The Use of Kahoot to Teach Captions for XII Grade Students in

High School: Best Practice

A Thesis

Presented to Department of English Language Education as Partial

Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in

English Language Education

Conveyed by:

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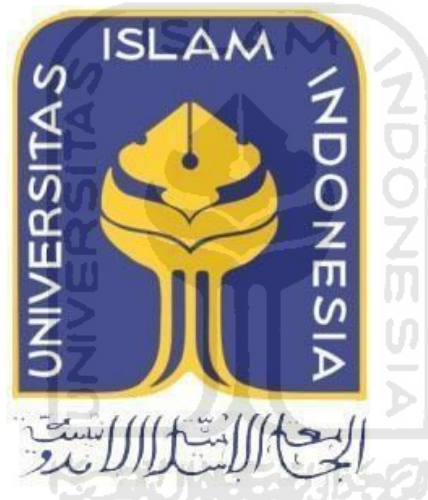
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APPROVAL SHEET

The Use of Kahoot to Teach Captions for XII Grade Students in

High School: Best Practice

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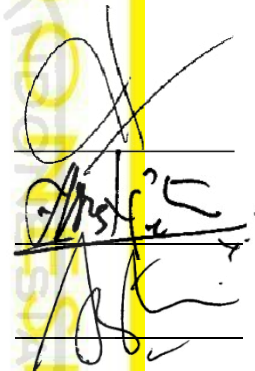**Adhen Andi Afryan Prasojo**

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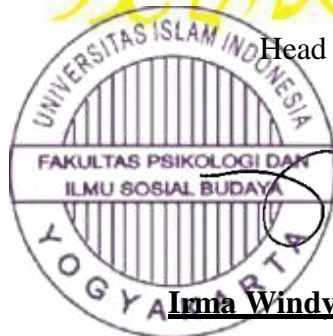Second Examiner : Astri Hapsari, S.S.., M.TESOL

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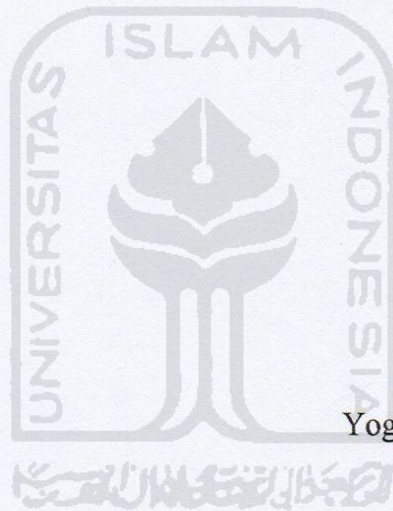Head of Department,

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, August 18, 2020

The Writer

Adhen Andi Afryan Prasojo

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MOTTO

"It's not whether you get knocked down, it is whether you get up."

(Vince Lombardi)

"Be like a tree that grows and bears fruit. Thrown with stones, but returned with

fruit."

(Abu Bakar As Siddiq)

DEDICATION

On behalf of Allah SWT, I dedicate this thesis to:

For myself who is always strong and doesn't give up in do this thesis, for my family who always supported and encourages me, for my lecturers who always supported me and always motivated me not to give up, and for my friends who are always there if I need help. I am very grateful. Hopefully all your kindness will be countered by Allah SWT.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahirobbil'alamin, all praise is good because Allah SWT, who has given us physical and spiritual faith, and health power for all for the author to complete this thesis as partial fulfillment of the requirements to get a Bachelor of Education degree in English Education.

First, I say many thanks to my parents who always supported, encouraged, and prayed that I could finish this lecture as best I could. Secondly, I would like to express my deepest gratitude to all lecturers and staff of the Indonesian Islamic University, faculties, and English study programs for helping me complete this final project. And lastly for my closest friends, thank you for always encouraging me and always helping me in completing this thesis.

Researchers believe this thesis is far from perfect. Therefore, suggestions and recommendations are mandatory for further improvement. Researchers hope this thesis can be useful for readers.

Thank you for all the support through everything.

