

**USING KAHOOT APPLICATION TO FRAME STUDENTS'  
INTEREST IN LEARNING ENGLISH AS A  
FOREIGN LANGUAGE**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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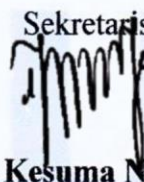
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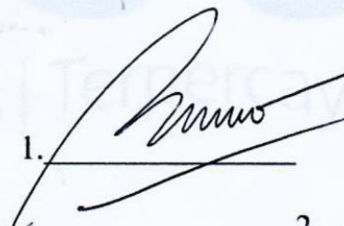
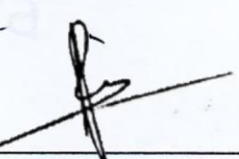
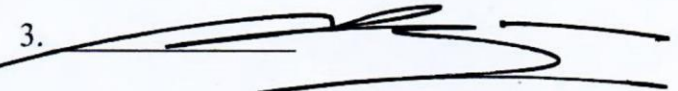
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## ABSTRACT

**Zikry Satyawan. 1802050089. Using Kahoot Application to Frame Students' Interest in Learning English As a Foreign Language. Thesis. English Department of Faculty Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2023**

This research deals with the use of Kahoot! Media in teaching and reading. The objectives of this research was to find out the potential of Kahoot! media to increase students' motivation in reading and to find out the students' difficulties in reading. This research was conducted by applying Classroom Action Research (CAR). There are four steps in conducted this classroom action research, namely: Planning, Action, Observation, and Reflection. It implemented two cycles containing two meetings for each. The subject of this research was students at second grade of SMP Free Methodist 2 of the academic year 2022/2023. The number of students consisted of 30 students. After doing the research and analyzing the data, the researcher could conclude that Classroom Kahoot had significantly improved the students' achievement in reading comprehension. It was found that students' score increased from cycle 1 and of cycle 2. It is shown from the improvement of the means of students' score namely the mean of test of cycle 1 (66,66) and the mean of cycle 2 (90,83) was higher than the mean of the students' score in cycle 1 (66,66). it can be stated that the score continuously improved from the cycle 1 until cycle 2. Classroom Kahoot can make the learners be active in learning English and also to show their ability in reading comprehension. In other words, teaching reading by Classroom Kahoot was successfully done and brings good improvement to the students' reading achievement.

**Keywords :** *Kahoot, Teaching Reading, Reading Comprehension, Narrative Text, Online Learning*

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

In Indonesia, the national literacy movement (GSN) is currently being promoted. The literacy movement is a program launched by the government, both at the central and regional levels to foster the ethics of the Indonesian people. There are various kinds of literacy movements launched by the government, ranging from the school literacy movement, the community literacy movement, and the family literacy movement. Each area has six dimensions of literacy, namely literacy, numeracy, science, digital, financial, cultural, and citizenship (Kemendikbud, 2016).

In order for Indonesians to compete in the global world, literacy skills should also be supported by good foreign language skills, one of which is English. English is one of the most widely spoken foreign languages in the world. This is necessary because literacy skills are closely related to language skills, especially reading skills. Although reading skills are one of the most important abilities in improving the literacy abilities of students, reading is something that is less in demand by students, especially in English language skills.

English is a language that until now still exists as an international language that is used by many people to communicate. The practice of using English is quite crucial, therefore English is considered by the government to be used as a foreign language spoken in Indonesia for the first time because this language has an essential role in the purpose of developing science, technology, and culture.

In addition, English can be used as a language that facilitates communication in fostering international cooperation (Depdikbud, 1981). There are four skills in English learning, which include reading, writing, speaking, and listening, where all these skills are interrelated and always go hand in hand.

One of the things that is relatively crucial to be taught in today's information and globalization era is reading or teaching English reading. The government is aware of the urgency of learning English that can be applied in communicating. Therefore, the government established Law of the Republic of Indonesia No. 2 of 1989 concerning the National Education System which was followed by Government Regulation No. 28 of 1990 concerning the development of human resources (HR). The development of human resources in the realm of education is manifested in the form of activities that can develop and improve the quality of competence and proficiency of teachers, students, and related educational personnel.

English is basically very necessary for the development of students in the future, so it is hoped that students will be able to master English which includes four skills, namely listening, reading, speaking, and reading. By mastering these four skills, students no longer find it difficult whenever they study to a higher level.

One of the factors that hinder students in mastering reading skills well is the lack of mastery of vocabulary owned by students. Vocabulary mastery and reading skills are two things that cannot be separated. Without adequate mastery of vocabulary, a person will have difficulty in understanding the reading.

Motivation is one of the most important elements of learning. Learners who have strong motivation will find it easier to follow the instructions and absorb the material given during the lesson. One of the ways that can be done to increase student motivation in learning is through games.

In this era of globalization, the learning process cannot be separated from technology. In order for a person to become a professional teacher, he must constantly upgrade himself, especially in terms of the use of appropriate technology. Research conducted by Huang (2015) showed that students who learn vocabulary using technology score higher than traditional methods.

One of the uses of technology in vocabulary and reading learning is to use electronic games during the learning process in the classroom. The results of a study carried out by Domínguez et al. (2013) show that the use of electronic games can have a great emotional and social impact on students.

Games can increase student motivation by engaging a competitive spirit in an innovative and fun way. In the game Kahoot! . students can see the score board processed by the system based on the accuracy and speed of participants in choosing answers. These scoreboards serve as a source of motivation as students see their work as publicly and directly recognized. In addition, they can also compare their progress with other classmates.

Based on the above considerations, English is one of the subjects taught in junior high schools, therefore, students are also required to have more creativity in receiving learning, the purpose of providing online media in learning English is to motivate and prepare students to be ready and confident in learning English.

One of the technological innovations to make learning interactive, engaging, and can help teachers evaluate assessments of students is using Kahoot. Kahoot! is an online quiz media that is one of the alternative choices of various kinds of interactive learning media that make the learning process not boring both for students and for teachers. This is due to Kahoot! emphasizes a learning style that involves the relationship of student participation with his peers competitively to the learning he is or has learned.

Kahoot! is one of the technology-based game media that tutors can use in English classes. Kahoot! is a software that can be used in electronic game-based education that has excellent features that can allow a teacher to create questionnaires, conduct discussions, and organize online exams (Johns, 2015; Sera & Wheeler, 2017). These features allow teachers to be able to involve all students to actively participate in the entire learning process in the classroom.

Bicen & Kocakoyun (2018) conducted a study aimed at knowing the perceptions of students in Turkey about the use of Kahoot! in the process of learning. Kahoot! used as an object of research because it is one of the most widely used technology-based games in Istanbul, Turkey. The results showed that Kahoot! Can increase student motivation in the learning process and indirectly can also increase the effectiveness of the learning process.

A similar study was also conducted by Plump & LaRosa (2017). In his research, it is said that Kahoot! it is already used by more than 30 million users

worldwide. Kahoot! being a popular technology-based game because it can be accessed for free. The results showed that Kahoot! can effectively liven up the learning atmosphere in the classroom and increase student motivation in following the learning process with a little help and instruction from the teacher.

Kahoot Game! not only motivates the students but also the teachers. To be able to use Kahoot! in the classroom, teachers do not need to have special expertise in technology. Features that Kahoot has! very user friendly. A game of Kahoot! can be used repeatedly in the classroom so this makes Kahoot possible! It becomes a word wall as it is widely used in the English classroom with traditional methods. This feature can also help teachers to make formative assessments of the development of students' vocabulary mastery abilities (Dellos, 2015).

Therefore, based on the elaboration of the above problems, researchers will carry out a study entitled "Use of the Kahoot Application! To Increase Students' Interest in Learning English As A Foreign Discussion".

## **B. The Identification of The Problem**

The identity of the problem is a stage to explain things related to the problem under study. Problem identification is obtained based on the background previously stated, identification of problems studied in the research conducted. Then the problems in this study can be identified as follows:

- a. Low interest in student learning in English language learning.
- b. The students have lacked the motivation to learn English especially reading.
- c. Teachers use traditional in teaching reading.

## **C. Formulation of The Problem**

Based on the background of the problem and the identification of the problem that has been stated, so that the problems studied in this research are more directe, the researcher only limit the scope on how to use *kahoot* application-based *online* learning media for English learning.



#### **D. Research Objectives**

The objectives of this study are:

- a. To find out how *to use the kahoot* application on English learning.
- b. To find out whether these of *the kahoot* application can increase the effectiveness of learning in students.
- c. To find out the potential of Kahoot application to increase students' motivation in reading.
- d. To find out the students' difficulties in reading.

#### **E. The Significance of Study**

With the achievement of the research objectives, it is hoped that the results of this study will have the following benefits:

- a. Can be used as a study material and reference in scientific development in the field of education.
- b. As a means of improving the education system and overcoming problems, namely the lack of interest of students in learning English.
- c. As a supporting strategy in developing new media and conveying information or material carried out in learning.

## CHAPTER II

### THE REVIEW OF LITERATURE

#### A. THEORETICAL FRAMEWORK

##### 1. Learning

###### *a. Definition of Learning*

Learning is essentially a process, which is the process of organizing, organizing the environment around students so that they can grow and encourage students to carry out the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process. The role of the teacher as a guide departs from the number of problematic students. In learning, of course, there are many differences, such as students who are able to digest the subject matter, there are also students who are slow in digesting the subject matter. These two differences cause teachers to be able to set strategies in learning that are in accordance with the circumstances of each student. Therefore, if the essence of learning is "change", then the essence of learning is "regulation" (Bahri Djamarah, 2006: 39).

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is the process of interaction of educators with students and learning resources that take place in a learning environment. Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment, so what is said by the learning process is a system that involves a unified component that is interrelated and interacts with each other to achieve an optimally expected result in accordance with the goals that have been set.

The learning process is characterized by the presence of educational interactions that occur, that is, interactions that are aware of goals. This interaction is rooted in the educator (teacher) and learning activities are pedagogically in

students, processing systematically through the stages of design, implementation, and evaluation. Learning does not occur instantly, but proceeds through certain stages. In learning, educators facilitate students so that they can learn well. With this interaction, it will produce an effective learning process as expected.

Learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as a product of the interaction between development and life experience. In essence, Trianto revealed that learning is a conscious effort of a teacher to teach his students (directing the interaction of students with other learning resources) with the intention that their goals can be achieved. From his description, it is clear that learning is a two-way interaction of educators and students, between the two there is a directed communication towards the target that has been set (Trianto, 2009: 19).

The current learning pattern is often still transmissional, that is, students passively absorb the structure of knowledge provided by the teacher or those in textbooks only. The learning system in the constructivist view gives a noticeable difference. Its characteristics are: (a) the student is actively involved in his learning. Students learn material meaningfully by working and thinking, and (b) new information must be linked to previous information so that it blends with the knowledge possessed by the student.

