

## IMPROVING STUDENT’S LEARNING OUTCOMES USING KAHOOT IN CLASS VII

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**Abstract:** Researchers as students as well as teachers in English subjects at Ar Rahman Bondowoso Middle School found the fact that the current English learning outcomes in class VII with a total of 8 students only 37.5% have basic abilities as expected in the Learning Objectives Achievement Criteria. This shows that the abilities obtained by students are still below the standard criteria set by the school. Researchers seek to improve learning by carrying out Classroom Action Research (CAR). The purpose of this research is to improve the English learning outcomes of students in Class VII Ar Rahman Middle School by using the Kahoot application. The results achieved in the improvement of Cycle 1 learning were still low at 62.4% but there were two students who improved from basic abilities to become proficient in English. There was an increase in the criteria for students who were proficient in English by 12%. The results of improving learning reached 87.5%. This means that student learning outcomes increase significantly.

**Keywords:** Kahoot, Learning Outcomes, Learning media

**Abstrak:** Peneliti sebagai mahasiswa sekaligus guru pada mata pelajaran Bahasa Inggris di SMP Ar. Rahman Bondowoso menjumpai kenyataan bahwa hasil belajar Bahasa Inggris saat ini pada kelas VII dengan jumlah 8 siswa hanya 37,5% yang memiliki kemampuan dasar sesuai harapan pada Kriteria Ketercapaian Tujuan Pembelajaran. Hal ini menunjukkan bahwa kemampuan yang diperoleh siswa masih di bawah standar kriteria yang sudah ditentukan sekolah. Peneliti berusaha untuk memperbaiki pembelajaran dengan melaksanakan Penelitian Tindakan Kelas (PTK). Tujuan penelitian ini adalah untuk meningkatkan hasil belajar Bahasa Inggris siswa di Kelas VII SMP Ar Rahman dengan menggunakan aplikasi Kahoot. Hasil yang dicapai pada perbaikan pembelajaran Siklus 1 masih rendah yaitu 62,4% namun ada dua orang siswa dari kemampuan dasar meningkat menjadi cakap berbahasa Inggris. Terjadi peningkatan kriteria siswa cakap berbahasa Inggris sebesar 12%. Hasil perbaikan pembelajaran pada siklus sudah mencapai 87,5%. Hal ini berarti bahwa hasil belajar siswa meningkat secara signifikan.

**Kata kunci:** Kahoot, Hasil Belajar, Media Pembelajaran

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## INTRODUCTION

Technological developments are currently growing rapidly and greatly affect people's lives. In this digital era, people use electronic devices, especially computers and smartphones in their daily activities. Not only adults, children are also required to be able to take advantage of technological sophistication in their learning activities. In the world of education students and teachers must be able to adapt to technological developments. By adapting to the use of all-digital learning media, learning will take place in a fun way. This can also be realized by using kahoot media for classroom learning.

In general, it is known that games are fun and motivational. Some literature reveals that learning that is a game approach that involves the participation of students in digital technology, shows a greater desire to continue the next learning process compared to conventional learning. Game education (educational game) is a game that is used in the learning process and in the game contains educational elements or educational values

The Kahoot application can make it easier for English teachers to evaluate student learning outcomes in the subject of Present Tense. Kahoot is an alternative choice of various kinds of interactive learning media which makes the learning process fun and not boring for both students and teachers because the Kahoot application emphasizes learning styles that involve an active role relationship between students' participation and their peers in a competitive manner. what they are learning or have learned.

With the above background, the researchers conducted research to improve the learning outcomes of class VII students of SMP Ar-rahman Bondowoso using kahoot as a learning media. Arsyad (2016:3) say that learning media is human, material, or an event that builds conditions and can create participants students are able to acquire knowledge, skills or attitude. Learning outcomes according to Amir & Risnawati (2015: 5-6) are abilities obtained by children after going through learning activities. Temporary according to Lindgren (in Suprijono 2015: 7) "learning outcomes include skills, information, understanding and attitude. For this research, we use Kahoot as a learning media. According to (Harlina, et al., 2017: 627) Kahoot is an alternative choice of various kinds of interactive learning media that can make the learning process fun and not boring for students and for teachers. Quoting from the Official Kahoot Website (2017), "Kahoot is played in a group setting, for example a classroom. Players answer questions from their own devices, while a kahoot game is shown on the screen together as a unified lesson. The advantages of Kahoot as a learning medium are that the class atmosphere can be more fun, Children are trained to use technology as a medium for learning, Children are trained in their motor skills in operating Kahoot. Weaknesses of the Kahoot application are that not all teachers are updated with technology, school facilities are inadequate, children are easily tricked into opening up other things. Limited meeting hours in class, Not all teachers have time to arrange a lesson plan with Kahoot.