Yogyakarta, August 18, 2020

Adhen Andi Afryan Prasojo

15322009

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ABSTRACT

The Use of Kahoot to Teach Captions for XII Grade Students in High School: Best Practice

By:

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Learning motivation is needed by students to improve their learning performance in class. In order to increase student motivation, teachers use a variety of teaching methods with the aim of increasing student motivation. In my PPL program as a teacher at a public high school, I used the online media *Kahoot* game with the aim of increasing student motivation in English. The steps for teaching captions using the *Kahoot* game media are that students are asked to open the Kahoot.it website. Then enter the game pin that has been given. After being in the game room students are asked to wait for the teacher to start. After the teacher has started the game, students can answer the questions in the game with a predetermined time. Because I taught two classes and each class has different student criteria, I also use a different learning style for the two classes. And the result is that students are very enthusiastic about learning English because of the challenges in the Kahoot game.

Keywords: Kahoot game, Teaching Caption, Student Motivation

A. Background of the Study

PPL School Program is compulsory teaching practice activities of English Language Education Department in one of Private Universities in Yogyakarta. In this program students are required to teach and assist teachers in designated schools for 1 month. In-School PPL program in one of public high school in Yogyakarta, I taught 2 classes. There was XII Science 1 and XII Science 2. I taught at XII Science 1 on Tuesday and XII Science 2 on Thursday for a week.

Students at XII Science 1 was very active and their sense of learning is high, but it is different from Class XII Science 2 where only a few students has high motivation to learn English. Maybe because the teacher's teaching methods and style used were the same for all classes, which in fact each student has different abilities in understanding the lesson. Based on Reid (1995) as cited in Budiana & Juwari (2018), everyone has different abilities to absorb information, process information, and store information. Each student has a different learning motivation, in teaching students who have low learning motivation must be different ways of teaching than students who have high learning motivation. Motivation can affect student success in learning. (McDonough, 1983). Therefore, learning motivation is very important for students in understanding the lesson.

This report is aimed to describe the use of Kahoot to High School Students and test students' understanding of the caption material through the online media game Kahoot.

B. Construct

In a previous study conducted by (Iaremenko, 2017) at National University of Life and Environmental Sciences of Ukraine in Kyiv. The researcher conducted questionnaire with the group of 120 students (76 boys and 44 girls) about the use of online game in learning English. Based on research results Iaremenko (2017) online games can be used to increase motivation to learn English as a second language learning because it has a pleasant effect. From some respondents of the research, it can be concluded that learning through Online Games is more fun, interesting, useful, and can be used as a learning tool.

The game can be made as a place for students to practice and develop their understanding. The purpose of this previous study examined the potentials of online games which teachers can employ in order to motivate their students and summarize the positive effects of playing learning games. Piaget (1951) examined the function of game play as a place for students to practice their understanding because the game requires children to build their understanding of their environment (Kafai, 1995, 1998).

My current report is almost the same as previous research, but I am more focused on how is the implementation of using online game to teach caption. Based on Smock (2018) stated that in order to understand a photo and how it corresponds to a story, a caption must provide the basic information that readers need. The contents of the caption must contain the information contained in the image. In the caption material that I taught; I used the caption material which contains the invitation based on the image that has been given with the aim to increase students learning motivation. A step by step to writing a good caption must consist; provides context, adds personality, and inspires add the viewers to take action (Warren, 2019). The similarity

from previous research is the same to know the results of the implementation the Kahoot for learning English. The research context of each study is different from the previous study at the university and now at public Senior High School.

C. Implementation of Teaching Practice

In this section, I would like to explain the implementation of *Kahoot* to teach caption. The purpose of English subject is students would be able to understand the meaning and function of the caption correctly.

Activity 1: (Understanding)

Picture.1: Example without mark   Picture.2: Example with mark

In this activity, I tested students' understanding of an image. First I give the original picture and I ask all students what the picture means and students are asked to answer, after that I give a similar picture but I give a little guidance in the picture by giving a circle to one of the areas in the picture and then asking return to students the

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intent of the area given the circle. After that I give some explanations about the caption. The purpose of this activity is to find out student understanding and as an introduction to further learning activities.

