailed significance) of 0.003, less than 0.05, indicating a significant difference between the experimental class and the control class, or between the treatment-received class and the non-treated class.

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