

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two findings and two discussions from the analysis in order to answer the research question. The first finding is about to find out what are game elements in Kahoot and the second finding is about to describe the Kahoot in supporting English Language Teaching. After the data has been obtained based on description above, the researcher will discuss the data obtained in the above findings.

A. Findings

1. The first finding is about to find out what are game elements that had been found out for education context by Nah et al. (2014) in Kahoot!.

No	Game Elements	Kahoot!
1	Leaderboard	√
2	Points	√
3	Feedback	√
4	Progress Bars	√
5	Prize and Rewards	√
6	Levels/Stages	√
7	Badges	√
8	Storyline/Narrative	√

a. Leaderboard

Kahoot! application provides the leaderboard, it shows the top 5 in the overall rank, all the data from ranking to speed, score, and individual performance is available for download as an excel file after the quiz is completed.

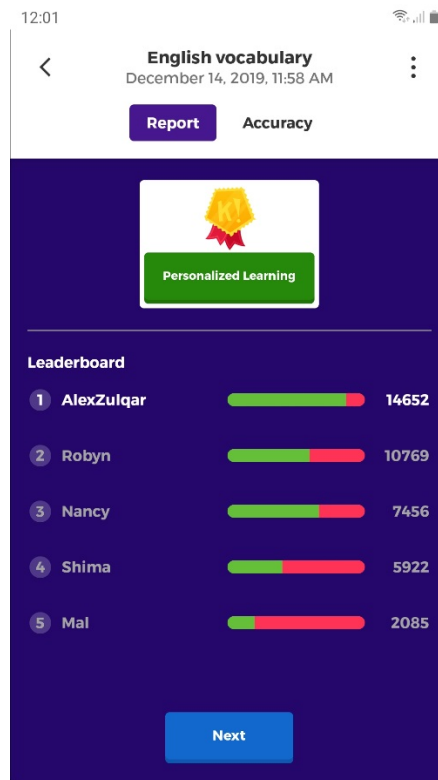


Figure 4.1 Leaderboard

Kahoot! leaderboard is displayed at the front in-between every question, showing the top 5 performing students without make shame students who are under performing. Each question is worth a maximum 1,000 points.

As the timer starts counting down during a question, so does the available points.

b. Points

Points are allotted after each question and can be seen by all in the class, and motivating students to get more correct answers. Kahoot! points are awarded based on speed on answer, players are also awarded bonus points for consecutive correct answers.

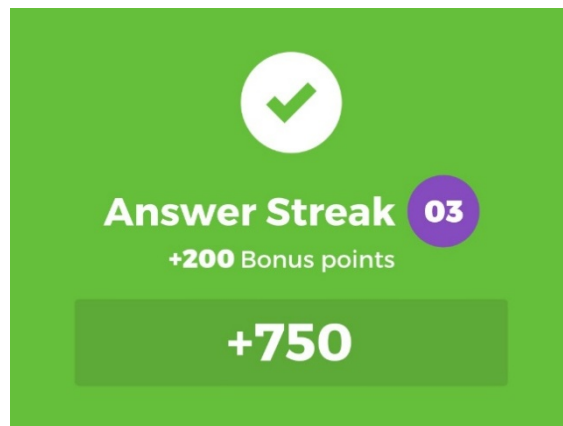


Figure 4.2 Points

c. Feedback

When the final Kahoot leaderboard is displayed, every student gets their personal feedback on their device; total points, number of correct/incorrect questions and the position in the class they finished in. On your device, you can choose to download the results of the quiz.

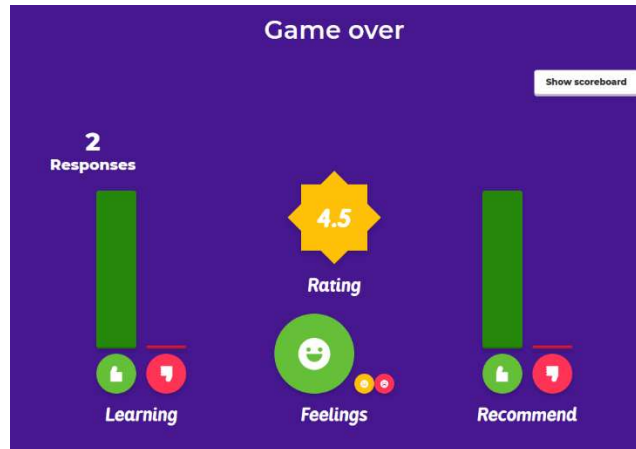


Figure 4.3 Feedback

Kahoot! provides a spreadsheet listing each of your students, what they answered for each question and how long it took them. Correct answers are highlighted in green, incorrect in red.

