

CHAPTER I

INTRODUCTION

A. Background of the Study

In daily life, technology cannot separate the generation of students born within the digital era like using the internet to chat, open social media, and other multimedia; thus, there is hope to use technology in their academic life. The teacher can use technology to support the learning process, make students more passionate, and make learning activities attractive. For the teacher, mastery and knowledge of technology can support students' thinking processes. Therefore, teachers are required to use digital-based learning media to improve student achievement by utilizing multimedia-based learning media from audio and video.

The Department of National Education (Departemen Pendidikan Nasional, 2016) states that the goal of learning English in junior high school in Indonesia is to help students realize their potential so they can become competent communicators in interpersonal, transactional, and functional texts. Considering the English language teaching in eighth-grade students of SMPN 8 Kota Serang following the basic competence of curriculum 2013. Depending on the context of its use, the teacher expects students to be able to utilize the text structures and linguistic components of written transactional interaction texts that require the act of getting information about activities or events that are carried out regularly or that are general truth. (Note the simple present tense's grammatical features).

Before writing this paper, the researcher interviewed one of the eighth-grade English teachers who chose the subject in this research: "Simple Present Tense," because it is the syllabus material for the eighth grade. The interview guide was designed carefully with a focus on two questions for the key informant (The English Teacher). The first question is how about students' understanding in the simple present tense for the eighth-grade students of SMPN 8 Kota Serang. The English teacher said that many students were not interested in studying the Simple Present Tense, especially when online classes are being held like today because of government regulation, the researcher found that students felt bored and ignored the lesson. The teacher also mentioned that with the current schedule of one subject per week, what always happens to students in his class is that they quickly forget the subjects discussed at the meeting the previous week, proving that their memory to get used to answering questions easily does not run smoothly.

The students have different absorption capacities in receiving explanations from teachers and students still have difficulties solving problems. In addition to the learning model applied to the conventional learning model, the teacher is still the only source of learning and has not used innovative learning models. The teaching materials used are still in the books, textbooks, and other supports. The teacher is a resource, and students are without more attention than the teacher. Textbooks are still in the form of books that do not facilitate the learning process. The second question is about *Kahoot!* application. From the interview, the English teacher revealed that it had been a long time since the

teacher wanted to carry out learning with the application, but due to being hindered by the pandemic and online learning for a long time, until now the teacher has not had time to carry out learning activities using the application.

Based on the result of the English teacher interview, the researcher is interested in using *Kahoot!* application in teaching simple present tense. To make learning more enjoyable, learning media must also be interactive, prioritizing participation, communication, and interaction among students. Game is one of the learning features to help with this, especially that encourage learning motivation through challenges, fantasy, and curiosity. One of which can perform interactively on the network that uses *Kahoot!* for learning. Because the researcher previously attended a school in a suburban area and because the teacher informed the researcher that the school had never conducted experiments using *Kahoot!* application, the researcher chose the school because in general, schools in urban areas use the MS Teams application. However, the researcher wants to look at the use of *Kahoot!* application as a way of updating existing research in the department in the form of experimental use of the application.

Known as *Kahoot!*, this quiz application has two separate website addresses: <https://kahoot.com> for teachers and <https://kahoot.it> for students. Accessing and using every feature of *Kahoot!* is free. Umar Said and Ahmad Syafii state that "The advantages of *Kahoot!* are: 1. Do assignments and learning be enjoyable and stimulating for students, 2. Increase the number of finished assignments, 3. Strengthen understanding as well as encourage correction, 4.

Minimize effort in task correction, and 5. Get a quick assessment of the student's education."¹ Because the researcher previously attended a school in a suburban area and because the teacher informed the researcher that the school had never conducted experiments using *Kahoot!* application, the researcher chose the school because in general, schools in urban areas use the MS Teams application. However, the researcher wants to look at the use of *Kahoot!* app as a way of updating existing research in the department in the form of experimental use of the application. Students need a personal device or smartphone to connect to *Kahoot!* application and it will be very effective if it is supervised by the teacher. There are indeed exceptions from schools if the teacher requires students to bring smartphones on the condition that their use is supervised by the teacher concerned or only during the teacher's lesson, and if it is not in the lesson they are not allowed to use smartphones. *Kahoot!* application can use audiovisual or graphic learning methods and it is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction. The platform is widely used as formative assessment tools to promote student learning.