## METHODS

The research was conducted at Ar- Rahman Baondowoso Middle School, the research subjects were Class VII students of Ar-Rahman Bondowoso Middle School semester II for the 2022/2023 Academic Year, with a total of 8 students consisting of 4

boys and 4 girls, with an average age of 13-14 year.

This study uses the design of implementing improvement learning which consists of two cycles, each cycle consisting of four stages. The research model used is using the method proposed by Kemmis and Taggart. The Kemmis and Taggart designs can cover a number of cycles, each consisting of four stages, namely Planning, Action, Observing, and Reflection. The researcher carried out these 4 stages repeatedly until the purpose of this Class Action Research (CAR) was successful by obtaining an increase in class students' English learning outcomes.

The research uses qualitative data and quantitative data.. The researcher conducted an analysis of the test results of class VII students at SMP Ar Rahman by calculating the achievement of learning objectives both individually and classically. In this study, students who have achieved the learning objectives achievement criteria are if the number of classical students who have achieved the learning achievement criteria is 85% of the total number of students.

While qualitative data is information about objects or subjects that cannot be counted with numbers, but can be seen or felt. This data is usually collected through text, images, audio, and video. This study aims to improve the learning outcomes of class VII students at SMP Ar Rahman by using Kahoot as learning media. Researchers do planning, implementation, observation and reflection. According to Prof. Supardi in 2006 in Jalil (2014: 5) quotes McNiff who views that PTK is a form of reflective research educators (teachers) themselves to the curriculum, school development, improve learning outcomes, development of teaching skills and so on.

Researchers designed a research project to improve students' English learning outcomes. Learning activities are carried out either by interacting with students or by giving assignments individually. we divided the period of data collection and analysis into two cycles. Each research cycle includes four procedures of planning, action, observation, and reflection following the action research method, and consists of 2 periods of classroom instruction (one hour per period) in a 1- week cycle. The research process allows us to study each series of events that occur in our own classrooms and take steps to solve problems as we occur, and to reflect on the results.

## RESULT AND DISCUSSION

Before carrying out Classroom Action Research (PTK) using Kahoot as a media, the researcher first made initial observations, conducted a pre-cycle to identify problems that existed during the English learning process in Class VII SMP Ar Rahman Bondowoso. The observation is carried out by providing an assessment of student learning outcomes, then adjusted to the level of success of the action as follows:

Table 1. Pre-cycle earning scores

Score	Category	Score with Letters
90 –100	Proficient	A
80 –89	Capable	B
70 - 79	Basic	C
< 70	Need for intervention	D

Source: SMP AR Rahman Bondowoso KOSP document

There are 3 (three) students or only 37,5% of 8 students who can continue learning on the next subject, but are still not proficient or even proficient in learning Present Tense. With a class average score of 62,14. This indicates that collectively class VII at SMP Ar Rahman Bondowoso has not yet achieved the Learning Objectives Achievement Criteria. The data from the assessment results can be shown in the graph below

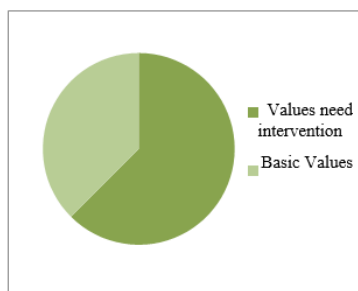


Figure 1. Pre Cycle Score

## Cycle I

### *Planning*

Activities carried out at the planning stage are compiling teaching modules with material on Present Tense.