So, it can be concluded that this learning activity is carried out by two actors, namely teachers and students. The teacher's behavior is teaching and the student's behavior is learning. Teaching behavior and learning behavior are inseparable from the learning materials. Thus, learning is basically a planned activity that conditions or stimulates a person to be able to learn well, so this learning activity boils down to two main activities, namely how people carry out behavior change actions through learning activities and how people carry out acts of combining knowledge through teaching activities. Therefore, the meaning of learning is an external act of learning, while learning is an internal action of learning.

*b. Principles of Learning*

According to Saifuddin and Idham (2017: 9) learning involves a number of components in its activities. These components aim to achieve the desired final standard, it is the minimum competence that a graduate should have at a certain level of education. These competencies are regulated in a content standard, which contains a minimum amount of material that must be mastered by students.

The principles of learning are also regulated in the Permendikbud Number 22 of 2016, including:

1. From the student being notified towards the student finding out.
2. From the teacher as the only learning resource to learning based on various learning resources.
3. From a textual approach to a process as a reinforcement of the use of a scientific approach.
4. From content-based learning to competency-based learning.
5. From partial learning to integrated learning.
6. From learning that emphasizes a single answer to learning with answers whose truth is multidimensional.
7. From the learning of verbalism to applicative skills.
8. The approach and balance between physical skills and mental skills.
9. Learning that prioritizes the cultivation and empowerment of students as lifelong learners.
10. Learning that applies values by setting an example, building will, and developing student creativity.
11. Learning that takes place at home, at school and in the community.
12. Learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class.
13. Utilization of information and communication technology to improve the efficiency and effectiveness of learning.
14. Recognition of individual differences and cultural backgrounds of learners.

## 2. Learning Media

### a. *Definition of Learning Media*

The word media from the Latin *medius* which literally means 'middle', 'intermediary', or 'conductor' in Arabic, media is an intermediary (*wasaa 'ilu*) or messenger from the sender to the recipient of the message. So that the media when understood broadly are humans, materials or events that build conditions that make students able to acquire knowledge, skills or attitudes.

(Musfiqon, 2012: 28) defines learning media as a tool in the form of physical and nonphysical which is deliberately used as an intermediary for teachers and students in understanding learning materials to be more effective and efficient. *The Association for Education and Communication Technology (AECT)*, defines the word media as any form and channel used for the information process. *The National Education Association (NEA)* defines media as any object that can be manipulated, seen, heard, read or talked about along with the instruments used for the activity. So that the media means an intermediary or contact in the form of writing, images, sound, animation and video to make it easier to convey messages from the sender to the recipient. If the media carries messages or information that are instructional purposes or contain teaching intentions, the media is called learning media. So it can be interpreted as a whole that the medium is everything that can be used to channel the message from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interests and attention of the learner in such a way that the learning or learning process occurs.

Many experts give a discussion about the meaning of learning media. According to Gerlach and P. Ely the medium of learning in a broad and narrow sense. Media in a broad sense are people, materials or events that can create conditions so as to allow learners to acquire new knowledge, skills or attitudes. In this sense then teachers, books, and the environment include the media. While in the narrow sense what is meant by media is graphics, portraits, images, mechanical

and electronic tools used to uncover, process and convey visual and verbal information.

According to Rossi and Breidle, learning media are all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. According to Rossi, tools such as radio and television when you are used and deprogrammed for education, are learning media.

Learning media is an integral part of the learning system. Many kinds of media learning can be used. Its use includes many benefits as well. The use of learning media must be based on proper selection. So that it can enlarge the meaning and function in supporting the fecundity and efficiency of the learning process. Learning media can also be interpreted as everything that can be used to channel messages, stimulate the thoughts, feelings, attention, and will of students so that they can channel the learning process. The med forms of learning are used to enhance the learning experience to be concrete. The use of learning media in the teaching and learning process can arouse motivation and stimulation of learning activities, and will bring psychological influences on students.

Learning media used as a means of learning in schools aims to be able to improve the quality of education. Media is a means that can be used as an intermediary that is useful for increasing effectiveness and efficiency in achieving goals based on these opinions, the use of media in learning provides protection for teachers and for students.

Examples of media used to support the success of learning, namely:

1. Audio (audio tapes/cassettes, audio discs, and radio/broadcast recordings).
2. Print (program textbooks, handbooks, task books)
3. Printed audio (exercise book equipped with cassette tapes, images / posters equipped with audio)
4. Silent visual project (frame/slide film, frame/frame film)
5. Visual still project with audio (frame film/sound slide)
6. Motion visuals

7. Motion visuals with audio (sound film, disc)
8. Objects (real objects, imitation models) and Computers.

Based on the opinions above it can be concluded that learning media are humans, tools and materials that are used and programmed to uncover, process and deny information in the form of visual or verbal in order to achieve educational goals.

*b. Functions and Benefits of Learning Media*

There are various aspects that must be considered in choosing a medium, including learning objectives, the type of assignment and the expected response to students after student use, as well as the learning context including student characterization. In today's conditions, technology-based media presented by mobile devices will be very relevant to be used as student learning aids. This is because one of the functions of the media in the teaching and learning process is as a tool to increase the stimulation of students in learning activities. The use of media in learning results in new desires and interests, increases motivation and stimulation of learning activities, and even has a psychological impact on students. So that the learning media has a very important function in the teaching and learning process to improve the quality of education.

Some of the benefits of using learning media include the following:

- a) Learning media can clarify the presentation of messages and information so that it can facilitate and improve learning processes and outcomes.
- b) Learning media can improve and direct the child's attention so that it can generate learning motivation, more direct interaction between students and their environment, and the possibility of students to learn individually according to their abilities and interests.
- c) Learning media can overcome the limitations of the senses, space and time.
- d) Learning media provide students with a common experience of events in their environment, as well as allowing for direct interaction with the teacher, the community, and the environment.

If learning media is used properly in a teaching and learning process, then the benefits between the students' attention to the teaching material will be much higher, and the students get concrete experiences and the results obtained / fingered by students will be difficult to forget, and encourage students to dare to work independently.

*c. Media Selection Procedure*

There are several principles that need to be considered in the selection of learning media even though the methods are different. However, there is a uniform thing that each learning media has advantages and disadvantages that will affect the effectiveness of the learning program. In line with this, the approach taken is to examine learning media as an integral part of the educational process whose study will be greatly influenced by the following:

- 1) What goals or competencies will be achieved in a learning activity. From this goal can be analyzed what media is suitable to achieve this goal.
- 2) Learning materials, namely what materials or studies will be taught in the learning program
- 3) Familiarity of the media and characteristics of students / teachers, namely examining the properties and characteristics of the media to be used
- 4) The existence of media that can be compared because the selection of media is basically the decision-making process of a number of media that exist or will be designed or developed.

Meanwhile, if we are going to design or design learning media, it should go through three stages, namely:

- 1) Restrictions, namely concerning the formulation of goals or competencies, the design of the media to be developed, some preliminary preparations in media fastening that concerns, competence or purposes of mater / content, funds, and other aspects of fastening.
- 2) Development, in this stage, the procedure for making learning media will be developed.



- 3) Evaluation, which is the final stage to assess the media that has been made, after going through trials, revisions and studies with other parties.

A number of considerations in choosing the right learning media can use the word action acronym, namely *access, cost, technology, interactivity, organization, and novelty*.

- a. *Access*, ease of access is the first consideration in choosing media.
- b. *Cost*, cost must be considered.
- c. *Technology* may be that we're attracted to one particular medium.
- d. *Interactivity*, a good medium is one that can give rise to two-way communication.
- e. *Organization*, a consideration that is also important is organizational support.
- f. *Novelty*, novelty of the media you choose should also be a consideration.

#### d. *Characteristic of Learning Media*

As one of the components of the learning media, the selection and use of learning media must pay attention to the characteristics of other components, such as objectives, materials, strategies and also learning evaluation.

Characteristics that should be considered by the learner are age, gender, level of education, occupation, ethnicity, culture, and socioeconomic factors. These characteristics can be used to guide us in choosing methods, strategies and media for learning.

According to Vembiarto in the *Journal of the International Journal of Education*, there are eight characteristics in learning, namely:

- a) A learning package that is self-instruction
- b) Recognition of individual differences
- c) Contains explicitly or clearly formulated goals
- d) Relating to the existence of a structure of association and knowledge
- e) Using a variety of learning variations

- f) The existence of student participation
- g) The existence of student responses
- h) Assessment of learning activities

Then there are nine criteria for assessing the effectiveness of a medium, namely cost, availability of supporting facilities, suitability to class size, conciseness, ability to change, time and effort of preparation, influence caused, complexity, and usability. Here are some criteria for choosing learning media, namely:

- a. Its accuracy with learning objectives; this means that the learning media is chosen on the basis of learning objectives or competencies that have been set.
- b. Support for the content of the subject matter; this means that learning materials that are facts, principles, concepts, and generalizations really need the help of the media to make it easier for students to understand.
- c. Ease of obtaining media; this means that the necessary media is easy to obtain, at least easy for the teacher to create at the time of learning.
- d. The skills of the teacher using it; this means that no matter how sophisticated a medium is if you don't know how to use it, then the media has no meaning whatsoever.
- e. There is an allocation of time to use it so that the media can be useful for students during the learning process.
- f. Choosing learning media must be in accordance with the level of thinking and development of students so that the meaning contained in it can be understood and easily understood by students.

There are three main characteristics that highlight the perspective of Pedagoengos from *Mobile Learning*, namely Authenticity, Collaboration and Personalization. *The International Journal of Mobile and Blended Learning* proposes six challenges in evaluating *mobile learning*: capturing and analyzing learning in all contexts, measuring mobile learning processes and outcomes, respecting the privacy of learners/participants, assessing the utility of *mobile*

technology and its usefulness, given the broader organizational and socio-cultural context from learning, and assessing in formality.

In the development of learning media based on technology, there are aspects and criteria for assessing learning media including:

1. Aspects of learning design, which include:
  - a) Clarity of Learning Objectives (formulation, realistic)
  - b) Relevance of learning objectives with SK/KD/Curriculum
  - c) Scope and Depth of Learning Objectives
  - d) Accuracy of Use of learning strategies
  - e) Interactivity
  - f) Learning motivation
  - g) Contextuality and actuality
  - h) Completeness and quality of learning aid materials
  - i) Conformity of the material with learning objectives
  - j) Depth of matter
  - k) Ease of understanding
  - l) Systematic, clear logic flow
  - m) Clarity of description, discussion, examples, simulations, exercises
  - n) Consistency of evaluation with learning objectives
  - o) Accuracy and provision of evaluation tools
  - p) Providing feedback on evaluations
2. Aspects of Verbal Communication
  - a) Communicative, according to the message and acceptable / in line with the wishes of the target.
  - b) Creative in ideas following pouring out ideas
  - c) Simple and alluring (Nurhayati, 2013)
  - d) Audio (Narration, *Sound Effect*, *backsound*, music)
  - e) Visual (*Layout Design*, *Typography*, *color*)
  - f) Moving media (Animation, *Movie*)
  - g) *Layout Interactive* (Navigation Icon)

### 3. Application Concept

Definition of Application According to Jogiyanto (1999: 12) is the use in a computer, *instruction* or *statement* arranged in such a way that the computer can convert input into output. So the computer can run commands – ah commands ordered by the user according to the instructions that have been compiled.

