CHAPTER I

INTRODUCTION

This chapter presents introduction of Background of the Research, Formulation of Research Problem, Objective of the Research, Research Hypothesis, Significance of the Research, Scope and Limitation of The Research, and Definition of Key Terms.

A. Background of The Study

English is an international language that is used all over the world. In every part of life use English to communicate the aims and objectives they will express. To communicate good goals, good values are also needed. Good grades can be achieved with good habits, which can be built from learning English from a young age(Aidoune et al., 2022). English consists of four skills: reading, listening, writing and speaking. These four basic skills are prerequisites for learning English. However, there are other skills required to learn English. Another important English skill that needs to be acquired is grammar. The systematic rules for using words and phrases in English are known as grammar. Various components of language learning such as word meanings, sentence structures, forms, and sounds are included in the grammar structure, which is an important component in the process of learning English.

One of the most important things in teaching English to students is mastering grammar. By mastering grammar, students become easier to understand English. According to Harmer (2001), grammar refers to how words in a language can be combined and turned into sentences. The term

"grammar" refers to the way language is organized, which includes the way words and other linguistic components combine to form sentences (Mandasari & Wahyudin, 2021). Grammar is a problem for both students and teachers in EFL learning. According to Rao (2019), teaching English as a foreign language relies heavily on grammar. Therefore, learners must have the grammar skills necessary to effectively organize their words and messages so that they can communicate with meaning. A strong grasp of grammar helps create sentences with the right words. Grammar is essential to guarantee that sentences are precise and accepted. More than just facts, the study of grammar helps students master the four basic language skills: reading, writing, speaking and listening.

Grammar can help speakers and listeners in their conversations. Grammar serves as a model for native speakers' linguistic abilities, allowing them to communicate fluently (Sapan et al., 2016). In this case, native speakers' grammatical ability is reflected in the language they use, which reflects the conventions held by speakers in their community. Learning English especially in listening skills requires a special way to build listening skills effectively. To better understand in learning grammar, special ways are needed to improve grammar understanding effectively. Kamp and Dayton (1985:28) state that learning media must fulfil three main functions, namely motivation or interest in action, presenting information and giving instructions. That is, the media can be said to be effective if it can attract the attention of students related to the material that will be delivered by the teacher. The use of learning media that is fun and not boring helps students in understanding the material(Marsa et al., 2021). To improve students' experience in learning, especially in

grammar mastery, teachers are required to be more active and creative. Currently, technology is important in society, especially in the learning process. Meanwhile, based on the experience of researcher during their internship at MTs Darul Falah Bendiljati Kulon which was held from September to November 2023, students face the following difficulties. Most students still find it difficult to understand grammar when the learning process is done by listening. Students were less interested in learning English grammar because they faced several problems. Lack of practice in honing the material they have learned, not memorizing basic vocabulary, and facing difficulties in pronouncing and translating English words. According to Hwang and Wu (2014), the mobile technology learning approach has great potential in increasing student achievement, motivation and interest in learning. There are different ways to teach grammar. That is by doing it with pictures, music, or video games. Games are useful for teaching students' English grammar. Using games in the classroom has many benefits for language teachers. Increased student motivation to participate in game activities is one important benefit. In addition, the language learning experience becomes more interesting and dynamic (Yolageldi Li & Arikan, 2011). One of the learning media is Kahoot Games.

Kahoot is a learning application that is used to integrate learning evaluation with interactive games. Kahoot also has a feature to view student learning activities (Correia & Santos, 2017). Kahoot emphasizes a learning style that involves the relationship between students' active roles and their peers in a competitive way towards the learning that is being or has been

studied. Kahoot is a student response system in the form of a game-based digital game that can be used to interact through competitive knowledge games using infrastructure between teachers and students. Kahoot application allows teachers to carry out the teaching and learning process easily. It cannot be denied that the role of technology is currently needed, especially in the teaching and learning process. The role of technology as an attractive learning media for students and the utilization of learning applications to facilitate teachers in delivering learning materials. This can create an interesting teaching and learning process and not cause boredom for students (M Hasymi Hamdani, 2021).

Budiati (2017) pointed out that the study of Kahoot, designed as a combination of the use of ICT in education and games, is very applicable in English classes to improve student learning. After using Kahoot in the learning process, students are very interested in joining the class, they are more eager to come to class, they are more interested in the world of English, and they are interested in learning more about what they have learned and can convey to others what they have learned using Kahoot in the classroom. Sururoh (2020) defines Kahoot as a software application that provides education-based online gaming services. The Kahoot application has several game models that students can play, including quizzes, discussions, and polls. The Kahoot application also provides multiple choice questions with limited time, so students compete to answer quickly and accurately. If students are able to answer the questions quickly and accurately, they will get the highest score and

their ranking will be announced at the end of the game. Kahoot is a simple yet fun game that can be accessed for free.

There are some previous study states that using Kahoot Games is an effective medium and can improve students' English skills effectively. The first is from Amini Luthfi Dimyati (2022) in his research "Kahoot in Teaching English Vocabulary for Junior High School" states that Kahoot can improve students' English vocabulary and students are more interested in learning English. Students who were taught by using Kahoot had a better average score than before. This shows that the results of implementing Kahoot for English vocabulary subjects are very helpful and effective. In addition, it is easier for teachers to provide material to students by using this learning media.