d. Progress bars

Kahoot! progress bars can be seen when you are answering questions. Progress bar shows people what percentage they've completed the task as they move from stage to stage

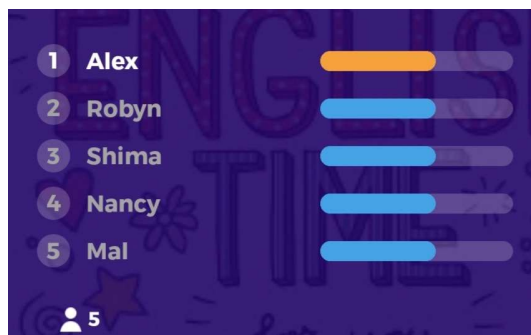


Figure 4.4 Progress Bars

e. Prize and reward

The winner's nickname after played Kahoot! is displayed in large lettering on the screen at the front of the classroom. This also displays how many questions they got correct or incorrect in the game.

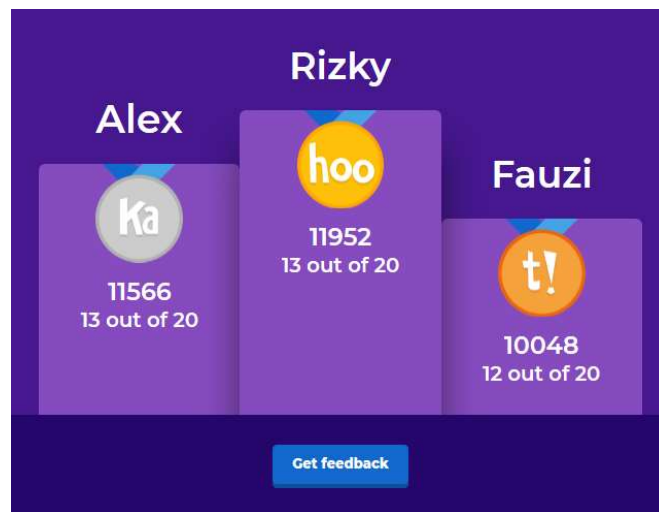


Figure 4.5 Reward

f. Levels/Stages

Kahoot! provides level/stages. Every level has three questions. If the participants want to go the next level, they have to completed three question every level.

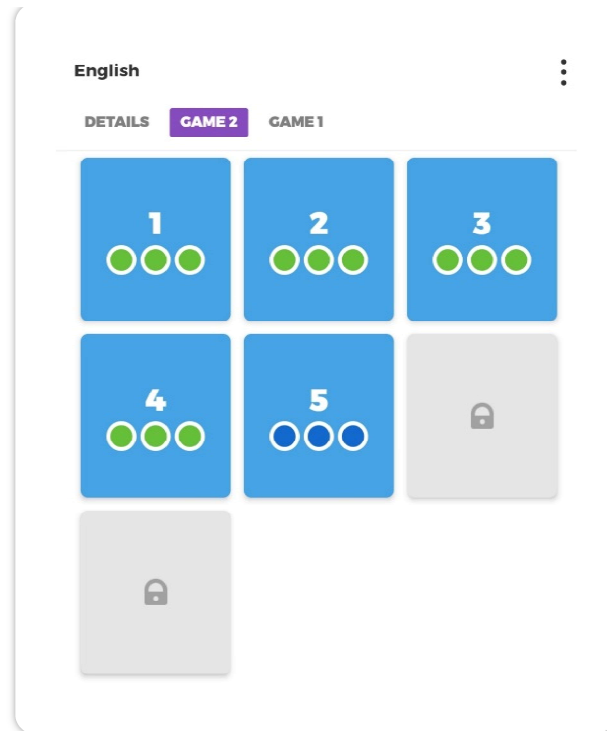


Figure 4.6 Levels

g. Badges

Kahoot! has three tiers – beginner (Bronze), intermediate (Silver) and advanced (Gold), with more coming in the future. You'll start with Bronze, then progress to the next level, by taking a quiz assignment with the Kahoot!.



Figure 4.7 Badges

h. Storyline/Narrative

Intertwining a storyline or narrative with quiz, feedback, points, interactive elements, and other any game elements in Kahoot! of presenting information greatly enhances not only the engagement, which is the reason for creating a gamified experience.

2. The second finding is about using Kahoot! in supporting English Teaching based on Jeremy Harmer (2007)

a. Kahoot! in Supporting Teaching Listening

In the Principle teaching reading based on Jeremy harmer. the first is Encouraging students to listen as often and as much as possible. the students can watch video from YouTube or listening on podcast and music. es. In Slide, you can upload an image from your computer or Kahoot! image library or embed a YouTube video. the teacher can repeat audio or video to get students more understanding the pronunciation. The more students listen, the better they get at listening - and the better they get at understanding pronunciation and at using it appropriately themselves.