Meanwhile, according to the Dictionary of Indonesian (1998: 52) application is the application of a system design to process data that uses the rules or provisions of a certain programming language. An application is a computer program that yang created to do and carry out special tasks of the user.

Then according to Rachmad Hakim S Application is software that is used for certain purposes, such as processing documents, managing Windows &, games (*games*), and so on.

Kahoot application is an applied tool that is specially functioned and integrated according to its capabilities. Application is a computer device that is ready to use for the user. According to Harip Santoso, the application is a group of files (*form, class, report*) that aims to carry out certain activities that are related, for example *payroll* applications, *fixed asset* applications, etc.

So according to some of the experts above concluded that the Application is a ready-to-use program that can be used to run commands from the user of the application with the aim of getting more accurate results according to the purpose of changing the application, the application has the meaning of mass solving using one technique application data processing that usually refers to a desired or expected connection or expected data processing.

#### 4. Kahoot

##### a. Kahoot Definition

In learning, students must use effective learning media and also be liked by children. A learning medium that can attract children's attention is learning while playing.

*Kahoot* is an educational-based active *game* in which there are several icons to develop. One of them is the quiz icon where users can make quizzes using *kahoot* for learning so that learning becomes interesting and not boring.

One of the games that appears on the learning or plate used in educational institutions is *kahoot*. *Kahoot* is an educational-based active *game* in which there are several icons to develop. One of them is the quiz icon where users can make quizzes using *kahoot* for learning so that learning becomes interesting and not boring.

*Kahoot* is an *online* application where quizzes can be developed and presented in a "game" format. Points are awarded for correct answers and participating learners will immediately see the results of their responses. Game-based learning has the potential to be an effective learning tool because it stimulates the visual and verbal components (Darren 2017: 82).

"*kahoot!*" is an if-based *website* originally initiated by Johan Brad, Jamie Brooker and Morten Versvik in a *joint project* with the Norwegian University of Technology and Science in March 2013. In September 2013 "*Kahoot!*" was opened to the public.

*Kahoot* is a visual-type ranting medium. As a visual learning medium, kahoot has function attention. The function of attention is that visual media is the core, attracts and directs the attention of learning to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the techs of the subject matter.

As a medium for learning *kahoot*, it has benefits to improve the perception of students, improve students' ability to remember, improve the ability to transfer learning knowledge and increase the effectiveness of learning.

*Kahoot* is available for free, a real-time game-based teaching platform that has received widespread global acceptance with more than 30 million users worldwide. This allows teachers to create quiz-based games, surveys, and several other things. The top responder for each question is listed and the overall winner will be displayed at the end of the session. The scoreboard at the end of the game will display the scorer. The good thing about *kahoot* is that the results of descriptive analysis data can be exported and saved by the user for future reference.

The *kahoot* app is a true testament to the blend of education and technology. In accordance with the 2012 curriculum, teachers are required to understand and master and apply technology to learning. *Kahoot* is a technology-based n teaching content that can be implemented with learning such as making quizzes. This can make students passionate in accepting the material presented by educators so that learning effectiveness can be achieved.

To create a *kahoot game*, it is necessary for users to log in to the *kahoot* web <https://kahoot.com/> and must create an account first. After having a *kahoot* account, users can create questions using the available features. And you can access the participants on the <https://kahoot.it/> and enter the pin given by the admin. It will automatically receive the code to run *kahoot*. Using a laptop or smartphone, students can access the game by using the *kahoot* application. Learners need to enter the code that appears on the screen and register a name. After the *kahoot* game starts, learners will get points based on if the correct answer is given for the fastest answerer.

It is concluded that *kahoot* is an educational-based interactive *game* in which there are several icons to develop. One of them is the quiz icon where users can create quizzes using *kahoot* for learning so that learning becomes interesting and not boring.

## b. Steps to access kahoot

Here are the steps to access kahoot:

1. Create an account for an admin in <https://kahoot.com/>

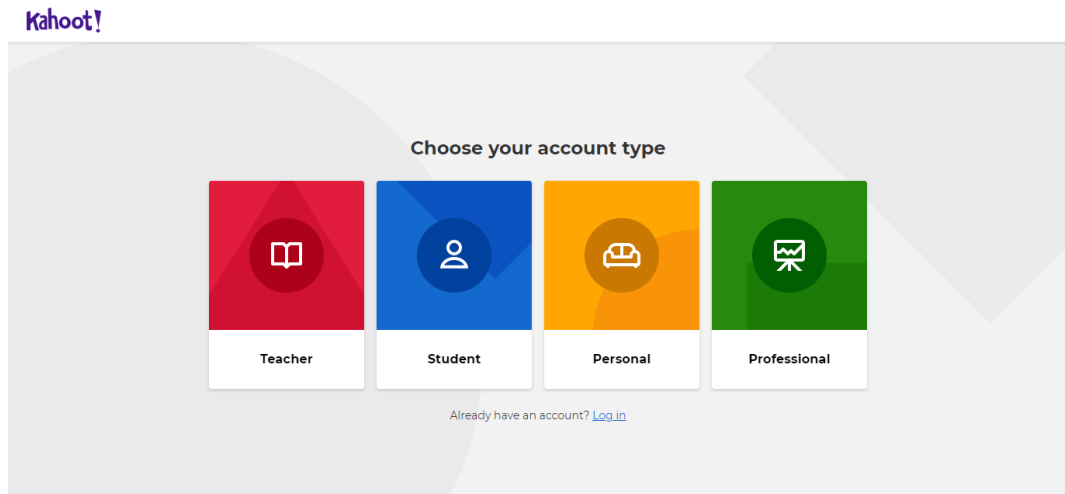


Figure 2.1 Sign up display

2. Select teacher and then select school

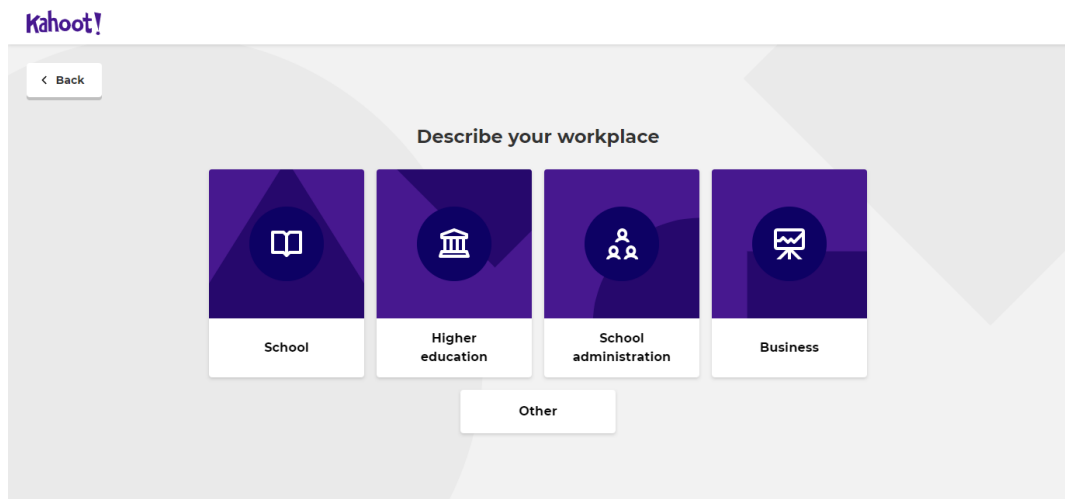
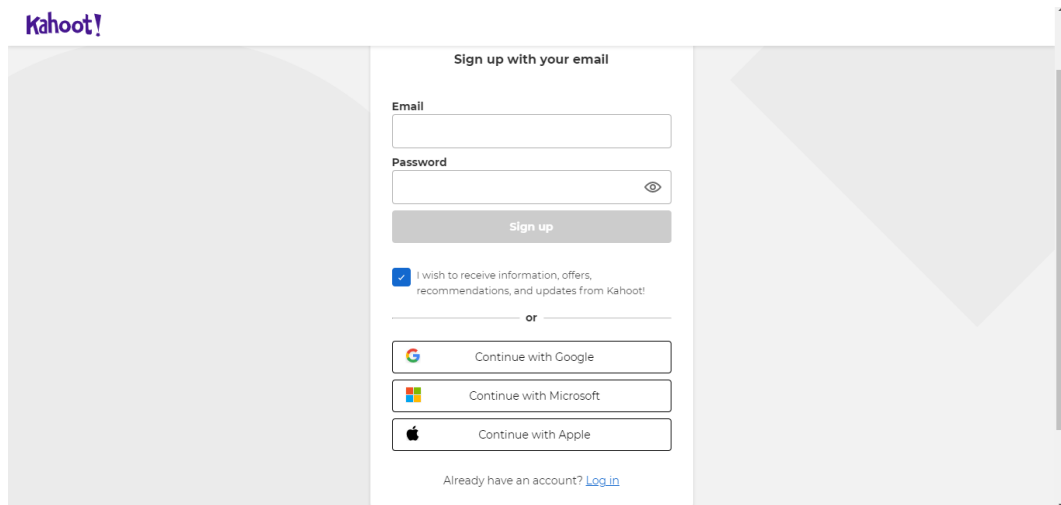


Figure 2.2 Sign up display

3. Sign up using a google, microsoft or apple account



**Kahoot!**

Sign up with your email

Email

Password

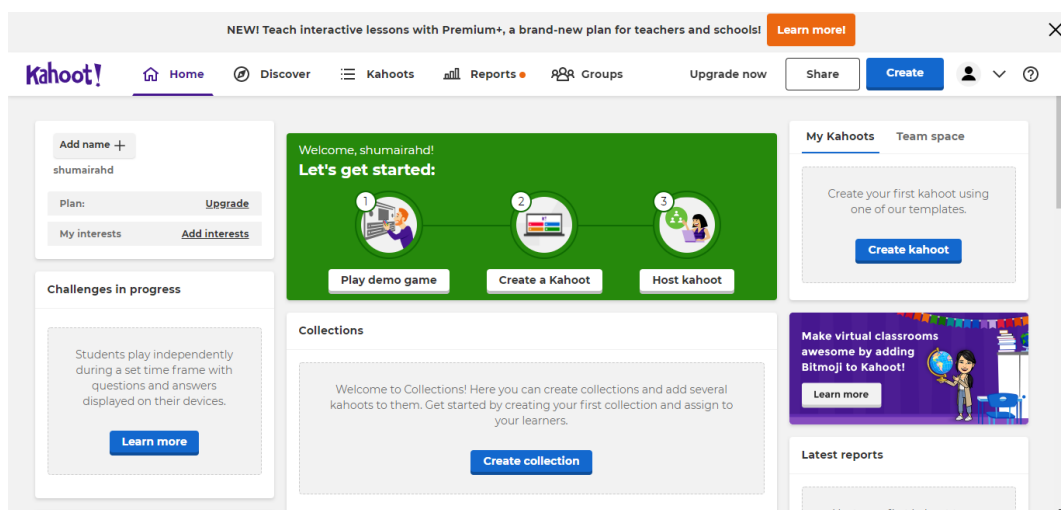
I wish to receive information, offers, recommendations, and updates from Kahoot!

