



The Effectiveness of Socrative and Kahoot to Teach Grammar to Students With Different Interests

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Abstract

This study aimed at examining the effectiveness of Socrative and Kahoot to teach grammar to students with different interests. The objectives of the study were, to analyze high and low interests students' score of grammar in order to explain the effectiveness of Socrative, to analyze high and low interests students' score of grammar in order to explain the effectiveness of Kahoot, to analyze the significant difference between the students with high interests after being taught by using Socrative and Kahoot to teach grammar, to analyze the significant difference between the students with low interests after being taught by using Socrative and Kahoot to teach grammar, to analyze how the interaction is among teaching, students' interests and grammar. It was an experimental research with 2x2 factorial design. Questionnaire, observation and test were used. The data from questionnaire and grammar test were analyzed quantitatively using T-test and ANOVA. The results of this research showed that Socrative to students with high and low interests (79.17 and 57.50) and Kahoot to students with high and low interests (85.50 and 62.86) are effective. The mean score of Kahoot multimedia was higher than Socrative in teaching grammar. There was no significant interaction among the use of multimedia, students' interests and students' grammar achievement.

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INTRODUCTION

The trend of 21st century in teaching learning is truly widespread in all over the world. Indonesian society has become inseparable by the digital age. Hence, it should be fit with the presence of a new era which is digital era. Mahajan, Mueller, Cambel and Ramakrishnan (2012) in (Garba, Byabazaire, and Busthami, (2015) stated that 21st century is characterised with amazing developments in information technology.

The use of technology in education as a multimedia in the teaching and learning process is very important. Multimedia can be an effective tool to increase the activity of students in the teaching and learning process and provide many benefits not only for teachers but also for students. As reported in an article written by Patel (2013), technology has changed the dynamics of educational institutions and has also influenced the educational system.

However, 21st century has led teachers to hold new outlook in their teaching learning process. Especially in teaching English. English in Indonesia is as foreign language. The use of technology in education is very beneficial for teachers and for those who are learning a foreign language (Aziz, 2018). In learning English, there are many things that must be mastered by students to be able to write English with the correct structure or speak English with the right arrangement. Such as mastery of vocabulary, pronunciation, and or grammar.

According to Dykes (2007), grammar is a language to talk about language. So, it means that grammar is important in producing language. Most of Junior High School students think that grammar is the most difficult subject to learn. It is because they are asked to recognize many tenses and rules of English language. Teachers have to know how to make students interested in grammar. To take part in learning and activities well, children certainly must have their own interests in the lesson, either by the latest methods, interesting techniques or by using media that they like. According to Crow (1993) interest may be used

to refer to motivating force which force someone to give attention to other people, thing or an activity. Which can be interpreted that someone's interest is not only to others but also to the activities carried out. So that the activities carried out will feel good if done with high interests because there is motivation in it.

One of the way to improve students' grammar is using multimedia. In this study, the multimedia that is used are Socrative and Kahoot. Those are kinds of online quizzes or tests. Students can play it with or without download the application itself. Goodman (2003) explained that multimedia is an important thing related trends in education that have flowed through and around the factory system, causing some changes in approaches to education.

This research was conducted at the eighth grade students of Junior High School at SMP Al-Azhar 5 Cirebon in the school year 2019/2020 which is aimed to know the effectiveness of Socrative and Kahoot to teach grammar proficiency through scientific approach with high and low students' interests. The study focused on the use of Socrative and Kahoot multimedia to teach grammar of the eighth grade of SMP Al-Azhar 5 Cirebon. This study found the effect of using Socrative and Kahoot multimedia on the achievement of students' interests.

There are seven objectives of the study; (1) to analyze high interests students' scores of grammar in order to explain the effectiveness of Socrative multimedia. (2) to analyze low interests students' score of grammar in order to explain the effectiveness of Socrative multimedia. (3) to analyze high interests students' score of grammar in order to explain the effectiveness of Kahoot multimedia. (4) analyze low interests students' score of grammar in order to explain the effectiveness of Kahoot multimedia. (5) analyze the significant difference between the students with high interests after being taught by using Socrative and Kahoot multimedia to teach grammar. (6) the significant difference between the students with low interests after being taught by using Socrative

and Kahoot multimedia to teach grammar. (7) analyze how the interaction is among teaching multimedia, students' interests and grammar. This research is expected to be useful for the readers who are concerned with Socratic and Kahoot as a multimedia in teaching grammar. The findings could give contributions on three aspects; theoretically, practically and pedagogically.

