

IMPROVING STUDENTS' UNDERSTANDING OF ENGLISH PROVERBS THROUGH KAHOOT APPLICATION

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Abstract: One of the topics that students must learn in English literature class is English proverbs. Proverb is one of the old works of literature that students must master especially in English literature classrooms, as an elective subject in high school. This study aims to find out the improvement of students' understanding of English proverbs by using the Kahoot application. The present research used Classroom Action Research (CAR) to help students improve their understanding of English proverb materials. The sample in this research is 36 students who have taken English literature at the school. Data was obtained through observation and tests about the implementation of English proverbs. This research uses the Arikunto stage. Each cycle consists of four stages, (1) the action planning stage, (2) the action implementation stage, (3) the observation and inner achievement stage, and (4) the analysis and reflection stage. Research instruments use student learning outcomes. Data analysis uses the percentage technique. The result explained that students' understanding of English proverbs increased, namely, from cycle I of class X MIPA F, 23 students got a score of 77, with the KKM standard score of 75. In cycle II, 34 students got scores greater than 80, and the others got scores less than 80. Based on the actions taken, it can be concluded that the use of Kahoot applications can improve students' understanding of English proverbs.

Keywords: English proverb, Kahoot application, understanding

INTRODUCTION

Nowadays, the use of technology, communication, and information in education is very important to support the process of teaching and learning that is more

interesting and able to push students'

ability to reach and understand the material provided. The role of technology as a learning medium has become the most encouraged thing to be used as best as possible in

providing teaching to students (Prayudha, 2021). Through good technology and proper use, students will be able to be motivated to play an active role in improving their English proficiency. Technology is a product of good education (Bicen & Kocakoyun, 2018). Through quality learning processes and activities, a person can create a product, one of which is technology. Nowadays, many aspects of life have technologies that can help facilitate performance and activities in human life. There has been technology in the fields of health, agriculture, and marine until now when researchers are writing about technology in the field of learning. The emergence of this technology is expected to facilitate human performance so that they can become more innovative,

creative, and responsible in using it. However, in a real-life situation, there are still many teachers who are not yet able to maximize learning by using learning applications, even though at present there should be no limits to acquiring and learning new things. The teacher's challenge is not only providing teaching but also being able to develop media and strategies that are by the time (Tan et al., 2020). Learning in this century should emphasize learning that is different from previous times when teachers must have the ability to implement learning using technology assistance to attract students so that can improve their learning abilities using learning technology. In this case, the teacher needs to realize that using technology can increase motivation for learning. Teachers can

maximize learning in a way that is fun, innovative, and able to hone students' cognitive competence by utilizing technology. Prayudha and Pradana (2023) state that the implementation of technology can encourage students to achieve learning goals. This means that teachers should use the right tools to make classes more fun and help students improve their language and communication skills.

Furthermore, in the implementation of English learning carried out in schools, there are still many students who have not maximized the knowledge of the material that has been given by their teacher. There are still many students who have not shown good results when learning English. Student problems in learning are very important for teachers to find

solutions so that they can make sure the students know well about the materials (Ersan et al., 2022). This happens because it can be caused by various factors, for example, the lack of interactive learning that occurs both between teachers and students, or also because the media in learning does not support increasing student understanding so that students have not optimally mastered the learning material. One example, in high school, especially students who took English literature subject as an elective subject must learn English proverbs. Proverbs are one of the oldest types of literary works in the world. They have the goal of conveying messages, values, and advice and can be used as a form of criticism for others. Language is one of the important elements in achieving communication (Wijayani,

2016). Through proverbial learning, students can use these figurative words in appropriate situations and conditions so that they can be used as a good word game in conveying a speech. Apart from that, proverbs reflect a culture where almost the whole world has its proverbs, and when someone learns a new language, they should be able to understand the meaning of the proverbs conveyed. However, when proverbial learning is carried out in schools, there are still many students who are unable to master the material presented by the group. There are still many students who feel they have not fully understood the meaning of a proverb, so their mastery of the material is not very good. Therefore, this research tries to use learning applications that, can motivate students to make their

understanding of English proverbs better. Learning using media, including online applications needs to focus on accessibility so that students can learn easily (Novia et al., 2023).