Activity 2: (Game)

In this activity, students will play Kahoot game. The purpose of this activity is to test students' understanding of caption.
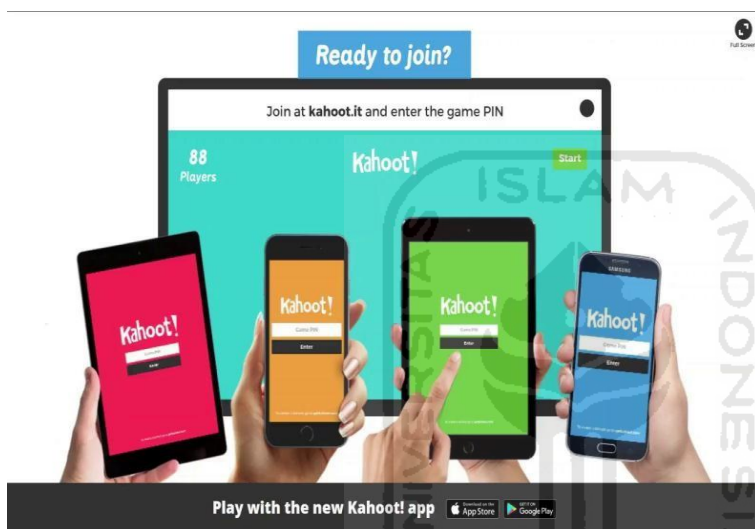
Picture.3: Kahoot Games

How to play this game:

- Make a team consist two

- Open Kahoot website: Kahoot.it

- Enter pin that appears on the screen

- Enter nickname, students can make their own nickname

- Wait until teacher started the Kahoot game

- Answer all the question

Students are very enthusiastic in answering because each question has time to

answer and there is also a score they get at the end of the game. The suggestion for this game, it should not use a long word for the answer because there's limit for word use to the answer. The students have different learning style but they love online games. However, the teacher was not familiar with online games. Thus, I recalled my past learning experiences in English Language Education department in Islamic University of Indonesia when the lecturer used *Kahoot* in the class. The results of my observation are for class XII Science 1, they had high motivation to learn and tend to be serious but a little relaxed. After explained material about caption, I asked students to find a partner to answer the questions in the Kahoot game later. After completed the search for a partner, each partner prepares one gadget connected to the internet and then opens the website *kahoot.it*. Next, I immediately started the Kahoot game. Some questions have been answered, the students was still excited in answered the next questions, but suddenly some students have connection problems in their gadget, but it does not affected their enthusiasm to answered the next questions, my game stops for a few minutes to let students who have internet connection problems find an internet connection, some students immediately ran to the front door of the class to find an internet connection and they also managed to get an internet connection again. I started the game again, they returned to answer questions until the last question. And at the end of the game, I show the scores that each team gets. For class XII Science 2, I also used the Kahoot online game as my learning method.

In contrast to XII Science 1, after I explained some material about caption, I bringing all XII Science 2 students outside the classroom and headed to the school gazebo. In my opinion, by brought students of XII Science 2 out of the classroom, it suits their learning style which tends to be relaxed and not too serious, and also the internet connection outside the classroom is smoother. After arriving at the gazebo, in

contrast to XII Science, students with low learning motivation, I paired with student with high learning motivation. The goal is that students with low learning motivation can be excited in competing with other teams, assisted by their partners namely students with high learning motivation. After all students have a partner, I asked each team to prepare one gadget connected to the internet and then opened the *Kahoot.it* website. For class XII science 2, it takes quite a long time to start the game because there are still some teams that don't want to join the *Kahoot* game. Therefore, I gave them a motivation to want to join in the Kahoot game, which is first place will be treated to eat in the school canteen. Students who are not motivated to play suddenly want to join. The questions in the game boot had already been completed by them. Both of the classes have different learning styles but can both understand the lesson provided that it is taught in a way that suits their learning style.

Activity 3: (Do the exercise)

In this activity, teacher tested students writing skill. Together with their partners, students are asked to make a caption of each picture that has been provided. After completing work, each team was asked to come forward and read the caption that was made and the other team was asked to correct. The purpose of this activity is that students can make a caption properly and correctly and can apply it in daily life.