Second principle is the teacher should help students to be prepared to listen. the teacher can add title on Slide for helping students to get connected to the

topic. the title can be up to 50 characters and also you can add description up, it can be up to 250 characters.

Third principle is students should be encouraged to ask for repetition and clarification when they need it in the case of live listening. Students will want to hear it again to pick up the things they missed the first time. The teacher can manage audio or video from YouTube on Slide. The teacher can set “start at” and “stop at”, you can replay the video as many times you want.

Fourth principle is to keep the students connected, encourage students to respond to the content of a listening. The teacher needs to have at least one question after a slide. You can't add several slides in a row. so the students can figure out the meaning of the conversation from video or audio. An important part of a listening is to draw out the meaning, what is intended and find out what impression it makes on the students

Fifth principle is the teacher needs to know what are levels of their students. Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text, the need to set different tasks for different listening stages. in creating Kahoot!, The teacher needs to know what are levels of their students. So, the teacher can create the contents or material creatively on Kahoot! based on the students' level. the teacher should help the students to focus in on what they are listening for.

Last principle is good teachers exploit listening texts to the full. If teachers ask students to invest time and emotional energy in a listening text and if they themselves have spent time choosing and preparing the listening sequence, then it makes sense to use the audio track or live listening experience for as many different applications as possible. The students can listen to the audio again from video in Slide to identify specific information and key vocabulary. After students get specific information and key vocabulary, the teacher tests the students through matching pairs, true or false, etc

b. Kahoot! in Supporting Teaching Reading

First principle is to Encourage students to read as often and as much as possible. The more students read, the better. the teacher should encourage students to read extensively as well. the teacher can use Kahoot! to display a slide that contents is reading text material, the students will only see the text from on screen is displayed in front of class. the teacher will give the students a several minutes to read text extensively

Second principle is the teacher should try to help and ensure the students are engaged with the topic of a reading text and the activities they are asked to do. with slide from the feature of Kahoot!, the students can be engaged easily and more joyful to read text. to ensure the students are engaged or yet, the teacher can use Poll to gather Students” opinion about the topic. Students need to be

engaged with what they are reading. Students should be involved in joyful reading when students are reading extensively

Third, encourage students to respond to the content of a text. Teacher must give students a chance to respond to that message in some way. the teacher can give students a chance to respond that message from the text using Word Cloud.

Forth, prediction is a major factor in reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about. so people can identify reports as reports from their appearance before we read a single word. in Kahoot!, the teacher can add image, title, and description. so, before the lesson is begin, the students can predict what they are going to learn. so, it will make the students better and engaged easily.

Fifth, match the task to the topic when using intensive reading texts. the teacher should to match between task and creatively. The teacher needs to choose good reading tasks. with Kahoot! the teacher can be creative. the teacher can create tasks and match it to the topic easily by using Kahoot. any tasks can be found on Kahoot! such multiple choice, true or false and puzzle.

Last, good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation.

Kahoot has a game element is called “Storyline” means that can help to make lesson is interesting and stay motivated to end lesson.

c. Kahoot! in Supporting Teaching Listening

First is students need to know what speaking activities look like. Perhaps some students have no idea while doing speaking activities. The teacher can be the one who gives an example of the speaking activity which will be learned. The teacher can use Kahoot! to show pictures or videos to introduce keywords through Slide on Kahoot! With this feature, the teacher can give an example to the students easily.

Second is the teacher has to Encourage students to do speaking tasks. speaking activities may and should be highly motivating. With encouraging students while doing the tasks will make them motivated and powerful to do the tasks. Although some tasks are difficult enough, they can be confident In another speaking tasks like: interviews, role play, dialogues, debates discussion, etc. Kahoot! doesn't have a feature to support any activities, students have to perform in front of class.

Third is the Teachers need to correct student's speaking. In the process of speaking, students will do some mistakes. The teacher can't use Kahoot! in

correcting students' speaking, This the role of the teacher must be able to correct every single error.

Fourth is Giving suggestion to the students. Every student really needs some advice from the teacher. Because in order to get the significant result in rest you need to get the students to know where they are less. And then they can improve it in other time. with the feature poll in Kahoot! The teacher can use feature named "Poll" to know how many students are understanding and misunderstanding. The teacher creates 4 opinions, in the first column is very understand, and in the second column is understand. In column third is quite understand in fourth is misunderstand. The result can be seen in poll result. The result shows how many percent of students are understanding from the lesson.