### *Action Implementation*

The implementation of cycle 1 actions was carried out in one meeting with an allocation of two hours of study (2 x 45 minutes), held on Tuesday, 16 May 2023 at 07.00-08.30, researchers and collaborators made observations during the learning process. In cycle I, an assessment was carried out in the form of working on Present Tense material questions with English song media.

### *Action Observation*

Based on observations of the results of the assessment carried out on implementation learning improvement Cycle 1 obtained the following data:

Individually there is an increase in learning outcomes, there are 5 (five) students or 62.5% of the 8 students who have achieved the Learning Objectives Achievement Criteria. Collectively, the class average score of 69.28 still has not reached the KKTP, this shows that the learning outcomes in class VII SMP Ar-Rahman still have not achieved the expected learning objectives, because students are less focused and in a hurry to do Present Tense quiz game via KahootData from Cycle 1 assessment results can be shown in the graph below:

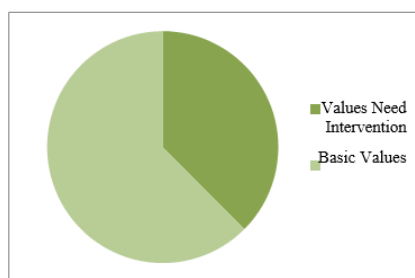


Figure 2. Cycle I Score

This is because there are still many students who do not focus on learning and still a newbie in using Kahoot.

### **Reflection**

From the observations of the learning process, there are several things that need to be improved in the next cycle : making more effective use of time, giving warnings to students who are less focused on following the lesson and giving more practice or quiz.

### **Cycle 2**

#### **Planning**

Activities carried out at the planning stage are compiling teaching modules with material on Present Tense in accordance with the flow of learning objectives; determining the learning method, namely Listening; compiling observation sheets; carrying out observations to find out student learning outcomes in learning English.

#### **Action Implementation**

The implementation of cycle 2 actions was carried out in one meeting with an allocation of two hours of study (2 x 45 minutes), held on Wednesday, 17May 2023 at 07.00-08.30, researchers and collaborators made observations during the learning process.

In cycle 2, an assessment was carried out in the form of working on Present Tense using Kahoot as a media.

#### **Action Observation**

Based on observations of the results of the assessment carried out on the implementation of learning improvement Cycle 1, the following data were obtained:

There is an increase in the value (learning outcomes) of students in the English lesson Present Tense material, as follows:

Individually there was an increase in learning outcomes, there were 7 (seven) students or 87.5% of the 8 students who had achieved the Learning Objectives Achievement Criteria. Collectively, the Class Average Score of 78.57 has reached KKTP, this shows that the learning outcomes in class VII SMP Ar-Rahman have achieved the expected learning objectives, but still need to be improved. The results of the Cycle 2 assessment can be shown in the graph below

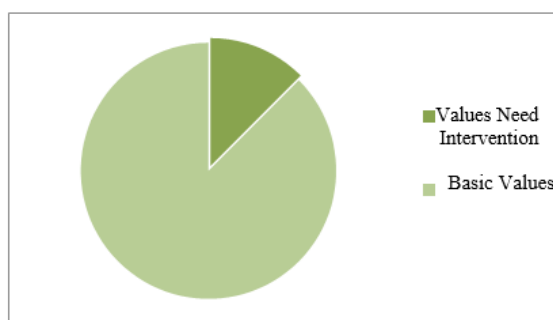


Figure 3. Cycle 2 Score

### **Reflection**

From the results of observing the learning process in Cycle 2, several things have been achieved and need to be improved are: the use of appropriate learning methods can increase student learning outcomes, the use of appropriate learning media can help improve student understanding, guidance and motivation is still needed continuously and continuously so that students are more courageous and confident.

## CONCLUSIONS

The use of Kahoot media in the Present tense English learning process in Class VII SMP Ar-Rahman can improve student learning outcomes. This can be seen from the increase in the percentage of student participation in learning English, in the initial cycle (Pre-Cycle) before learning improvements were made, the class average score was only 62%, in the Cycle it rose to 69.28% and in Cycle 2 it reached 78.57%. In addition to using appropriate learning media, improving student learning outcomes so that students can participate in learning with enthusiasm and confidence. Kahoot is one of the appropriate media for students in learning English,.

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