The effectiveness of Socratic and Kahoot multimedia for students with high and low interests in grammar is that theoretically, this study is expected to contribute beneficial theories to the use of Socratic and Kahoot to teach grammar. This study added an empirical support to the existing theories of teaching grammar using Socratic and Kahoot. This could be reference for other instructors or researchers in the future to conduct the advance research related to this topic. Practically, the result of this study will provide an essential information of using Socratic and Kahoot as multimedia technology in teaching grammar. Pedagogically, this study gave more understanding about the use of Socratic and Kahoot in teaching grammar.

Based on all the problem and all the important issues stated above, in this study, the researcher would like to show the effectiveness of multimedia that can make students interested in learning grammar in junior high school. They are Socratic and Kahoot multimedia.

METHOD

In this study, the researcher used an experimental research. This study belongs to a quantitative research. This study was a quasi-experimental study with 2X2 factorial design. There were two groups 2X2 factorial design. There were experimental group one and experimental group two. The researcher gave the different treatment for each group. The first treatment was Socratic multimedia. It was given to the experimental group one. While the experimental group two was taught by using Kahoot multimedia. Students' personality represented students with high and low interests.

This study used pre-test and post-test with the two group of experimental. The researcher did the study at SMP Al-Azhar 5 Cirebon. The experimental group one was VIII.D and the experimental group two was VIII.E. Each of the class consists of 34 students.

The object of the study was the use of two multimedia for teaching grammar proficiency. The two multimedia were Socratic and Kahoot. Socratic used in experimental group one while Kahoot used in experimental group two. These two multimedia used to teach students with two different personalities. They were high and low interests in English. The students were at the eighth grade of SMP Al-Azhar 5 Cirebon. The population was the eighth grade of students at SMP Al-Azhar 5 Cirebon in academic year 2019/2020. The total number of the population were 204 students which were divided into 6 classes. They were A,B,C,D,E and F. Each class has 34 students.

There are three kinds of instrument in this research for collecting the data. They are test (pre-test and post-test), observation checklist and questionnaire. The result of the test used to know the students' achievement in learning grammar before and after using the two media (Socratic and Kahoot). The questionnaire was used to classify students' personalities. There are two kinds of personalities used as moderating variable in this study. They are high and low interests in English. This instrument used to observe the students' interests during English class directly. I did the observation for experimental one and experimental two.

There were several activities done in this research for three months from the fifth week of July to the third week of October 2019. First, I tried out the instruments including questionnaire sheet on the fifth week of July and grammar test to VIII.F on the first week of August. After trying out the instruments, I conducted some activities to find the students' interests. I gave a close-ended questionnaire for VIII.D and VIII.E on the second week of August. It was to know the students' interests of English. In the third week of August, I observed the students behavior in both classes.

After I got the data about the students' interests from both classes, I gave them a grammar pre-test in the fourth week of August. The test had 20 test items about grammar. After knowing the result, I started the experiment from the first week of September until the third week of September in ten meetings. To find the effectiveness of the multimedia, post-test was given to the students of VIII.D and VIII.E in the fourth week of September. After that, the data were analyzed and the report was started to write. I used closed-ended questionnaire, observation checklist and test. Qualitatively, I analyzed the data from observation, and then I analyzed the data from questionnaire and grammar test quantitatively using T-test and ANOVA. To find out the mean score, standard deviation, standard error and other detailed data depended on the specific purpose of the analysis, this research was analyzed using certain formula to collect the data. The data were from the students' scores from pre-test and post-test. Thus those data was reported through statistical analysis in Statistical Packages for Social Sciences (SPSS) computer program to form tabulation of the data.

RESULTS AND DISCUSSIONS

In this part, the researcher presented the findings of the study from the observation, test and questionnaires. The study was conducted at SMP Al-Azhar 5 Cirebon for students at the eighth grade. Experimental class one was treated by using Socrative multimedia and experimental class two was treated by using Kahoot multimedia. They were treated by using that multimedia in eight meetings.

According to the results of this research, all hypotheses of the research questions were answered. In this section, there was the discussion of the research that explains the effectiveness of both multimedia. They are Socrative and Kahoot multimedia. The data were analyzed in statistical analysis by using SPSS version 22.0. The data were derived from the questionnaire to know the students interests. To determine high and low interests, the total

score of the questionnaire of each student were compared by the students' Grade Point Average (GPA) in English subject in the each class. GPA in the Socrative class was 63. Those who got less than GPS belong to low interests, while those who got the same or higher than GPA were categorized into high interests.

GPA in Kahoot class was 65. So those who got less than GPS (65) belong to low interests, while those who got the same or higher score than GPA were categorized into high interests. The result showed that 18 students at Socrative experimental class got the scores more than 63 and there were 16 who got less than 63. While in Kahoot experimental class, there were 20 students got the scores more than 65 and there were 14 who got less than 65.