Picture.4: Make a caption based on this picture

Student's answers: Make your school environment clean for the convenience of studying together (Resdiyanti and Yovita from XII Science 2)

Picture.5: Make a caption based on this picture

Student's answer: A green environment produces a better life (Anggieta and Kamila from XII science 1)

Picture.6: Make a caption based on this picture

Student's answer: Caring for the environment, caring for others and ourselves (Firdaus and Fikri from XII Science 1)
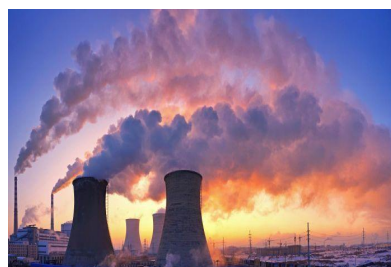
Picture.7: Make a caption based on this picture

Student's answer: We are the creator of solution, not a pollution (Norma and Gilang from XII Science 2)

D. Conclusion

In this era, educators must integrate online games or other applications to be used as a learning platform. Online games have many positive effects, one of which can increase student motivation. The class atmosphere is not as usual because there is new media offered if we use media like Kahoot Game. The class atmosphere will be more interesting and students tend to be more active in showing opinions or ideas. But all of that must be considered first, whether the media that is suitable or not we will use in learning, inadequate classroom facilities or not if we use the media.

E. References

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Appendix 1. Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan   : SMA Negeri 8 Yogyakarta

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : XII/1

Materi Pokok   : **Caption about Environment**

Alokasi Waktu   : 2 x 45 menit

Tahun Ajaran   : 2018/2019

A. Kompetensi Inti

KI. 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI. 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI. 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI. 4. Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	No.	Kompetensi Dasar
3.3	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya	4.3	4.3 teks penyerta gambar (caption)
No.	**Indikator Pencapaian Kompetensi (IPK)**	**No.**	**Indikator Pencapaian Kompetensi (IPK)**
3.3.1	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya	4.3.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan
3.3.2	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya	4.3.2	Menyusun teks khusus dalam bentuk teks *caption* terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan model CLT (Communicative Language Teaching), peserta didik kelas XII SMAN 8 Yogyakarta mampu Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks *caption*, dengan memberi dan meminta informasi terkait gambar /foto /tabel/grafik/ bagan, sesuai dengan konteks penggunaannya dan Menangkap makna secara kontekstual terkait fungsi

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sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan serta menyusun teks khusus dalam bentuk teks *caption* terkait gambar/foto/tabel/grafik/bagan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan rasa syukur , jujur, bertanggung jawab, peduli **lingkungan hidup** dan santun.

D. Materi Pembelajaran

Fakta:
- Contoh sebuah caption yang tertera di sebuah gambar *" Save our earth to save ourlife "*
- *Fungsi Sosial* : Mengajarkan Moral dan sopan santun dan juga cinta **lingkungan hidup**
- *Unsur Kebahasaan* :
  - *Menulis Caption dengan benar sesuai konteks gambar*

E. Metode Pembelajaran

Model: CLT (Communicative Language Teaching)

F. Media Pembelajaran

Media: Power Point, Gambar, LCD, Laptop, Handphone

Bahan:
- Power point materi tentang Caption dan gambar-gambar tentang **lingkungan hidup** beserta captionnya.
- Kahoot Quiz

G. Kegiatan pembelajaran

1. Pertemuan Pertama: (2JP)

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	- Guru memberi salam - Peserta didik bersama guru berdoa - Guru memperkenalkan diri - Guru mengecek kehadiran peserta didik - Guru menyampaikan kd, indikator dan tujuan pembelajaran - Guru mereview materi sebelumnya	