or



Already have an account? [Log in](#)

Figure 2.3 Sign up view

4. Then select "Create" to start creating the question



NEW! Teach interactive lessons with Premium+, a brand-new plan for teachers and schools! [Learn more!](#)

**Kahoot!** Home Discover Kahoots Reports Groups Upgrade now Share [Create](#)  

Add name +  
shumairahd


Plan: [Upgrade](#)


My interests [Add interests](#)


Challenges in progress

Students play independently during a set time frame with questions and answers displayed on their devices. [Learn more](#)

Welcome, shumairahd!  
**Let's get started:**

1  [Play demo game](#)

2  [Create a Kahoot](#)

3  [Host kahoot](#)

My Kahoots Team space

Create your first kahoot using one of our templates. [Create kahoot](#)

Make virtual classrooms awesome by adding Bitmoji to Kahoot! [Learn more](#)

Latest reports

Welcome to Collections! Here you can create collections and add several kahoots to them. Get started by creating your first collection and assign to your learners. [Create collection](#)

Figure 2.4 Dashboard view



5. Then select "create new"

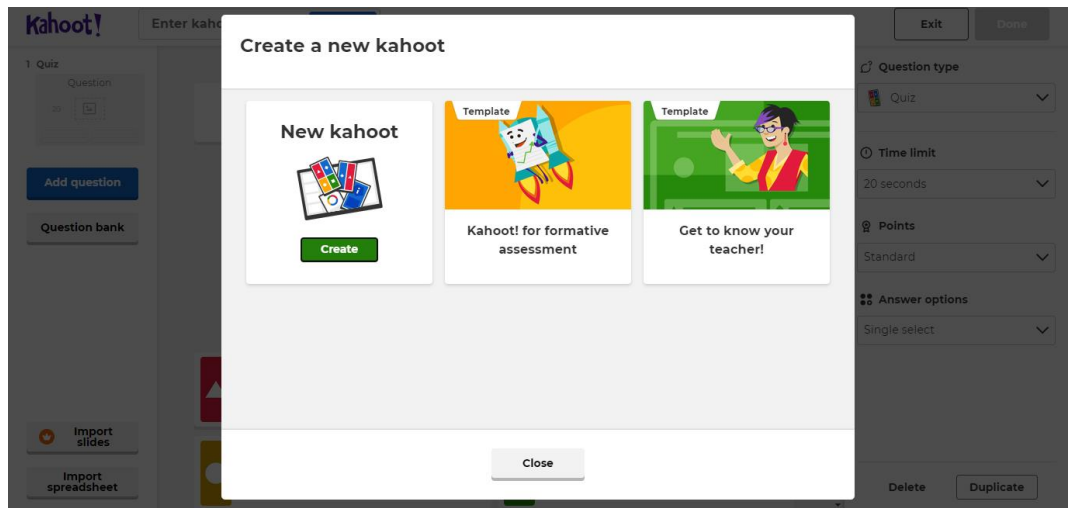


Figure 2.5 Dashboard view

6. Lalu pilih "Quiz" untuk memulai membuat pertanyaan.

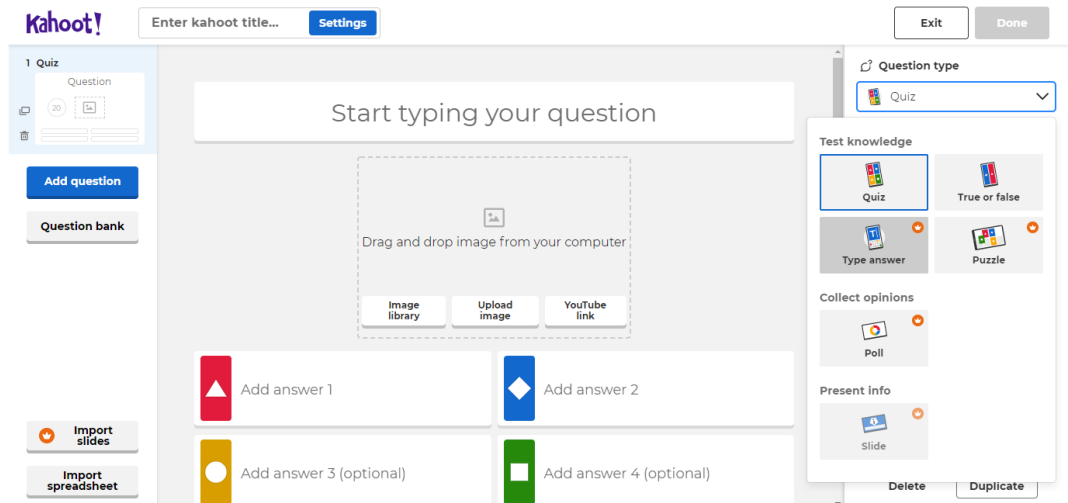


Figure 2.6 Quiz creation view

7. Then after making a question. Please hold a quiz and a pin will appear to join participants on the admin screen.

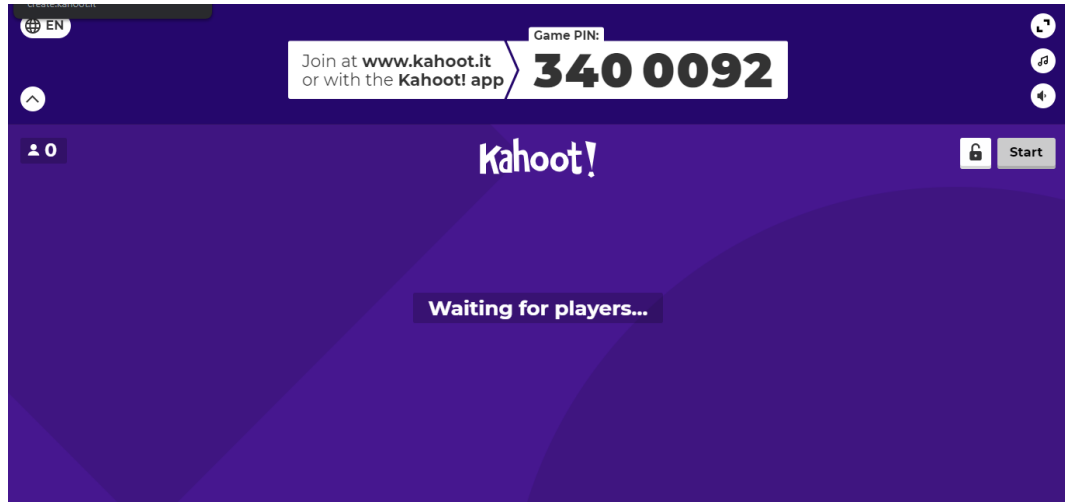


Figure 2.7 Join code display

8. Then for participants, please access [the https://kahoot.it/](https://kahoot.it/) and enter the pin that appears on the admin screen

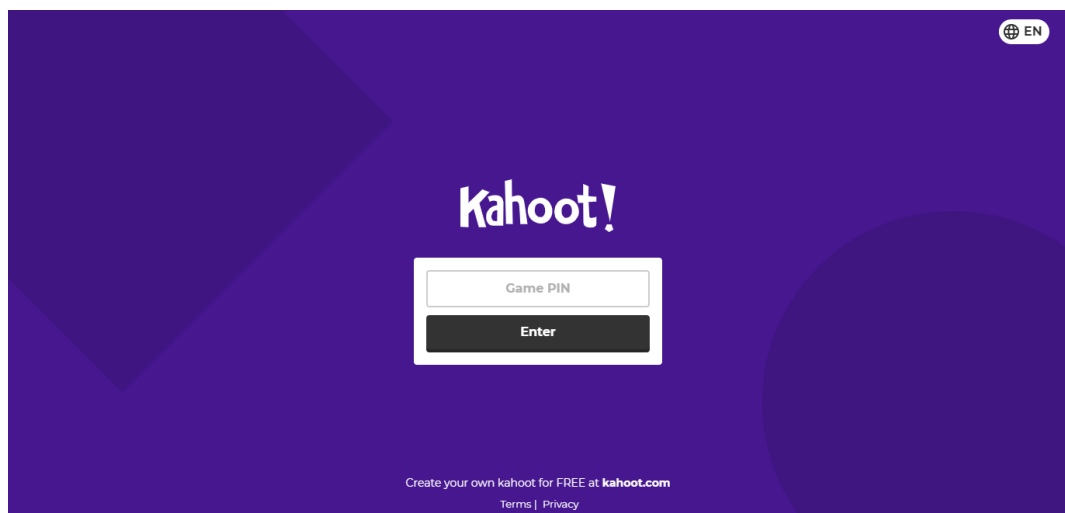


Figure 2.8 Student join view

9. Then then enter the nick name according to the name of each participant
10. Then the participant chooses the answer by choosing the building below according to the answer listed on the admin screen.



Figure 2. 9 Quiz questions display

## B. CONCEPTUAL FRAMEWORK

Technology at this time cannot be confused with the world of education many methods and media based on theology that can be utilized learning activities. But not a few educators have not mastered educational technology. They use a lecture method that bores students.

Media can generate new interest in learning and generate motivation for student learning activities. The *kahoot* application is present as content that contains education which when used as a learning medium can increase motives and enthusiasm for learning and can contextualize the classroom. Every educator should be able to use applications, one of which is *kahoot* so that learning effectiveness is achieved. This *kahoot* app is not the only educational content app that educators can apply. However, this *kahoot* application is one of the applications that provides new innovations in learning activities.

### **C. HYPOTHESIS**

Based on the study of theory and the theoretical framework above, the hypothesis that will be referred to in this study is "There is an increase in the interest in learning students through the use of learning media".

## CHAPTER III

### RESEARCH METHODS

#### A. LOCATION OF THE RESEARCH

##### a. Research Location

This research has carried out at SMP FREE METHODIST 2 Sumatera Utara which is located on Jl. Sekolah No. 33, Dwikora Village, Medan Helvetia District, North Sumatra. The school is led by Mrs. Madyana Yurike, S.Pd. as the Principal of SMP FREE METHODIST 2. The reason why researchers chose the research location in SMP is because there are still shortcomings in the use of learning willingness which causes cooperation and student learning outcomes to be low, so researcher are interested in conducting research aimed at improving the learning process in SMP FREE METHODIST 2 Sumatera Utara, in addition to that researcher conducting research in schools with the consideration that this school has never been researched with the same title as the investigator.