In terms of the effectiveness of Socrative multimedia for students with high interests, the findings showed that there was significant improvement to students with high students post-test scores. The mean score increased 8.34 points. It showed that the pre-test was 70.83 and the post-test was 79.17. The mean of post-test was higher than the mean of pre-test. It means that Socrative is effective to teach grammar to students with high interests. It is also supported by t count measurement. T count is higher than t table, which means that H_a is accepted.

In regard to the effectiveness of Socrative multimedia for students with low interests, the findings showed that there was significant improvement to students with low students post-test scores. The mean score increases 8.75 points. It showed that the pre-test was 48.75 and the post-test was 57.50. The mean of post-test was higher than the mean of pre-test. It means that Socrative is effective to teach grammar to students with low interests. It was also supported by t count measurement. T count was higher than t table, which means that H_a is accepted.

The findings related to the effectiveness of Kahoot multimedia for students with high interests, it showed that there was significant improvement. The mean score increased 11.5 points. It showed that the pre-test was 74.00 and the post-test was 85.50. The mean of post-test was higher than the mean of pre-test. It means

that Kahoot was effective to teach grammar to students with high interest. It was also supported by t count measurement. T count was higher than t table, which means that H_a is accepted.

Furthermore, the findings on the effectiveness of Kahoot multimedia for students with low interests, showed that there was significant improvement to students with low students post-test scores. The mean score increased 11.79 points. It showed that the pre-test was 51.07 and the post-test was 62.86. The mean of post-test was higher than the mean of pre-test. It means that Kahoot was effective to teach grammar to students with low interest. It was also supported by t count measurement. T count was higher than t table, which means that H_a is accepted.

In addition, the findings on the significant difference between the students with high interests after being taught by using Socrative and Kahoot, showed that the statistical calculation as follows : the value of Sig. (2-tailed) was $0.023 < 0.05$. It means that there was significant difference between the students' test score of the first experimental class that was taught by using Socrative multimedia and the second experimental class that was taught by using Kahoot multimedia to students with high interests. Socrative and Kahoot multimedia gave improvement on the students' achievement in grammar from pre-test to post-test for students with high interest. The students' score in Socrative multimedia raised 8.34 points. While in Kahoot, it raised 11.5 points. The result showed that the mean score of students who were taught by using Socrative multimedia was 79.17 and the students who were taught by using Kahoot multimedia was 85.50. It can be concluded that Socrative and Kahoot multimedia were effective to increase the students' achievement in grammar. The improvement between the two classes was 6.33 points. From the fact, it can be concluded that the mean of Kahoot multimedia was more effective than Socrative to teach students with high interest. It was 85.50.

Moreover, the findings on the significant difference between the students with low

interests after being taught by using Socrative and kahoot, showed that Socrative and kahoot multimedia gave improvement on the students' achievement in grammar from pre-test to post-test for students with low interests. The students' score in Socrative multimedia raised 8.75 points. While in Kahoot, it raised 11.79 points. The result showed that the mean score of students who had Socrative multimedia was 57.50 and the students who had Kahoot multimedia was 62.86. It can be concluded that Socrative and Kahoot multimedia were effective to increase the students' achievement in grammar. The improvement between the two classes was 5.36 points. It can be concluded that the mean of Kahoot multimedia was more effective than Socrative to teach students with low interests. It was 62.86.

The findings related to the interaction among the use of multimedia, students' interests and grammar, the result showed that F value of multimedia was 9.757 and the Sig. value of multimedia was 0.003. Since the Sig. value was less than 0.05, it indicated that there was significant effect difference on the students learning achievement between the first experimental class treated by Socrative multimedia and the experimental class treated by Kahoot multimedia.

The F value of interests was 140.169 and Sig. value was 0.000. Since the Sig. value was less than 0.05, it means that there was significant difference in students' test score between students with high and low interests.

The value of Sig. of multimedia and interests was 0.068 and Sig value 0.795. It was more than 0.05, it means that there was no significant difference between multimedia and students' interests to teach grammar.

This study has proven the implementation of two multimedia. They are Socrative and Kahoot as multimedia. Those multimedia are used for teaching grammar in experimental class one and experimental class two for high and low students' interests. I provide suggestions theoretically, practically and pedagogically.

Theoretically, the research about the effectiveness of Socrative and Kahoot

multimedia to teach grammar to students with high and low interests can be used as addition knowledge to the English teacher to improve students grammar. Beside that this research can take for consideration to future researchers in conducting study related to the topic which can apply those multimedia to know the effectiveness of both multimedia.

Practically, by using Socratic and Kahoot multimedia, it can help teachers to teach grammar in fun and different way. It is more comfortable than traditional teaching media. It can also help students in facing the problem especially in grammar. Students will be easier understanding grammar even for low students interests. It can overcome students anxiety and fearless in learning grammar. Therefore the teaching and learning process will be more enjoyable.