		● Guru menyampaikan penilaian dan penugasaan	15'
	Inti	● Guru menampilkan sebuah gambar tentang lingkungan hidup, lalu guru bertanya apa yang mereka ketahui dari gambar tersebut. ● Guru bertanya kepada murid, apa yang mereka ketahui tentang caption. ● Guru menampilkan materi ajar caption di power point ● Guru akan menampilkan beberapa contoh gambar beserta captionnya ● Guru akan melakukan sebuah Quiz berbasis game online. ● Murid diminta untuk menggunakan gadget mereka untuk mengerjakan quiz ini ● Guru akan memberikan beberapa penjelasan bagaimana cara menjawab kuis tersebut ● Setelah selesai, guru akan memberikan sebuah tugas kepada murid yang nantinya akan dinilai ● Guru akan memberikan sebuah lembar tugas untuk membuat sebuah caption berdasarkan gambar tentang **lingkungan hidup** ● Guru memberikan waktu sekitar 15-25 menit untuk mengerjakannya. ● Setelah selesai, murid diminta untuk mengumpulkan hasil kerja mereka	65'
	Penutup	● Peserta didik dan guru menyimpulkan apa yang telah dipelajari hari ini ● Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran ● Menyampaikan rencana kegiatan pembelajaran yang akan datang ● Guru menutup pembelajaran	10'

Mengetahui :

Kepala SMA Negeri 8 Yogyakarta   Guru Mata Pelajaran,

Rudy Prakanto, S.Pd, M.Eng   Dra. Suwinarni, MM
NIP 19680323 199503 1 003   NIP 19640809 199402 2
001

Rubrik Penilaian

No	Criteria to be assessed	Low performance 10	Good Performance 15	Very Good Performance 20	Max Score
1.	Text Organization	Doesn't use the correct grammatical	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	20
2.	Sentence formation	Use simple sentences	begins to vary simple sentences and compound sentences	Use simple sentences, compound sentences and complex sentences correctly	20
3.	Grammar	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	20
4.	Vocabulary	Basic Vocabulary, less precise	Developed vocabulary	Purposefully chosen vocabulary	20
5	Spelling	Too many mistakes	6 until 10 mistakes	Under 5 mistakes	20

		Total	100
	score		

Perolehan Nilai : $\dfrac{skor\,perolehan}{skor\,maksimal}\,x100$

Instrument Evaluasi

Make a caption for each picture !

Kahoot Quiz !

1.

Which the correct caption for this picture ?

A. Based on this picture, we know that a bad polution can make our future bad to

B. Bad polution can make our future bad to

2. Caption is a sentence that is opinion or idea of someone.

A. Yes
B. No

3.

Which the correct caption for this picture ?

A.   The children must be taught how to care for a good environment

B. Children must be taught how to care for a good environment

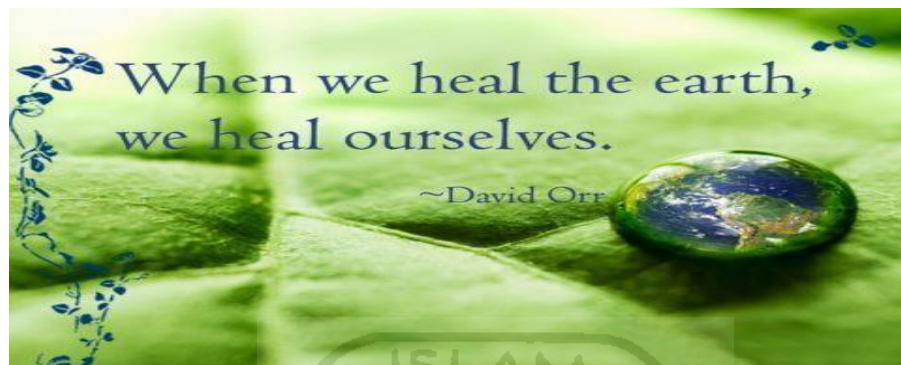4. Don't have to write clear words like "Above" and "pictured here"

   A. YES

   B. NO

5. Writing a caption to show an individual, you must use the word "from left to right."

A. NO

B. YES

6.

Based on this picture, we know that if we want to save ourlife we must save our earth.

A. YES

B. NO

7. Environment with bad condition same with environment with good condition.

A. Correct Caption

B. Incorrect Caption

8. Mention the name in the caption only if the name is really important.

A. YES

B. NO

9. The presence of the caption to substitute for the photo.

A. YES

B. NO

10.

Tree Makes 1 million matchsticks, but one match- stick can burn 1 million trees.

can the text on this picture be called caption ?

A. YES

B. NO