#### B. POPULATION AND SAMPLES

Class	Total	Samples
VIII-1	33	8
VIII-2	32	7
VIII-3	32	7

##### a. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characterizations that are set by the researcher to be studied and then drawn conclusions. The population in this study was all class VIII students in the SMP Free Methodist 2 school which amounted to 120 students.

## **b. Sample**

According to Sugiyono (2011: 81) "the sample is part of the number and characteristics possessed by the terse but population". Meanwhile, according to Arikunto (2006: 112) "The determination of sampling is as follows:

If it's less than 100 better for him to take all of them until the research is a population study. If the number of the subject is large it can be taken between 10-15% or 20-55% or more depending more or less on:

1. The ability of the researcher is seen from the time, effort and funds.
2. The narrowness of the area of observation of each subject, as this concerns a lot of funds at least.

Therefore, in this study, researchers took a sample of 20% of the population, namely as many as 24 students, namely class VIII-1 SMP Free Methodist 2.

## **C. TYPES AND APPROACHES TO RESEARCH**

This type of research is qualitative and quantitative, namely research that examines data in depth about all the complexities that exist in the context of research without using static thinking schemes (Sudarwan Danim, 2002: 153). Or research aimed at understanding phenomena about what behaviors are experienced by the subject of the study such as behavior, perception, motivation, action and others (Lexy Moleong, 2017: 6).

Descriptive research is research that describes an object related to the problem under study. Thus, a qualitative approach is used to understand a fact (understanding) instead of explaining a fact (explaining) (Arifin, 2010: 15). According to Moelong is a study that produces descriptive data in the form of written or spoken words of people and observed behaviors (Lexy Moleong, 2011: 3).

So, this research uses a descriptive approach and uses a qualitative type of research.

#### **D. RESEARCH FOCUS**

The research focus made, namely:

1. Focusing on the experience of using the Kahoot application as an English learning medium in SMP Free Methodist 2.
2. Obtain information about the supporting and inhibiting factors of using the Kahoot application as a medium for learning English subjects.

#### **E. RESEARCH INSTRUMENT**

Research instruments are tools or facilities used by research in data collection so that the work is better and more systematic so that data is easier to process. The following is a table of the grids of this research instrument:

**Table 3.1 Research Instrument Grids**

Variable	Indicator	Items	Number of items	Favourable	Unfavourable
The effectiveness of using the Kahoot application in conditioning classes	1. Kahoot method	1, 2, 3, 4, 5.	5	1, 2, 3, 5	4
	2. Media support	6, 7, 8, 9, 10, 11	6	6, 7, 8, 10, 11	9
	3. Kahoot media function	12, 13, 14	3	12, 14	13
	4. Benefits of kahoot media	15, 16, 17, 18	4	19, 21, 23	15, 18
	5. PAIKEM	19, 20, 21, 22, 23, 24	6	19, 21, 23	20, 22, 24
	6. Increase in interest in learning	25, 26, 27, 28	4	25, 26, 27	28
	7. Improvements in learning outcomes	29, 30, 31, 32, 33, 34	6	29, 30, 31, 33	32, 34



The statements in the questionnaire were compiled on the Likert scale. Each statement of each item has an alternative answer with a score weight of 1-4. The scores of each alternative on favourable and unfavourable are as follows:

**Table 3.2 Scores of Alternative Answer**

Alternative Answers	Favourable	unfavourable
Very agreeable	4	1
Agree	3	2
Disagree	2	3
Very disagree	1	4

## **F. DATA COLLECTION TECHNIQUES**

When viewed data collection techniques can be done by interviews, observations, and documentation.

### **1. Observation**

Observations can be classified as direct observations (participants) and do not participate. The observation is divided into two, namely ; open observation and closed observation. Observations can also use structured and unstructured techniques. Observations are made in order to obtain information about the behavior of informants and others, as in their proper circumstances. The purpose of the observation is to describe something that will be studied in this study, the ongoing activities, and the people involved in it. The observation activity that has been carried out by researchers is to make observations during learning using the Kahoot application. So that researchers can obtain results related to the results of observations from researchers.

### **2. Interview**

An interview is a conversation with a specific intent. The conversation is carried out by two parties, namely the interviewer who asks the question with the

interviewer who is given the answer to the question (Moleong, 2010: 186). In this study, researchers use structured interviews are interviews that are conducted by solely referring to the interview format that has been made by the researcher (Kaharuddin, 2021: 5). In the interview activity, researchers have asked about the use of the Kahoot application as a sociology learning medium, which was carried out by Mrs. Madyana Yurike as the principal, Mrs. Tribuana as the teacher of English subjects and 6 students of class VII.

### **3. Documentation**

Documentation is a record of past events. Documents can take the form of writings, drawings, or monumental works of a person. Documents in the form of writing include diaries, life histories, biography, biographies, regulations, policies. Documents that take the form of drawings, for example, photos, pictures of life, sketches and others. Documents that take the form of works of art, which can be drawings, sculptures, films, and others. Document studies are complementary to the use of observation and interview methods in qualitative research (Sugiyono, 2015: 326). The documents that have been used in this study use photos and notes of the results from the experience of using the Kahoot application.

### **G. DATA ANALYSIS TECHNIQUES**

This research is descriptive, with more descriptions from observations, interviews and documentation studies. The data that has been obtained will be analyzed qualitatively and described in a descriptive form.

Qualitative data analysis according to Bogdan & Bilken in Moleong (2007:248) is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding what is important and what is learned, and breaking what can be told to others.

The data analysis technique used in this study is to use steps as stated by Burhan Bungin (2003: 70) which are as follows:

### **1. Data Reduction**

Data Reduction, defined as the selection process, focusing attention on simplifying and transforming rough data that arises from written records in the field. The researcher gave questions to the principals, teachers, and students regarding the use of the Kahoot application as a learning medium for Discussing English in SMP Free Methodist 2, after which the researcher made a summary of the results obtained at the research site, after which the researcher coded from each result obtained, after which made a theme or sub-sub of the research results related to the problem of using the Kahoot application as a learning medium, after which the researcher determines the relevant data and the irrelevant data, thus meeting the accurate results.

### **2. Display Data**

Display data is the deciphering of a set of composed information that provides the possibility of drawing conclusions and taking actions. The presentation of qualitative data is presented in the form of a narrative text. The presentation can also take the form of matrices, diagrams, tables and charts. Activities after reducing the data, researchers compile the results that have been obtained from the results of observations, interviews, and documentation. In this activity, researchers can draw conclusions from the results of research on the use of the Kahoot application as a medium for Learning English in SMP Free Methodist 2.

### **3. Conclusion Drawing**

It is the final activity of data analysis. Drawing conclusions in the form of interpretation activities, namely finding the meaning of the data that has been presented. Between the display of data and the drawing of conclusions there are existing data analysis activities. In this sense qualitative analysis is a continuous, repetitive and continuous effort. The problems of data reduction, data presentation

and drawing conclusions / verification become a picture of success in a row as a series of related analysis activities. Furthermore, the data that has been reduced and displayed, the data obtained by the researcher is analyzed again, then the researcher explains the results of the study and interprets it in the form of words to describe the facts in the SMP Free Methodist regarding the use of the Kahoot application, after which the data obtained by the researcher is concluded and the researcher takes only the digest part.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

This research concerned in quantitative and qualitative data. Quantitative data was got from the students' score in reading comprehension test of Narrative text and the qualitative data was got from the observation sheet. This research was conducted in one class and it was consisted of 31 students. This research consists of two cycles, they are cycle 1 and cycle 2 which had four stages: planning, action, observation, and reflection.

Before conducted the post-test in cycle 1, the pretest had given by the teacher. The data showed if it was needed to conducted the next cycle, so that continued to the cycle 2.

#### **B. Data Analysis**

##### **1. Quantitative**

The quantitative data was taken from students score in test item. The test was given in pre-test, post-test in cycle 1, and post-test in cycle 2.

##### **1.1. Pre-Test**

Pre-test was given before running to the treatment in cycle 1. The students make a group consist 2 students in 1 group. Then, read the narrative text and answer the question who given by the teacher. And the point of pre-test can be seen below:

**D. Table 4.1 Student's score in Pre-test**

<b>No</b>	<b>Student's Name</b>	<b>Total Score</b>
1	AA	50
2	AP	50
3	AP	40
4	AS	50
5	BUP	80
6	DPS	40
7	DA	60
8	DF	50
9	DN	40
10	DN	50
11	GR	30
12	HAP	50
13	ISP	60
14	IW	60
15	KA	50
16	LR	40
17	NF	40
18	PR	40
19	R	50
20	SW	60
21	SP	60
22	SS	50
23	SAK	50
24	S	30
25	SP	50
26	WN	60
27	W	60
28	ZA	20
29	MA	20
30	FO	60
31	RS	60
<b>Total Score</b>		<b>1510</b>
<b>Mean</b>		<b>48,70</b>

From the table of pre-test, the total score of students was 1510 and the number students who took the test was 31 students, so the students' mean was:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = the mean of the students

$\sum x$  = the total score  $\sum x$

$N$  = the number of students

In pre-test, the total score of the students were 1510 and the number of the students were 31, so the mean was  $\bar{X} = \frac{1510}{31} = 48.70$

From the analysis above, students' ability in reading narrative text was low. The students' mean was 48.70 to get know the number of students who were pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

$P$  = the percentage of those who getting score

$R$  = the number os students" getting score

$T$  = the total number of students

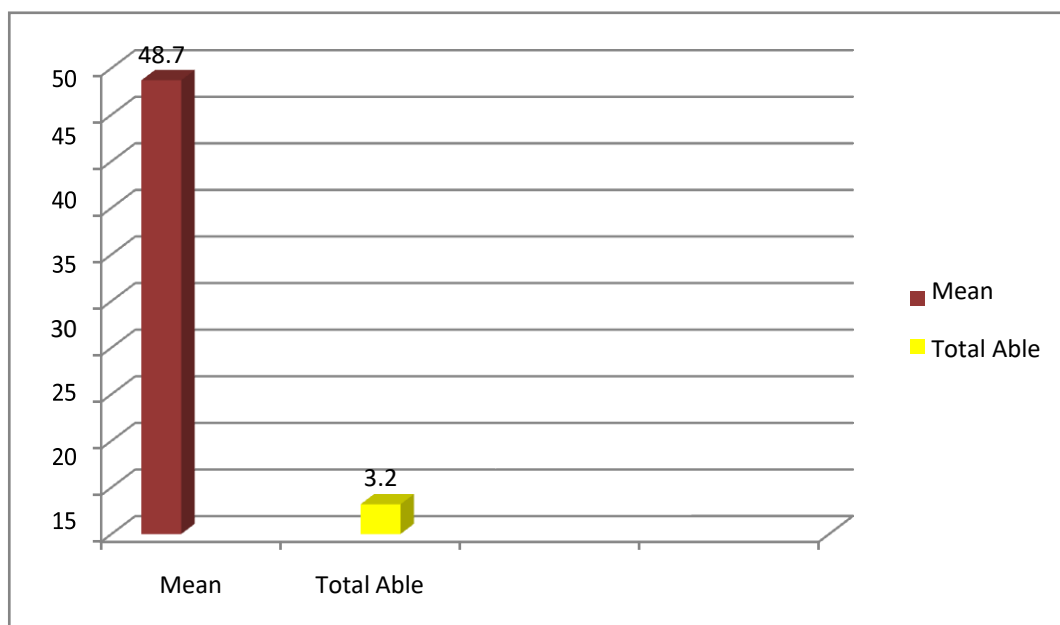
The students that got up to 75 point in pre test was 1 student, so the formula:  $P = \frac{1}{31} \times 100\% = 3.22$

The number of the students who passed the test in pretest was 3,22 (3,2%).