Last is getting students to have a free discussion outside classroom. The student will feel such relax and fresh with this method. in Kahoot! you can create homework challenge. the teacher will share the pin with email or WhatsApp. so, the students can challenge and discussion with their friend in outside classroom. With discussion which is conducted in outdoor will make the student less nervous than in a room.

d. Kahoot! in Supporting Teaching Writing

First, Students must understand what important of writing is. Each part the teacher needs to understand what students are going to learn and what benefit will we get there. the teacher can use the slide to present what students are going to learn. the teacher will explain objectivity of writing is.

Second, students need to know kind of writing which will be taught. In writing, there are a lot of varieties activity. We must know what part of writing will we learn there. It makes us easy to understand the material will be taught later. the teacher introduces the students to a writing model. Writing model can be uploaded in Slide. With Slide, the teacher can explain the parts of the writing and structure and students can pay attention to a presentation from the teacher. And you can also write some phrases in Slide.

Third, the teacher needs to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. so, that will help them to be better writers. Students produce a piece of writing following the model presented previously. The teacher prompts the students while writing. Revises drafts in groups. Then edit after review and make final writing. In this section, the researcher can't find out the possibilities of using Kahoot! for supporting writing activities.

Forth, the teacher must correct the student's writing when it is wrong. the researchers can't find out the possibilities of using Kahoot! in order to correct the students writing task. Here is the role of the teacher. The student will make a lot of mistakes. As a good teacher, you can lead some students to get the correct one answer. So, the student will not be lost the way.

Last, the teacher asks the result of student's writing in order to get objectivity. the researchers also can't find out the possibilities of using Kahoot!. The teacher cannot collect students' writing tasks or do peer checking with Kahoot!. The result of student's writing must be collected to the teacher. Every result will show the students ability objectively.

B. Discussion

1. Discussion A

After the data has been obtained and the process is like the description above,the researcher has written and analyzed the data at the above findings. the first discussion is about to find out what are game elements that had been found out.

First is Leaderboard, Kahoot! application provides the leaderboard, it shows the top 5 in the overall rank, all the data from ranking to speed, score, and individual performance is available for download as an excel file after the quiz is completed. Leaderboard in Kahoot! is displayed at the front in-between

every question, showing the top 5 performing students. according to Nah et al (2014) suggest in order to avoid demotivation for those who are lower ranked, leaderboards usually display the top 5 or 10 scorers only. Each question is worth a maximum 1,000 points. As the timer starts counting down during a question, so does the available points. So, students get more points for answering correctly.

Second is points. according to Nah et al (2014) Points serve as a way to measure success or achievement. the teacher can see achievement on students on Kahoot while answering question. Kahoot! points are awarded based on speed on answer, players are also awarded bonus points for consecutive correct answers Points are allotted after each question and can be seen by all in the class. that is can make students to be motivated to get more correct answers.

third is feedback. according to Nah et al (2014) Feedbacksets the criterion for performance and engagement with the game. in Kahoot! every student gets their personal feedback on their device; total points, number of correct/incorrect questions and the position in the class they finished in. On your device, teacher can choose to download the results of the quiz. Kahoot! provides a spreadsheet listing each of your students, what they answered for each question and how long it took them. Correct answers are highlighted in green, incorrect in red.

forth is progress bars, according to Nah et al (2014) progress bars are used to track and display the overall goal progression. Progress bar shows people what percentage they've completed the task as they move from stage to stage. Kahoot! progress bars can be seen when answering questions. the teacher can track their students' progress with this element.

fifth is Prize and reward. In Kahoot!, the winner's nickname is displayed in large lettering on the screen at the front of the classroom, giving them compliments they deserve. This also displays how many questions they got correct or incorrect in the game. this can be motivated students to get higher points to get prize as according to Nah et al (2014) Prize and reward have also been found to be motivating when thoughtfully implemented.

Sixth is Levels/Stages. According to Nah et al (2014) Levels can give students a sense of progression in the game. Kahoot! provides level/stages. Every level has three questions. If the students want to go the next level, they have to completed three question every level.

Seventh is Badges. according to Nah et al (2014) Badges are recognized as a mark of appreciation or task accomplishment during the process of goal achievement. Kahoot! has three tiers – beginner (Bronze), intermediate (Silver) and advanced (Gold), with more coming in the future. starting with Bronze, then progress to the next level, by taking a quiz

assignment with the Kahoot! app. If successful, you'll receive a time-stamped certificate in order to claim professional learning credits, a digital badge, and be able to progress to the next level.

