

## TEACHING COMPLEX ENGLISH GRAMMAR BY USING *KAHOOT* APPS

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**Abstract.** Teaching English as a second or foreign language wants variation and creative thinking of the teacher so as to create the category additional joyful and relaxed that creates students additional eager and fascinated by connection the category. Kahoot is designed as a mixture of ICT, used to teach grammatical and correct word orders. This study was conceived in descriptive library research, data on the use of *Kahoot* online software in English classrooms were collected from several related literature. This present study took some previous study which demonstrated the effectiveness of students using video as a learning medium, particularly EFL classes. Furthermore, the teacher must also be able to deliver good material using *Kahoot* online application as a model. In addition, teachers must have a step-by-step plan of what the teacher must do during teaching and learning before using this online application as a teaching medium. This study has been assumed by many academics around the world that teaching English using media such as *Kahoot*. This study was done in the 3th semester taken from 31 students English Department of Universitas Qomaruddin.

**Keywords:** gamification, Kahoot App, EFL.

### INTRODUCTION

The purpose of learning English is make students to dominate in communicating and using passive and active skill. teaching English in academic is important not only for academically but also in practically aspects of learning, such as using language for some purposes such as fulfilling business goals, communication, reading foreign books especially in literature or other types, Balla (2017). The study also found many factors that indicate that English is important in communication and use throughout the world. Then it is necessary to use foreign languages at schools and universities in Albania. Muhammad (2018) wrote that the function of English as a vehicle for interaction and communication tools. And for getting the English, grammar is one of the component of English that should we study.

Over these years, numerous methods have been produced for learning grammar and have been made upon, abandoned, or mixed, completely with this one purpose at mind—teaching students how to communicate effectively and understand how to use the English language. Because this grammatical is quality of English, each method gets its professionals and cons. Some examples are less likely to be recalled, while others may need more in-depth thought and knowledge. Irrespective of how grammar is learned, the well-rounded understanding of English grammar is the most significant element in bettering the skill of students.

The teacher with the strong knowledge of English grammar would be better able to learn English compared to one with a bad understanding of grammar. These instructors with a sophisticated understanding of grammar can learn without making embarrassment or learning erroneous principles to their students. The efficient and great educator must have a sophisticated understanding of grammar. They would be able to best understand grammar and learn it in the proper level of understanding of their students, too s learn when, where and how to apply the sophisticated knowledge.

There are many components of language, and it is called parts of language. (Stamper, Kory, 2017-01-01) Some English grammar principles were adopted from Latin, for instance John Dryden is believed to have made this law no sentences will be in the preposition because Latin will not be sentences in prepositions. This law of no division infinitives was embraced from Latin because Latin has no division infinitives. (NPR.org.)

These reactions to saint J. Farrell "(455-477) are indirectly associated with the philosophy of grammar, But farrell's IQ and basic English" does not suggest the method of teaching grammar: It is mainly about differences in term composition between dark and common English. So this speech is mainly about language and ability tests, not about grammar.

As students learn more about these designs of English grammar in various nonverbal settings throughout their theoretical careers, they will create more complicated understandings of English grammar and usage. Students will use the reason to make more meaningful and useful choices in their work and speech and more accur.

Isolated grammar education can do little to rectify the situation. These students would have long previously taught these varieties of English grammar, but what they will still need is knowledge in their usage. The students' personal oral and written study should be the foundation of the therapeutic grammar instruction in the course. The instructor should get every opportunity in speech and questioning to take out illustrations of grammatical rules in action, so that these students will discover and reformulate the principles they recognize, from examples in their own speech and writing.

The way is designed to assist future teachers of English as the Second or Foreign word (ESL/EFL) improve their understanding of English grammar and improve pedagogical approaches to learning English grammar. The way has two important elements: (1) education at English grammar, with specific importance on those areas that existing difficulties for ESL students; and (2) development of pedagogical approaches to teaching English grammar.te and rich interpretations in their reading and hearing.

How many current grammar programs have failed to make outcomes? Firstly it cost Easy Grammar and today it equals Shirley Grammar. This question is not with these programmes; the question is with English grammar. Why is English grammar then tough to learn? There are various causes, the beginning of which is summed up by these reflections: The second fact is that English grammar is also abstract for this grammar phase. In my belief it is about this same degree of concept and condition as algebra.

Grammar criticism comes into this kind of learning style. Some teachers think that English education syllabi are also full towards grammar analysis which has little to do with communicative knowledge. However, using the balanced approach, grammar criticism has its place in the room. Unfortunately, because of specific standard education practices, this kind of education sometimes tends to dominate the classroom.

Utilizing contemporary training technology is an important channel for students to teach and take English. Using this modern education technology will help students input a huge amount of data in the physical way. In grammar education, we used to accept reasoning, stimulation, comparison and other methods. To some degree we should modify these education methods today, placing grammar knowledge in the context of instruction appropriately, to do students act in this investigation of grammatical phenomena, to raise students' ability of summarizing and using English.

In this study, the writer wants to use the application of technology in teaching Grammar, the application that can explore the learning strategy and model in teaching and learning grammar.in other to increasing English knowledge and grammar knowledge the writer choose *Kahoot* for applying and teaching grammar.