From the explanation above, the students' reading ability in narrative text was classified very low when conducting action research in pre-test. So, post-test was continued in cycle 1. In the post-test 1 of the first cycle, the analysis can be seen below:

Chart of students score in pre-test shown below:

**Students' Score in Pre-Test**



**Chart 4.1**

## 1.2. Cycle 1

### a. Planning

Based on the result of pre-test, the researcher continued to conduct the cycle

1. The teacher prepared everything needed for the first cycle such as (a) lesson plan, in order to control the teaching learning process (b) materials, the



teacher prepared narrative text (c) teaching aid, the researcher prepared some instrument, such as questions paper, mobile phone to looking for the text in kahoot application (d) sheets of classroom observation.

### **b. Action**

Before applied the method, the researcher introduce himself in front of the class and tried to catch students' attention. After that, the teacher gave explanation about narrative text and asked their common knowledge about this topic, some of them have known about narrative text and some of them look so confused about this topic. Then, the teacher introduced them about kahoot application, some of the students also have known about this application. they asked the researcher how to download this application. The teacher told them that in this application there is a lot of narrative text they can find and the researcher took some of the text by using this application.

The teacher shows the text and gave the questions from the application. The teacher walked along doing the test. The students still often asked vocabulary to the teacher because not all of the students bring their dictionary. After the students had finished their test, the teacher collected their scores.

### **c. Observing and Evaluation**

#### **1. Student's Score**

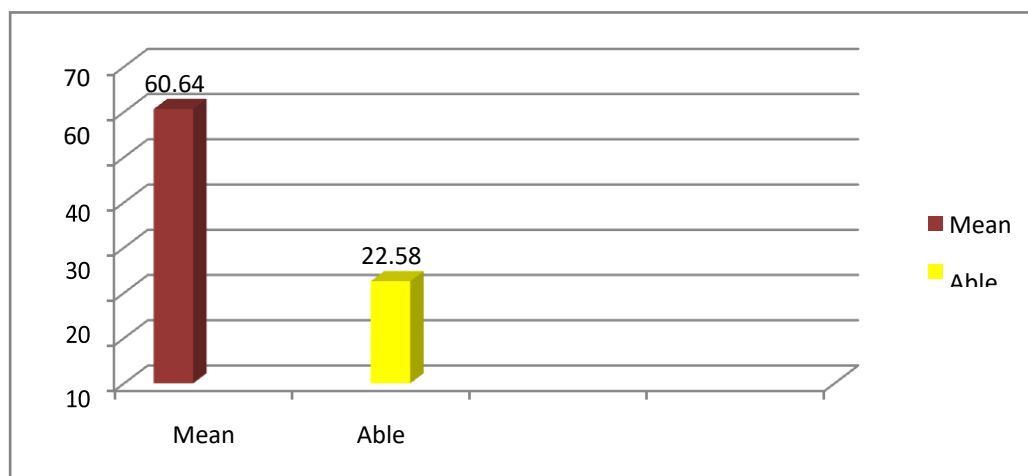
The quantitative data was taken from the student's score in reading narrative Text as a individual. With the ideal score of 100, the mean score was 60.64, with details of values as follows: the lowest score in cycle 1 was 40 that

owned by ZA and MA, the highest score was 90 that owned by BUP. The percentage of the students who got score more than 75 point in cycle 1 was 22.58%.

**Table 4.2**

**The Data of students' who passed Standard Minimum Score**

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	7	22.58%.	<b>60.64</b>
2	Failed	0-74	24	77.42%	
<b>Total</b>			31	100%	



**Chart 4.**

## 2. Observation of Student's Activity

Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.3**

### **Score of Students' Activity in the Learning Process of Cycle 1**

<b>No</b>	<b>Aspects of Observation</b>	<b>Score</b>
1	Interest	56.45%
2	Attention	62.90%
3	Participation	58.87%
4	Presentation	53.22%
<b>Means</b>		71.75%

The data above shows that the student's learning using Kahoot in reading narrative text reached at 56.45% of interest, 62.30% of attention, 58.87% of participation, and 53.22% of presentation. The data showed that student's attention in learning was a highest level compared the other. Because when the teacher asked for their attention they gave the teacher attention for a while.

The second highest value was participation, because when the teacher asked them about the narrative text or about kahoot application, they were very enthusiastic to answer the questions from the researcher. And the lowest score was presentation, when they did the presentation they still confused about what should they did in presentation and some of the students still shy. The means level of students' activity in teaching learning in the first cycle was 71.75%

## 3. Observation of Teacher Activities

The results of the observation on teacher's activity in the learning process

with the implementation of kahoot to teaching reading of narrative text outlined in the table could be seen in (Appendix VI).

#### **d. Reflection**

Based on the observation of the cycle 1, the researcher had to reflect the weakness that happened in the learning process to maximize the students' comprehension in reading:

1. The teacher needs to ask the students to bring dictionary to help the students vocabulary difficulties.
2. Some of the students only answer the questions without reading the text carefully.
3. Student's score in cycle 1 still low, with the means value only 22,58%.

Based on the result of the first cycle, it was still required to continue into second cycle because the result showed their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choice test.

### **E. Cycle 2**

#### **a. Planning**

The plan was arranged before doing the research. First, the teacher prepared lesson plan. And prepared the researcher instrument, they were observation sheet and multiple choice tests. After instruments completed in learning process, the researcher also prepared himself to observe the situation in the classroom while teaching and learning process was happened. Implementation of the second cycle were substantial similar to the execution of

the first cycle.

**b. Action**

In this action, the teacher explained about learning reading with Kahoot application. At first the students still confused, but after the teacher explain more about the material and the technique so the students more understand. Then, the teacher also gave an explanation about kahoot application to the students. The teacher gave a multiple choice test to the students. The teacher always had been the facilitator to help them if they need the teacher's help. In this cycle the students did not get many difficulties and the students did the test well.

**c. Observing and Evaluating**

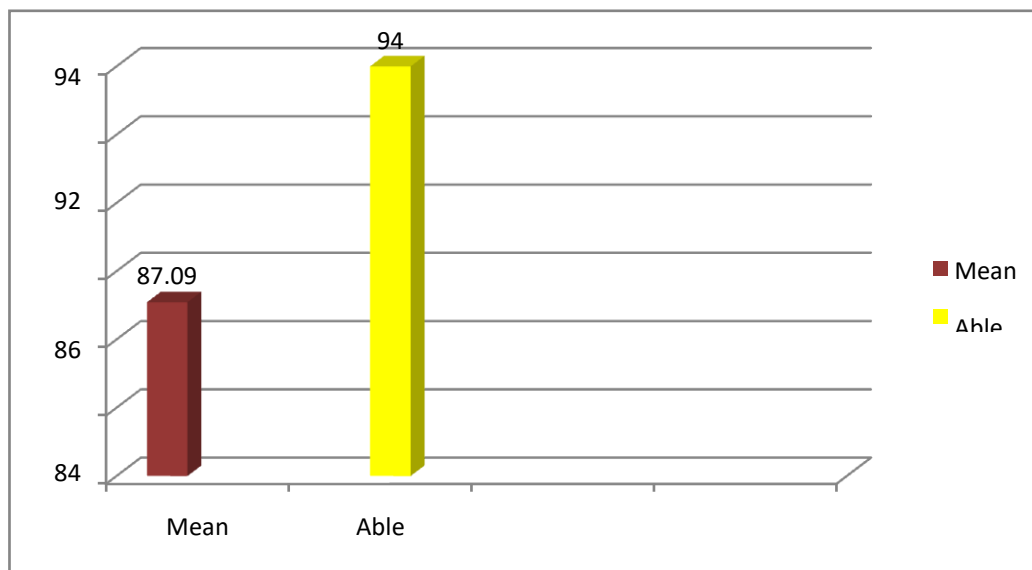
1. Students' Score

The quantitative data was taken from the students' score in reading narrative Text as a individual. With the ideal score of 100, the mean score was 87.09, with details of values as follows: the lowest score in cycle 2 was 60 that owned by ZA and MA, the highest score was 100 that owned by AP, AP, BUP, DA, HAP, SW, SP, FO, and RS. The percentage of the students who got score more than 75 point in cycle 1 was 93.54%.\

**Table 4.4**  
**The Data of students' who passed Standard Minimum Score**

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	29	93.54%	87.09
2	Failed	0-74	2	6.46%	
<b>Total</b>			31	100%	

Chart of students score in post-test shown below:



**Chart 4.3 Student's Score in  
Cycle 2**

## 2. Observation of Student's Activity

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

**Table 4.5**  
**Score of Students' Activity in the Learning Process of Cycle 2**

No	Aspects of Observation	Score
1	Interest	70.96%
2	Attention	71.77%
3	Participation	75.80%
4	Presentation	72.58%
<b>Means</b>		90.25%

The data above shows that the students' learning using kahoot application in reading reached at 70.96% of interest, 71.77% of attention, 75.80% of participation, and 72.58% of presentation. From the cycle 1 to cycle 2 we can see there are some improvement from the data above. In the cycle 2, the data showed that student's participation in learning was a highest level compared the other. Because when the teacher asked them to looking for some vocabularies in dictionary they were really enthusiastic to do that and also in this cycle all of the students almost doing their work.

The second highest value was presentation, because when the teacher asked them to presented their task, they look more confident than when they did in the first cycle. This is evident from the means score of students' activity between the first cycle, 71.75% and second cycle 90.25%, with a margin of 18.5% comparative figures.

#### 4. Observation of Teacher's Activity

The results of the observation on teacher's activity in the learning process with Kahoot application to teach reading of narrative text outlined in the table could be seen in (Appendix VII).