The second research comes from Shella Septina Marsa et al (2021) entitled "The Effect of Kahoot! Game to Teaching Reading Comprehension Achievement" states that the use of Kahoot games in teaching reading comprehension has a very high impact on engagement, perception, and motivation. Also, there is any significant difference between students who are taught by using Kahoot! Game and students who are taught by using a conventional game in reading comprehension achievement at the fourth-semester students of English Education Program of STKIP Nurul Huda Sukaraja.

Another study came from Hadijah et al (2020) with the title "Interactive game "Kahoot!" as a medium for student vocabulary assessment" stated that Kahoot! is more practical for vocabulary tests and can attract students' attention to take the test and be more active in class. However, this

study also found some negative sides of using Kahoot! first, students become less confident with the scores they get, especially when they get lower scores than other students because their scores are displayed on the leaderboard in the Kahoot! application; second, some students have less knowledge in using the application; and lastly, limited time.

The fourth research from Enden Ratnasari and friends (2019) entitled "Kahoot Application as Technology In Teaching Reading Comprehension" states that the use of kahoot application is effective in teaching reading comprehension of narrative text. This conclusion is supported by the average post-test score in the experimental class which reached 61.47 while the control class was 56.42. Therefore, the statistical results show that 2.17 > 2.02 = T-count> T-table which proves that the Alternative Hypothesis (Ha) is accepted. This means that kahoot application is effective in teaching reading.

The fifth research from M. Hasymi Hamdani and friends (2021) entitled "The Effect of Using Kahoot Application to Teach Grammar Eighth Grade Students in Junior High School" stated that the use of the Kahoot application can have a significant effect for teaching grammar of the eighth grade students, this is indicated by the results of pre-test and post-test conducted on eighth graders in learning the simple past tense at SMP Muhammadiyah 9 Boarding School Tanggulangin in the 2020/2021 academic year. Students are more enthusiastic and easier to understand grammar learning materials by using the Kahoot application.

Based on the previous research above. It can be concluded that Kahoot games have an influence on students' English learning. Therefore, the

researcher feels interested in examining whether Kahoot Games can be effective when used on students' grammar mastery. Since many of the previous studies focused on reading, grammar, and vocabulary. Therefore, it is interested to examine the use of kahoot in other English skills, namely in grammar mastery on listening. However, researcher here will focus more on examining the use of Kahoot Games on students' grammar mastery. With this in mind, the title of this research is "THE EFFECTIVENESS OF USING KAHOOT GAMES TOWARDS STUDENTS' GRAMMAR MASTERY AT THE EIGHT GRADES OF MTs DARUL FALAH BENDILJATI KULON, SUMBERGEMPOL".

B. Research Problem

Based on the research background, the researcher formulated the research problem, "Is there any significant different scores of the eight grade students' grammar mastery taught by using Kahoot Games and those who are not taught using Kahoot Games of MTs. Darul Falah Sumbergempol?"

C. Objective of the Research

Based on research problems, the main objective of this study was, "To know there is any significant different in scores of the eight grade students' grammar mastery taught by using Kahoot Games and those who are not taught using Kahoot games of MTs. Darul Falah Sumbergempol."

D. Research Hypothesis

The hypothesis of the study was prepared as a tentative answer for the research problem stated previously. In this case, the alternative hypothesis (H_a) and null hypothesis (H_0) as read follow:

(H₀) : There is no significant different score between the students taught using Kahoot Games and without taught using Kahoot Games on Students' grammar mastery at the eighth grades of MTs. Darul Falah Sumbergempol.

(Hₐ) : There is no significant different score between the students taught using Kahoot Games and without taught using Kahoot Games on Students' grammar matery at the eighth grades of MTs. Darul Falah Sumbergempol.

E. **Significance of The Research**

The significance of this study is being able to demonstrate and provide information about the application of the Kahoot Games in improving students' grammar mastery texts as follows:

1. English Learner

   English for beginners or for people who are just learning English, think it is very difficult. Therefore, for English learners, it is expected that they will agree with using Kahoot Games to improve their grammar mastery.

2. English Teacher

   All teachers must have their own way or method to teach in the classroom. Especially when teaching one of the subjects that are rarely sought after by students to learn English. With the use of Kahoot Games to increase the grammar mastery of students so that teachers can use these methods to teach a fun and students can enjoy learning.

3. Other Researcher

The writer suggests that the results of this research can be used as a reference for future research.

F. **Scope and Limitation of The**

The scopes of the study were limited to investigate several things. The researcher only focused on the case that researcher wanted to investigate in this study. It was limited on the use Kahoot games for students' grammar mastery. Then, the limitation of this study is specifically observing the second-grade students at MTs. Darul Falah Bendiljati Kulon, Sumbergempol.

G. **Definition of Key Terms**

In order to prevent the misunderstanding of readers when reading this research which is entitled "The Effectiveness of Using Kahoot Games Towards Students Grammar Mastery at the EighT Grade of MTs Darul Falah Bendiljati Kulon, Sumbergempol", so the researcher must explain the following key terms:

1. Kahoot Games

Kahoot is an online page that provides educational features and can be used as a medium in the learning proces. This application can present various quizzes equipped with various colours, where students can choose one of these colours to find the correct answer, besides that we can also add pictures and videos in it.

2. Grammar

Grammar is the structure of sentence construction. By using the correct structure, a sentence will be perfect. In this study, grammar is used

to understand the material studied in Degree of Comparison by using Kahoot Games.