Studies have demonstrated the benefits of game-based learning over traditional methods. Rika Pratiwi, Endang Susilawati, and Wardah in their study

¹ Umar Said, Abdullah Fathan, and Ahmad Syafii, "Kahoot As the Media Platform for Learn English," no. 1 May (2018): 2503–4405.

argue that using *Kahoot!* application as media for teaching by presenting pictures in every question of *Kahoot!* application, through placing a time limit to encourage students' involvement, and by using music in *Kahoot!* application to develop a positive attitude in the classroom, it can be an effective media of study to confirm difficulties in the simple present tense in the verb (to be) and verb (-s, -es) of the third person singular and had been cleared up which use *Kahoot!* application as media for teaching with significant improvement based on the result of pre-test and post-test. The findings showed that the student's enthusiasm for studying the simple present tense has grown. The student-teachers very actively learnt the concepts and participated in the quiz because the game was so competitive. The student-teachers were very enthusiastic and curious to see their scores and their names in the first five scorer's list. This healthy competition encouraged them to learn the concepts with understanding and this application will surely help the language teachers to evaluate their students in a new and a better way which will motivate the student's to learn with involvement.

In brief, based on the previous study and the findings in the interview, the researcher has a firm belief that with the use of this application, as well as several sources have proven that the use of this application is very interesting for students, they are not easily bored and can be trained in answering questions in a different atmosphere. During the learning process, the environment, both sources, and methods used by teachers and students can affect learning outcomes.

Therefore, the researcher is interested in "**Using *Kahoot!* Application in Teaching Simple Present Tense (A Pre-Experimental Research at Eight-grade students of SMPN 8 Kota Serang)**".

B. Problem Identifications

In consideration of the research's context, the researcher determines the problem as being regards:

1. Lack of understanding simple present tense.
2. There is still a lack of internet-based learning media in schools.
3. The students have different absorption capacities in receiving explanations from teachers and students still have difficulties solving problems. In addition to the learning model applied to the conventional learning model, the teacher is still the only source of learning and has not used innovative learning models.
4. Some students were felt bored, ignored the lesson, quickly forget, and not interested in learning English lesson.

C. Limitation of the Problem

Many factors can support the teaching and learning process; thus, it is necessary to define the problem boundaries so that they are not too broad, can be studied in-depth, and solutions can be sought, the research is limited to the following problems:

1. *Kahoot!* is the learning tool used in the teaching process.
2. The lesson in this research is the Simple Present Tense.
3. The subjects used in this research are students of eighth-grade SMPN 8 Kota Serang.

D. The Statement of Problem

The problems are listed below in considering the above problem limitations:

1. How is the student's ability in understanding making the simple present tense before giving treatment?
2. How is the implementation of *Kahoot!* for teaching the simple present tense?
3. How is the effectiveness of using *Kahoot!* in teaching simple present tense?

E. The Objective of the Study

The researcher's aims are outlined below are dependent on the problem statement above:

1. To measure students' ability with the simple present tense.
2. To examine how practical *Kahoot!* is for teaching the simple present tense.
3. To examine *Kahoot!*'s efficacy in teaching students about the simple present tense.

F. Significance of the Study

There are two significant of this study, namely: theoretical significance and practical significance.

On the one hand, theoretically this study wants to prove whether *Kahoot!* application has significant effect in teaching simple present tense. Besides, this study can also contribute to the existing knowledge of research on English education and offer a useful source for future research into the use of *Kahoot!* application to teach simple present tense to EFL at junior high school level.

On the other hand, practically for teacher this study provide innovation to the classroom teacher in choosing learning media that may be used to improve student achievement in teaching and learning activities and it may also be used as real evidences in order to improve the quality of teaching and learning processes by selecting effective instructional and attractive learning method that in accordance to learning outcomes. For other researchers, however, this study reveals several factors or variables that may affect in teaching simple present tense.