Using a learning application is very useful for encouraging students' motivation to learn English (Novia et al., 2022). One of the learning applications that English teachers can use to improve students' understanding of proverbs is by using the Kahoot application. Mansur and Fadhilawati (2019) said that the Kahoot application is one of the learning applications that are currently very widely used to create a learning atmosphere that is comfortable, fun, and able to motivate students to be actively involved in participating in teaching and learning activities. Thus, this research aims to

find out the improvement of students' understanding of English proverbs by using the Kahoot application through the provision of interesting assignments and tests so that students can better understand the proverb material.

METHODOLOGY

The current research used classroom action research (CAR) to find out the increase in students' understanding of English proverbs by using the Kahoot application. Classroom action research is one of the studies that examines learning problems faced by students at school. This research is useful for getting the right solution for improving student scores in the learning process, where teachers need to design and implement learning that can improve students'

abilities or understanding of the subject under study. Through the application of this method, the teacher can try out media, strategies, and techniques to build better learning so that students can increase their understanding and knowledge of the subject being studied. This study uses the cycle proposed by Arikunto (2010) and described as follows.

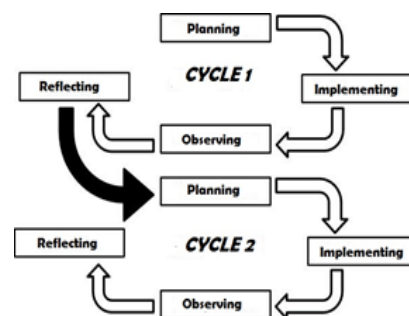


Figure 1. Classroom Action Research Cycle

This classroom action research was carried out in the form of 2 cycles. The researchers tried to find and solve the problem in the learning process. Then, the researchers tried to make some

analyses to solve those problems in the classroom. This is important to do because it would be related to the research to be carried out. This research was applied to class X, MIPA F, with a sample of 36 students. The reason for choosing this class was because the learning outcomes obtained are the smallest among other classes, so it is necessary to be given special treatment to help improve students' understanding and grades. This research used technical data analysis by the percentage method. The qualitative data was obtained through direct field observation during the action implementation in the classroom. Meanwhile, the quantitative data came from learning tests, for example, students must answer multiple choice through the Kahoot

application, producing a score on English learning outcomes in English proverb materials.

Each cycle of the learning process is declared successful if there is a significant change in the process, as shown by the increase in English learning outcomes of class X MIPA F students. Improvement of learning results can be known by seeing the differences in learning outcomes after being given the form tests. This research will be successful if the test number of students scores increases and passes the KKM standard score of 75, reaching a minimum of 75% of all class X MIPA F students of SMAN 02 Kota Bengkulu. The data analysis was done through number percentages and descriptive analysis to explain the results of the findings.

RESULT AND DISCUSSION

Teaching and learning by utilizing the Kahoot application are one of the strategies to introduce students to more enjoyable technology-based learning so that it can encourage students' motivation to improve their English skills in English proverb material. Students are given good instructions on the utilization and use of the Kahoot application, so they do not experience problems and difficulties when implementing good learning in class. Learning through the use of learning platforms can create a fun atmosphere and learning environment so that students can have better knowledge (Lestari, 2019). Furthermore, learning is carried out intensively by emphasizing students' understanding of English proverbs and providing appropriate examples so that students

can understand more about this material. The student scores, before using the Kahoot application are as follows.

Table 1
Results on Pre-action

Indicator	Number
High	15
Average	8
Low	13
Total	36

The table above is the result of implementing English proverb learning in early learning. Where learning outcomes are displayed, as shown in the table above, a total of 15 students got a higher score than the KKM score of around 77. Furthermore, as many as 8 students got an average score of around 75. However, 13 students got a low score or below 75. Thus, from the pre-action results, can be concluded that there are still many students who have very low understanding and grades. Therefore, based on the conditions

that occur, the teacher needs to determine appropriate learning solutions and innovations for improving the ability to understand English proverbs.