Pedagogically, this research can add general knowledge especially in teaching multimedia which are interactive and effective. They are Socratic and Kahoot. They can be implemented by English teachers in teaching grammar. Teachers can use multimedia to help the students dealing with grammar problem.

CONCLUSION AND SUGGESTION

This present study focused on the comparison of two multimedia in teaching and learning grammar; the use of Socratic multimedia and Kahoot multimedia. Those multimedia were used to teach grammar to the students with high and low interests. The aim of this study was to find the answer of the seven formulated problems or research questions. The data gathered from experimental class one and experimental class two were analyzed. Based on the findings, the conclusion can be drawn as follow :

First, there was significant difference in the students' score of high students' interests in the first experimental class one. Socratic multimedia was effective and has significant difference when it was used to teach grammar to the students with high interests in experimental class one. It can be seen from students' pre-test

and post-test score. The mean score of post-test was higher than the mean score of pre-test. The statistical analysis showed that the significance value was lower than the level of significance. It means that Socratic multimedia is effective and has significance difference when it is used to teach grammar to high students' interests level.

Next, Socratic multimedia is effective to teach grammar to students with low interests. It is proven by the result of statistical analysis and the mean score. It showed that the significant value was lower than the significance level. The mean score of post-test was higher than the mean score of pre-test. Thus, it can be stated that Socratic multimedia is effective and has significance difference when it is used to teach grammar to low students' interests of level.

Thus, the result reveals the fact relates to the effectiveness of Kahoot multimedia to teach grammar to students with high interest. It can be seen from the score of pre-test and post-test. The mean score of post-test was higher than the mean score of pre-test. Therefore, the use of Kahoot multimedia is effective to teach grammar to students with low interests because it gives significant result toward students' grammar achievement.

Then, Kahoot multimedia is effective to teach grammar to students with low interests. It is proven by the result of statistical analysis and the mean score. It showed that the significant value was lower than the significance level. The mean score of post-test was higher than the mean score of pre-test. Thus, it can be stated that Kahoot multimedia is effective and has significance difference when it is used to teach grammar to low students' interests of level.

In addition, there is a significance difference in effectiveness of Socratic and Kahoot multimedia to teach grammar to students with high interests. The mean score of the post-test of experiment class two that is treated with kahoot multimedia is higher than the mean score of post-test of experimental one that is treated with Socratic multimedia. In other word, Kahoot multimedia is more effective than Socratic multimedia to students with high interests. Thus, there is significance difference of

using Socrative and Kahoot multimedia to teach grammar for students with high interests.

Furthermore, there is a significant difference on the effectiveness of Socrative and Kahoot multimedia to teach grammar to students with low interests. It can be seen from significance value which it is lower than significance level. And the mean score of post-test in experimental class two that is taught by using Kahoot multimedia is higher than the mean score of post-test of Socrative multimedia. Therefore, Kahoot multimedia is more effective than Socrative multimedia in teaching grammar to students with low interests.

As a result, there is no interaction among the use of multimedia, students' interests and grammar achievement. The statistical analysis showed that the significance value of multimedia is lower than significance level. And the significance value of interest is higher than the significance level. It means that there is no interaction among the use of multimedia, students' interests and grammar achievement. This study has proven the implementation of two multimedia. They are Socrative and Kahoot as multimedia. Those multimedia are used for teaching grammar in experimental class one and experimental class two for high and low students' interests. I provide suggestions theoretically, practically and pedagogically.

Theoretically, the research about the effectiveness of Socrative and Kahoot multimedia to teach grammar to students with high and low interests can be used as an addition knowledge to the English teacher to improve students grammar. Beside that this research can take for consideration to future researchers in conducting study related the topic which can apply those multimedia to know the effectiveness of both multimedia.

Practically, by using Socrative and Kahoot multimedia, it can help teachers to teach grammar in fun and different way. It is more comfortable than traditional teaching media. It can also help students in facing the problem especially in grammar. Students will be easier understanding grammar even for low students interests. It can overcome students anxiety and

fearless in learning grammar. Therefore, the teaching and learning process will be more enjoyable.

Pedagogically, this research can add general knowledge especially in teaching multimedia which are interactive and effective. They are Socrative and Kahoot. They can be implemented by English teachers in teaching grammar. Teachers can use multimedia to help the students dealing with grammar problem.

This study showed that the implementation of Socrative and Kahoot multimedia in teaching grammar. Those multimedia are effective for both students with high and low interests in grammar. However, based on the result, Kahoot multimedia is more effective than Socrative multimedia in teaching grammar. The result also shows that there is no effective interaction among the use of multimedia, students' interests and grammar achievement.

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