##### **d. Reflecting**

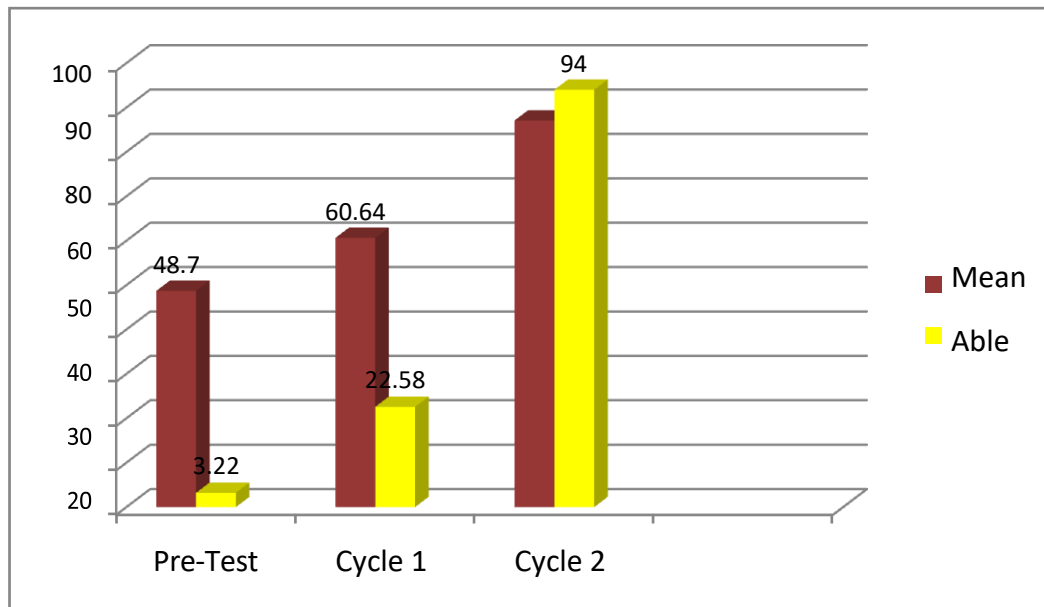
In this cycle, the researcher conclude that kahoot application was successful in improving the reading comprehension. This condition can be seen from the increased activity of students' mean score 60.64 in the first cycle to 87.09 in the second cycle.

The different student's score in learning material looked significantly based on the data of the means value of the results in the second cycle evaluation was 60.64 in the first cycle, with the students who got score more than 75 point was 22.58%, in the second cycle was 87.09 with the students who got score more than 75 point was 94% success.

They were great in answering the questions, it means that they really comprehended the passage so they could answer the question easily. The Improvement of Student's Score in Cycle 1 and Cycle 2 shown on chart below:



### The Improvement of Student's Score in Pre-Test, Cycle 1 and Cycle 2



**Chart 4.4**

### C. Research Finding

Based on the data analysis, the improvement of the students' reading ability is significant from the cycle 1 to the cycle 2. The difference among whole results is great. It is mean that the treatment, reading ability by kahoot application can improve the students' reading ability.

It could be seen from the quantitative data. The mean score in cycle 1 was 60.64, the mean score in cycle 2 was 87.09. The students who got score more than 75 point in cycle 1 were 7 students and the students who got score more than 75 in cycle 2 were 29 students.

The percentage of the students who got score more than 75 in cycle 1 was 22.58% and the percentage of the students who got score more than 75 in cycle 2 was 94%.

It could also seen from the qualitative data that was observation sheet. The means score of the students' activity between the first cycle was 71.75% and the second cycle was 90.25%. It could be concluded that in the process of teaching and learning, the students had showed good improvement. The qualitative data were taken from observation sheet also showed that the teacher good in learning activity.

From the data above, it can be seen that using kahoot application can improve students' reading ability in narrative text. Moreover, the result of test in cycle 1 and cycle 2 is increased.

It means that kahoot application becomes one of the online based learning application to enrich reading ability of the students. The researcher concludes that using Kahoot in increasing student interests by teaching reading can improve students' reading interest.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, the conclusion could be drawn as followed:

1. There was improvement of students' achievement in reading comprehension by implementing integrated learning by using Kahoot. It means that integrated learning by using Kahoot was a good way in framing students' interest in learning English.
2. The improvement of students' achievement could be shown from quantitative data. We can see that the students' achievement is improved from the data that shown above.
3. Quantitative data might suggest that students' achievement has improved. The observation sheet and questionnaire provided qualitative data. All of this data suggested that students' attitudes and responses during the teaching and learning process.

## **B. Suggestion**

Related to the conclusions above, some suggestions were pointed out as follows:

1. For English teacher, it was better to apply integrated learning by using Kahoot! to improve students' interest in learning english. because it could make the students easier by using Kahoot Application. And the teacher can get to know modern learners in the classroom and also had the chance to practice using the online application to create and prepare quiz events for modern learners to do.
2. For students, to know how the comprehend the text and they can obtain idea especially in reading comprehension through integrated learning by using Kahoot and students will get to know by using e-learning.
3. For the other researchers, this research was expected to be a reference for researcher and gave the source of the reference to teach other subject, because integrated learning by using Kahoot was easy to apply.

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# APPENDIX

## **Appendix I**

### **LESSON PLAN**

School : SMP Free Methodist 2 Medan

Grade/ Semester : VIII / 2

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 45 minutes/ meeting

#### **I. Core Competence**

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and



applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

## II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of Narrative Text of the stories that common heard by people, in the context of their use.	<p>Identify characteristics of an Narrative text.</p> <p>Explain the text format of the Narrative Text.</p> <p>Explain the function of an Narrative text.</p> <p>Explain the linguistic element in the Narrative text.</p>
4	Capturing the meaning in the text of Narrative text of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the narrative text.</p>

### **III. Learning Objective**

1. Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of Narrative text of the stories that common heard by people.
3. Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an narrative text.
4. Through group work and observation of other literary sources, students can answer the WH questions given by the teacher.

### **IV. Learning Material**

#### 1. Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, narrative text uses past tense to tell the story.

#### 2. Generic Structure of Narrative Text

##### a. Orientation

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story.

b. Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

c. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

d. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

3. Language Features of Narrative Text

a. Using part action verb

b. Using specific noun as pronoun of person, animal of the story

c. Using adjectives which are for noun phrase

d. Using time connectives and conjunctions to arrange the events

e. Using dialogue to elicit an emotional response from the reader

- f. Using past tense
- g. Using of variety of simple, compound, and complex sentences

## **F. The Ant and the Dove**

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

## **VI. Teaching Method**

Approach: Communicative Learning

Method : Direct Method

Learning Model: Reading Narrative Text

## **VII. Media, Tools and Learning Resource**

- 1. Media : Test sheets, mobile phone
- 2. Tools : Marker, Whiteboard, Mobile Phone
- 3. Learning Resource :
  - a. Text : in Kahoot Application

## **VIII. Learning Activity**

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p><b>Preliminary Orientation</b></p> <ul style="list-style-type: none"> <li>- Teacher starts the learning by greeting, prayer and checking student attendance.</li> <li>- The teacher focuses the student's attention on the material to be learned.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Teacher gives the students early perception about the material that will be taught</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- The teacher provides an overview of the benefits of learning the material to be taught</li> <li>- Teacher provides encouragement or motivation that can arouse learners' learning interests.</li> </ul> <p><b>Reference</b></p> <ul style="list-style-type: none"> <li>- Teacher gives science study to be studied.</li> <li>- Teacher explains the subject matter and description of the subject matter in outline</li> <li>- Teacher explains the method of learning</li> <li>- Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps)</li> <li>- Teacher delivers KD and learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond the teacher to greeting and pray</li> <li>- Students focus on their attention to the material that will be taught.</li> <li>- Students listen and pay attention to the teacher about material perception that will be taught.</li> <li>- Students listen and prepare the material that will be taught.</li> <li>-Students have the spirit and motivation to learn about the material that will be taught.</li> <li>- Students record the study of science that will be taught.</li> <li>- Students listen and record teacher explanation.</li> <li>- Students discuss the method to be used.</li> <li>- Students follow the teacher's instructions.</li> <li>- Students record it and understand it</li> </ul>	10 Minutes
2.	<b>Core Activity</b>		

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>- Teacher introduce the students about Kahoot application, how to use, and the advantage and disadvantage of the application.</li> <li>- Teacher explains Narrative text to the students</li> <li>- Teachers gives example of Narrative text by using kahoot application</li> <li>- Teacher explains about the generic structure and language feature of narrative text</li> <li>- Teacher asks students to find out the generic structure and language feature in the text given.</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention toward teacher's explanation</li> <li>- Students pay attention to the teacher</li> <li>- Students pay attention to the teacher and ak questions related to the generic structure and language feature</li> <li>- Students find out the generic structure and language feature of Narrative text given by teacher</li> </ul>	30 Minutes
	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>- Teacher make a group for students, one groups consist 2 people.</li> <li>- Teacher gives the students a text of narrative text.</li> </ul>	<ul style="list-style-type: none"> <li>- Students make a groups.</li> <li>- Students accept the topic that is given</li> </ul>	5minutes
	<p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to read carefully the text and answer the questions give by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- students read the text to find the answer</li> </ul>	10 minutes
	<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>- Teacher monitors the students when they are doing their tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Students write their answer on the paper.</li> </ul>	20 minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
3.	<b>Closing</b> - Teacher collects the students' work - Teacher asks the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	- Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say good bye	10 Minutes

### IX. Appraisal

**Assesment Technique** : Reading Comprehension Text

**Form Instrument** : Reading a text about Narrative Text

Medan, Maret 2023

English Teacher

Reseacher

Gowildas S. Pd

Zikry Satyawan

Head Master of SMP Free Methodist 2

Tribuana Setiawati S.S



## Appendix II

### LESSON PLAN

School : SMP Free Methodist 2 Medan

Grade/ Semester : VIII/2

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 45 minutes/ meeting

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3. Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an narrative text.
4. Through group work and observation of other literary sources, students can answer the WH questions given by the teacher.
5. Through group discussion, students can understand how to determine main idea in Narrative Text.

### **IV. Learning Material**

#### 1. Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, narrative text uses past tense to tell the story.

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It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story.