Last is Storyline, that helps learners to achieve an ideal interest curve, where interest peaks around the beginning and end of the learning process, and to stay motivated throughout the learning process. Purposefully intertwining a storyline or narrative with exercises, feedback, interactive elements, video or other any game elements in Kahoot! of presenting information greatly enhances not only the engagement, which is the reason for creating a gamified experience. as according to Nah et al (2014) When used effectively, they provide a context for learning and problem solving, as well as helping to illustrate the applicability of concepts to real-life.

Based on the statement above, it can be concluded that Kahoot! has game elements for education that can be ignored on gamification system because that can helps teacher and students to get lesson objectivity easier and can make students to get motivated as according to Panessai et al. (2018) stated in previous study if gamification is able giving positive impacts on student learning from various angle especially their achievements, involvement and motivation in learning activities.

2. Discussion B

After the data has been obtained and the process is like the description above, the researcher has written and analyzed the data at the above findings. The second discussion is about using Kahoot! in supporting English Teaching based on Jeremy Harmer (2007)

According to Jeremy Harmer (2007), Students need to be made ready to learn Get their mindset ready. This means that they will need to look at pictures, discuss the topic, or, read the questions first, for example, to be in a position to predict what is coming. Teachers will do their best to get students engaged with the topic and the task so that they want to learn.

In pre-teaching English, the teacher introduces the topic to students and connect them to the topic, from this part you can use one of the many features in Kahoot!. This feature is called “Slide”. In adding slides, the teacher should go to Kahoot.com and log in or sign up, then click create button, the teacher will see add question and choose the slide option

To keep the students connected, you need to have at least one question after a slide. You can't add several slides in a row. The teacher can ask about the student's experiences related and their knowledge about the topic provided on Slide. The game elements in Slide is Storyline. Storyline helps learners to achieve an ideal interest curve, where interest peaks around the beginning and

end of the learning process, and to stay motivated throughout the learning process. When used effectively, they provide a “context for learning and problem solving,” as well as helping “to illustrate the applicability of concepts to real-life” (Nah et al., 2014)

In whole teaching, according to Jeremy Harmer (2007) the teacher should encourage their students every English skill with some tasks. The teacher can test the students through matching pairs, true or false. In testing students, the teacher can create Questions from Kahoot!. The question types that teacher can use in this part is Matching Pair and True or False. Matching Pair and True or False had game elements are points & level. The teacher had to add videos or images and a question description of every question. Students had to recognize sounds, intonation, and cognates with the help of the teacher to choose correct answers. Students get points from every correct answer. Points are awarded based on speed on the answer, players are also awarded bonus points for consecutive correct answers.

In another speaking tasks like: interviews, role play, dialogues, debates discussion, etc. Kahoot! doesn't have a feature to support any activities, students have to perform in front of class. Teachers need to correct the student's speaking. In the process of speaking, students will do some mistakes. The Teacher must correct the student's activity when it is wrong.

Here is the role of the teacher. This the role of the teacher must be able to correct every single error while student speaking (Harmer, 2007)

then in writing task, students produce a piece of writing following the model presented previously. The teacher prompts the students while writing. Revises drafts in groups. Then edit after review and make final writing. In this section, the teacher can't use Kahoot! for supporting while writing activities. The student will make a lot of mistakes. As a good teacher, the teacher can lead some students to get the correct one answer. So, the student will not be lost the way (Harmer, 2007)

In post teaching English language, teacher gives reward for the champion after completing the task. the results can be seen on leaderboard. and the top three will get Badges. The teacher can provide feedback about the student's understanding. In this part, the teacher can use one of the features of Kahoot!. This feature is named "Poll" to know how many students are understanding and misunderstanding. The result shows how many percent of students are understanding from the lesson. According to Jeremy Harmer (2007), every student needs some advice from the teacher. Because in order to get the significant result in rest you need to get the students to know where they are less. And then they can improve it in other time.

Polls are a great way to gather student feedback. Feedback is also the game elements that sets the criterion for performance and engagement with the game. Clear and immediate feedback has “been shown to be important for attaining the flow state, which is a state of engagement and immersion in an activity” (Nah et al., 2014). This polls feature will allow you to get instant feedback from your students. After the lesson, the teacher can use Slide again to give a summary and introduce the topic for the next class.

Based on the statement above, it can be concluded that Kahoot! can be supported in any English Language Skill. So, with Kahoot! the teacher can implement gamification system with Kahoot! to engage students easily to the lesson and keep their motivated and more joyful in classroom as according to Budiati (2017) stated after using Kahoot for teaching, the students are very interested in joining the class; they are more eager in coming to the class, they pay more attention in English and they are interested in learning more.