*Kahoot!* Is the free online platform for making and working learning games. It may be used to make multiple-choice questions with embedded photos and pictures. Teachers will either make their own *Kahoots* or seek for publicly accessible games. There are tons of *Kahoots* out

there from particular texts , e.g., New English File or particular grammar levels. You may also see out trending *Kahoots* , too as most common people, although bear in mind that not all of them can be associated with language education – *Kahoot!*

Medina (2017) stated *Kahoot* is as a tool for teaching vocabulary in English classes. Then in this study also explained the benefit of using *Kahoot* that the process can increase student learning motivation and increase students' grammatical. Students satisfaction shows that students enjoy using *Kahoot* in the classroom learning process and this media is easy to use by students.

These presenters talk about the execution of games in EFL classrooms. They have a Digital strategy called *Kahoot*. It improves students' grammar and knowledge education. These instructors use *Kahoot* as warm up, revision, preparation, and assessment tools in classrooms. The attendees can learn how to take The strategy for various purposes.

*Kahoots* are important not just inside the room. There are *Kahoots* in this publication that will be used in education demonstrations to help engage students to get CS next year or in PTA meetings to increase awareness about computer science. Beyond this *Kahoots* publication, The online provider, *code.org*, plans to take that *Kahoot* features to employ thousands of teachers within our business development workshops. *Kahoot app* Concentrates on how you see, not what you see. This *Kahoot!* People produces the message, and aligns it to the curriculums they're learning. *Kahoot!* Offers a means to label subject to specific criteria, enabling different users to find games that correspond to standards they're teaching or learning. *Kahoot!* Encourages learners to look up, creating a trusted learning area which generates communication, cooperation and motivation in educational knowledge. This play is designed to take emotion into this learning experience-through play mechanics, music and visual innovation, producing unforgettable moments that help learners unlock their potential.

More than 50 percent of America K-12 schools are utilizing this *Kahoot!* Structure to inform students in new ways and create the fun teaching environment. Any educator can create and make *Kahoots* —play group-based learning games— for a variety of subjects for their course. Code.org has gathered the limited publication of *Kahoots* to help demystify computer science— including *Kahoots* our instructors employed in their classrooms. Over 1.6 billion participants get played on this *Kahoot!* Structure since its launching in 2013. It gives *Kahoot* one of the most widely applied technologies in K-12 classrooms at this globe. As per the latest information from TechCrunch, *Kahoot* has announced the new beginning, serving to place this common startup that already owns 60 million games and has realized around 1 billion players engage on its platform. It equals establishing *Kahoot!* Ignite, the new catalyst for like-minded startups that are pushing the limits of education through play and other ways.

## METHOD

This study was designed in descriptive library reasearch study that data collected only from several related literature on the application of online media in English classrooms. As we know, *Kahoot* online media application is a popular application that is always used in many people in this world. This *app* is mainly used in assisting teachers or lecturers in the ELT class to help the learning process run efficiently. The method used in this study is qualitative method. Used mainly to assist educators or lecturers in the ELT class in assisting the learning process to run efficiently .Qualitative approach is the tool used in this study. According to Cristine Marlow, words (qualitative data) from numbers or concepts that can be taken (qualitative data) have been announced qualitatively. It is possible to generate rich descriptions of phenomena. The study

subjects were students of 3th semester of English department, and when the teacher provided learning with the help of *Kahoot's* online application, he also saw responses from students. The teachers were involved in teaching English courses in the ELT class because they wanted to know how effective *Kahoot's* use was.

## FINDING AND DISCUSSION

After studying several studies related to using *Kahoot* online, based on application as a teaching and learning medium, the result of this study are the *Kahoot* has many advantages such as free platform-based learning games, such as educational technology. This training becomes very enjoyable by playing *Kahoot* and makes students not bored after studying that is very hard to understand. Using *Kahoot* as a teacher training evaluation will help teachers monitor the progress of each student towards learning goals, recognize strengths and weaknesses and identify areas where students benefit from more than one teaching, more experience users also include *Kahoot* in their curriculum to introduce new topics improve retention of new facts, review before exams, state discussion or reward and restore learners 'energy in the study. The teacher also designs learning exercises that can bring students into active mode of learning. In this case, teachers are questioned during teaching and learning exercises using *Kahoot* to actively engage students. To use *Kahoot* as a powerful tool in teaching and learning practices, planning is one of the key ways to make it more relevant before using a variety of other methods.

There are several approaches that can be used when using media in ELT classrooms, such as Medina et al (2017) notes that higher education institutions (including institutions in New Zealand) have been incorporating communication software, delivering lecture material in new ways, allowing students to participate in classes freely and offering them more concrete methods of revision. This finding is related to "*Kahoot Apps in English Language Teaching (ELT) Context: An alternative Learning Strategy*", Nunung (2017) notes gamification using this media can have an impact on students which makes them more ambitious and motivated to learn, to allow students to take part in courses freely and to offer them more practical methods of revision. In fact, the use of *Kahoot* will give some advantages for students to understand materials in grammar.

Figure 1. The use *Kahoot* app in the classroom



## CONCLUSION

The approach utilizing online application platforms focused on *Kahoot* will improve students ' learning incentive proof that English language results will increase significantly. With the *Kahoot* media, student learning achievement can be improved as evidence that English learning outcomes experience a significant value increase. In addition to comprehension, it is

very useful to students. Study findings relevant to learning English for *Kahoot's* online application approach were based on the results of these study as an effort to increase student engagement and learning achievement. There are several suggestions that need to be communicated, namely implementing *Kahoot* as a learning media that requires proper training, so that teachers can implement teaching and learnin

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