Tabel 2
The Number of Pre-cycle Completion

No	Category	Number of Students	Percentage (%)
1	Complete >	23	63%
2	Incomplete <	13	36%
Total		36	100%

The table above shows that the number of pre-cycle learning completions for class X MIPA F SMAN 02 Kota Bengkulu in English tests learning outcomes, namely the conditions before being given action, has not been completed with a score below KKM 75 as many as 13 students, or 36%, and with a score above KKM 75, as many as 23 students, or 63%. Furthermore, to increase the value or learning

outcomes of students, the teacher has acted by using the Kahoot application to increase interest and motivation as well as learning outcomes regarding English proverbs. Understanding English proverbs sometimes makes students a little difficult so that they sometimes get a low score or the learning outcomes obtained when studying are not optimal. To help students overcome learning problems, teachers need to use appropriate strategies for learning (Mahbub, 2020). Therefore, the teacher should be able to provide appropriate learning solutions so that students can improve their English proverb skills and change the way students understand and think. The results of the cycle can be seen as follows.

Table 3
Results of Cycle I

Score Cycle I	Number
High	23
Average	6
Low	7
Total	36

After being given an action using the Kahoot application, changes in the results of learning English proverbs were obtained. Where there are about 23 students, who get high scores. Furthermore, 6 students have average scores, and there are at least 7 students who have low scores. Learning through these stages results in changes in scores that are better than the scores obtained by students before the action. Current learning must be able to take advantage of various teaching resources, one of which is related to the use of technology to support more interesting and enjoyable classes (Nikmah, 2020). Learning by emphasizing Kahoot teaching makes it easy for students to gain an easier

understanding of the material. The learning process through the Kahoot application provides an atmosphere and learning conditions that continue to support increasing understanding of English proverb material; however, there are still some students who have an average and low understanding, so it is necessary to be assisted in solving learning problems on English proverb material. Then, to increase the value or score of learning English proverbs, cycle II was carried out so that students were able to have better values and understanding.

Table 4
Results of Cycle II

No	Category	Number of Students	Percentage (%)
1	Complete >	34	94%
2	Incomplete <	2	5%
Total		36	100%

Based on the application of learning and testing using the Kahoot application, there has been a

significant improvement in learning English proverbs. Students have good abilities in understanding and participating in learning, so the results found on the tests given have increased. Utilization of learning applications can encourage students to improve their understanding of the material being taught (Zam Zam Al Arif, 2019). Here, there are around 34 students who get grades or scores that exceed the KKM limit of 75, or 94%. Meanwhile, about 2 students got an unfinished grade based on the KKM score. From the results of applying these tests, it can be concluded that there is a good change in students' knowledge and understanding of English proverbs using the proverb application. Thus, it is necessary to have a more comprehensive implementation of explaining

materials through the Kahoot application to ensure that students have a good understanding of English proverbs.

Therefore, it is very important to be able to determine and use the right methods, media, and strategies so that students can increase their grades, knowledge, and interest to become individuals who understand learning English proverbs. Based on research conducted by Prayudha (2023), learning by utilizing technology can encourage students to be actively involved in learning to improve students' understanding of the English materials. The same study was conveyed by Indriani and Wirza (2020) that the teacher must design a learning atmosphere that suits the conditions of the students so that pushes the motivation and makes the

atmosphere fun. From the results of the tests given, there was a significant increase when teachers used the Kahoot application to learn English proverbs. Furthermore, the teacher, as a key role in the class, can direct and demand better learning through fun activities and then develop students' understanding and skills in understanding English material. Putri (2019) added that teachers not only convey material but also need to train students using various interesting activities. Thus, the Kahoot application can encourage students to be able to take English classes well.

CONCLUSION

The results showed that there was an increase in students' understanding and scores of English proverb material through the Kahoot application. The Kahoot application

provides fun learning that can make students feel more like they are having fun learning English. The learning carried out has activities that can encourage students to be actively involved in following all the material and assignments given so that they are not only able to increase enthusiasm for learning but are also able to encourage students to improve their English proverbs comprehension skills.

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