### f. Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

### g. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

### h. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

## 3. Language Features of Narrative Text

### a. Using part action verb

### b. Using specific noun as pronoun of person, animal of the story

### c. Using adjectives which are for noun phrase

### d. Using time connectives and conjunctions to arrange the events

- e. Using dialogue to elicit an emotional response from the reader
- f. Using past tense
- g. Using of variety of simple, compound, and complex sentences

## **G. The Ant and the Dove**

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Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

## **VI. Teaching Method**

Approach : Communicative Learning

Method : Direct Method

Learning Model: Using Kahoot Mobile App

## **VII. Media, Tools and Learning Resource**

1. Media : Test sheets, mobile phone
2. Tools : Marker, Whiteboard, Laptop/Mobile Phone
3. Learning Resource :

- a. Text : in kahoot Application

### VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	<p><b>Preliminary Orientation</b></p> <ul style="list-style-type: none"> <li>- Teacher starts the learning by greeting, prayer and checking student attendance.</li> <li>- The teacher focuses the student's attention on the material to be learned.</li> </ul> <p><b>Apperception</b></p> <ul style="list-style-type: none"> <li>- Teacher gives the students early perception about the material that will be taught</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- The teacher provides an overview of the benefits of learning the material to be taught</li> <li>- Teacher provides encouragement or motivation that can arouse learners' learning interests.</li> </ul> <p><b>Reference</b></p> <ul style="list-style-type: none"> <li>- Teacher gives science study to be studied.</li> <li>- Teacher explains the subject matter and description of the subject matter in outline</li> <li>- Teacher explains the method of learning</li> <li>- Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of</li> </ul>	<ul style="list-style-type: none"> <li>- Students respond the teacher to greeting and pray</li> <li>- Students focus on their attention to the material that will be taught.</li> <li>- Students listen and pay attention to the teacher about material perception that will be taught.</li> <li>- Students listen and prepare the material that will be taught.</li> <li>-Students have the spirit and motivation to learn about the material that will be taught.</li> <li>- Students record the study of science that will be taught.</li> <li>- Students listen and record teacher explanation.</li> <li>- Students discuss the method to be used.</li> <li>- Students follow the teacher's instructions.</li> </ul>	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	learning steps) - Teacher delivers KD and learning objectives	- Students record it and understand it	
2.	<p><b>Core Activity</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>- Teacher introduce to the students about kahoot application, how to use, the advantage and disadvantage</li> <li>- Teacher explains Narrative text to the students</li> <li>- Teachers gives example of Narrative text by using kahoot application</li> <li>- Teacher explains about the generic structure and language feature of narrative text</li> </ul> <p>- Teacher asks students to find out the generic structure and language feature in the text given, the teacher will give a plus grade for the student who want answer the questions.</p> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>- Teacher explains about Kahoot, the procedure of how to use kahoot applicatin from the beginning until the final step of the method</li> </ul> <p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>- Teacher make a group for students, one groups consist 2 persons.</li> <li>- Teacher gives the students a text of narrative text.</li> </ul> <p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention toward teacher's explanation</li> <li>- Students pay attention to the teacher</li> <li>- Students pay attention to the teacher and ak questions related to the generic structure and language feature</li> <li>- Students find out the generic structure and language feature of Narrative text given by teacher</li> <li>- Students pay attention to the teacher explanation</li> <li>- Students make a group.</li> <li>- Students accept the topic that is given and focus to find the translate</li> <li>- students read the text to</li> </ul>	<p>30 Minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15</p>

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	read carefully the text and answer the wh questions give by the teacher  <b>Phase 5</b> - Teacher monitors the students when they are doing their tasks.	find the answer  - Students type their answer on the kahoot application technique that given by the teacher.	minutes
<b>3.</b>	<b>Closing</b> - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	- Students collect their work to the teacher - Students make summary based on the investigation they have made  - Students pray together  - Students say good bye	10 Minutes

## XI. Appraisal

**Assesment Technique** : Reading Comprehension Text

**Form Instrument** : Reading a text about Narrative Text

Medan, Maret 2023

Teacher Class

Reseacher

Gowildas S. Pd

Zikry Satyawan

Head Master of SMP Free Methodist 2

Tribuana Setiawati S.S



## Appendix III

### INSTRUMENTS OF RESEARCH (PRE-TEST, CYCLE 1)

#### Narrative text for pre-test and cycle 1

##### Ali Baba and The Forty Thieves

Ali Baba was such a poor man that he had only had one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him. Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said. He rode off to get the other thieves. But Ali had seen the thief. He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived, they had their knives between their teeth. But they couldn't find either Ali or the gold. And Ali and his wife lived happily ever after.

Read the following text and answer the questions:

1. Who is the main character of the story?
  - a. Ali baba's wife
  - b. Ali baba
  - c. The forty thieves
  - d. Ali baba and the forty thieves
  
2. Where did ali baba found the gold?
  - a. In the forest
  - b. Ali baba's home
  - c. In the cave
  - d. In the tree
  
3. Ali baba was such a poor man  
The synonym of the underlined word is?
  - a. Miserable
  - b. Rich
  - c. Good
  - d. Bad
  
4. How did ali and the forty thieves can opened the door on the rock?
  - a. The leader of forty thieves had the key
  - b. By kick the door
  - c. By shouted (Open Sesame!)
  - d. Opened the door with the knife
  
5. Which paragraph had shown that ali found the gold?
  - a. 6
  - b. 1
  - c. 7
  - d. 5

6. When did ali"s wife said "we have no food in the house?"
- In the morning
  - One sunny morning
  - Yesterday
  - One day
7. Why did ali baba and his wife swept away ali"s footprint?
- Because one of the thieves saw ali"s footprints when he took the gold
  - They want to clean the sand
  - The thieves asked them to do that
  - It can made them know ali"s home
8. "he rode off to get the other thieves"
- The underlined word on the seventh paragraph refers to....
- Ali baba
  - The thieve
  - Ali baba"s wife
  - Wolves
9. What can we learn from the story?
- Don"t be a thieves
  - We should be a lazy man if we want to live happily like ali baba
  - Don"t be a lazy man
  - We should not be a greedy person in our life
10. What is the main idea of the text?
- Ali baba and the forty thieves
  - Ali baba is a lazy man
  - Ali baba was once a poor man who found gold and had people trying to kill him

- d. The forty thieves had a gold

## H. INSTRUMENTS OF RESEARCH (CYCLE 2)

### Narrative text for cycle 2

#### Why Does the Cock Eat the Millipede?

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he offered the millipede as a guarantor, and borrowed the horns from the cock!

When the millipede came for the horns, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You need have no occasion to be concerned in the least."

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

Read the following text and answer the questions:

1. When did this story happened?
  - a. Long ago
  - b. Today
  - c. One years ago
  - d. Two years ago
  
2. Why didn't the cock have horn on his head?
  - a. Because the dragon was borrowed the horns of the cock
  - b. Because the millipede want the cock's horns
  - c. The cock didn't like his horns
  - d. The millipede was stole it from the cock
  
3. Where did the dragon want to go?
  - a. Into the cave
  - b. Into the cloud
  - c. Into the hell
  - d. Into heaven
  
4. Who was offered as a guarantor by the dragon?
  - a. The cock
  - b. The dragon

- c. The millipede
  - d. The millipede's horns
5. Which paragraph shows that the cock knew he had been lied by the millipede?
- a. 6
  - b. 3
  - c. 5
  - d. 1
6. How did the cock get his revenge to the millipede?
- a. He eat the millipedes
  - b. He took the millipede's horns
  - c. He stepped on the millipedes
  - d. He didn't do any revenge
7. What should the cock call out if he wants the horns back?
- a. Please! I want my horns back
  - b. My horns, please back to me!
  - c. Give me my horns back!
  - d. What should I do to get my horns back!
8. Did the cock stop hoping to get his horns back?
- a. Yes, he did
  - b. He didn't care anymore
  - c. He didn't think about it
  - d. No, he didn't stop hoping
9. "the kind cock knew how difficult to ascend to heaven"
- The synonym of the underlined word is...
- a. Easy
  - b. Hard

- c. Heavy
- d. Serious

10. What is the main idea of the text?
- a. The dragon borrow the cock's horns
  - b. The cock lost his horns because the millipede deceived him by saying that the dragon will return back his horns
  - c. Why does the cock eat the millipede?
  - d. The dragon offered the millipede as a guarantor.

**Appendix IV**



Picture I



Picture II





Picture III



Picture IV

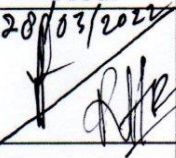
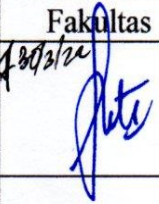


Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

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NPM : 1802050089  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 3.47 IPK = 3.40

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
28/03/2022 	Using Kahoot Application to Frame Students' Interest in Learning English as a Foreign Language	28/03/2022 
	The Effectiveness of Using Kahoot as a Media in Teaching Reading	
	Perceptions of Student For Gaming Approach: Kahoot as a Case Study	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Maret 2022

Hormat Pemohon,



(Zikry Satyawan)

Dibuat Rangkap 3 :


- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

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Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Using Kahoot Application to Frame Students Interest In Learning English As A Foreign Language	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 24 Maret 2022

Disetujui oleh  
Dosen Pembimbing



.....  
(Dr. Tengku Winona Emelia, S.Pd., M.Hum)

Hormat Pemohon



.....  
(Zikry Satyawan)



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Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Zikry Satyawan  
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Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai : Zikry Satyawan

Dosen Pembimbing : Dr. Tengku Winona Emelia, S.Pd., M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, \_\_\_ Maret 2022  
Hormat Pemohon,

(Zikry Satyawan)

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 1797 /II.3/UMSU-02/F/2023  
Lamp : ---

Medan, 28 Syawal 1444 H  
19 Mei 2023 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala**  
**SMP Swasta Free Methodist 2 Medan**  
**Di**  
**Tempat.**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Zikry Satyawan**  
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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Using Kahoot Application To Frame Students' Interest In Learning English As A Foreign Language.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



**Dra. Hj. Syamsuyurnita, MPd.**

NIDN : 0004066701





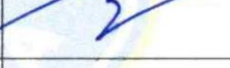

**\*\*Pertinggal**





**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Zikry Satyawan  
NPM : 1802050089  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Using Kahoot Application To Frame Students' Interest In Learning English As A Foreign Language

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 Juni 2022	Table of contents	
	Chapter I, Identification of the problem	
27 Juli 2022	Chapter II, Theoretical of Framework Definition and Term	
6 Agustus 2022	Chapter III, Research Design and Source of Data, Technique of Data Collection	
	References	
		

Medan, Agustus 2022

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum

Dr.Tengku Winona Emelia, S.Pd., M.Hum



BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 05 Bulan September Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Zikry Satyawan  
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Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Using Kahoot Application To Frame Students' Interest In Learning English As A Foreign Language

No	Masukan dan Saran
Judul	✓
Bab I	IDENTIFICATION OF THE PROBLEM
Bab II	THIS TYPE
Bab III	DATA ANALYSIS & DATA COLLECTION
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ✓ ] Disetujui Dengan Adanya Perbaikan

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(Rini Ekayati, SS., MA)

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Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

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(Rita Harisma, S.Pd., M.Hum)

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 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Using Kahoot Application to Frame Students' Interestin Learning English  
 As a Foreign Language

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
2 Mei 2023	Abstract	
	Acknowledgement	
	LIST . REFERENCES	
	> chapter I	
9 Mei 2023	chapter II	
	chapter III	
11 Mei 2023	chapter IV	
	chapter V	
16 Mei 2023	chapter	

Medan, Mei 2023

Diketahui/Disetujui  
 Ketua Prodi Pendidikan Bahasa Inggris 

Dosen Pembimbing



(Pirman Ginting, S.Pd., M.Hum.)



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2. Junior High School at SMPIT Al-Fityan School Medan
3. Senior High School at SMA Free Methodist 2 Medan
4. The Students of Universitas Muhammadiyah Sumatera Utara  
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