MOTIVATING SECONDARY SCHOOL STUDENTS TO LEARN GRAMMAR THROUGH GAME-BASED STUDENTS RESPONSE SYSTEMS (GSRS) APPLICATION : STUDENTS' PERCEPTION IN INDONESIA

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ABSTRACT

The present study aimed to perceive students' perception in learning grammar through GSRS in secondary schooling context in Indonesia. GSRS can help the students to boost their engagement and motivation. Qualitative case study was used as research design. 12 students participated in this study. They were selected by using purposive random sampling. Questionnaire and interview were used to collect the data regarding students' perception in using Kahoot application. The questionnaire comprises 20 questions and the interview consists of 9 questions. The collected data were analyzed quantitatively. The findings of the study showed that the students' responses toward Kahoot! Application use in learning grammar were positive. The students felt enjoyable during the class (75%) and they were motivated to learn tenses or grammatical point (58,3%). Another finding found is Kahoot! could reduce the boredom of learning process in grammar class (58,3%). While Kahoot! Application provided positive impact on students' motivation in learning grammar, the sudentts also experienced challenges in learning grammar during the class such as unstable network and limited time to response the questions. The study empirically shows that students' perception toward Kahoot! application in learning grammar is positive. It can encourage secondary school students to learn grammar more enjoyable.

Keywords: Game-based Student Response Systems (GSRS), Kahoot!, Motivation, Intrinsic Motivation, Tenses

INTRODUCTION

Interactive technologies are becoming popular in lectures to enhance students' motivation and engagement during class. At the more advanced level of learning technologies, gamification elements have been incorporated into Student-Response Systems (SRSs) to create more contemporary Game-Based Student Response System (GSRSs). According to (Prensky, 2001) learning with GSRSs occurs through processes of analytic reasoning and creative problem solving. The gamification elements and real time feedback of GRSs further enhance students' in class engagement, enjoyment and fun, beyond that of SRSs learning experiences.

Learning can be categorized succeed when the learners are motivating during the class. When the learners are identified to be less motivated, they might not dedicate their mind in the process of learning English. Thus, motivation is an essential parts in learning English. Motivation can be categorized into two points. There are extrinsic and intrinsic motivation. According to Harmer (2007), extrinsic motivation can be stimulated by a variety of external factors, such as the goal, the society, people around us, and curiosity. Meanwhile,

intrinsic motivation comes from a person who enjoy the learning process or by desire to make themselves feel better. When learners are intrinsically motivated, they will express their interest in learning English because they enjoy it. Kahoot! is one of the example of GSRSs which is an open game-based learning platform designed to foster student engagement and motivation using three components of Malone's Theory (1981) of intrinsic motivation instruction : challenge (answering the questions to compete with other students), fantasy (absorbed and engaged through "game- play"), and curiosity (sensory and cognitive stimulation). Wang (2015) stated that those components aim to maximise students' engagement and improve learning.

Learning English grammar is still being challenging for some learners to understand particularly how to make the sentence structure. According to Inayanti (2016) the sentence structure of English grammar is totally different with Indonesia, so it gives difficulties for the learners. However, English grammar is still being important for the learners in writing and speaking. Almost of them formulate ungrammatical sentences in writing and speaking due to lack of understanding in tenses.

According to Tomakin (2014) tense is being a part of English grammar. Also, Shiny (2013) stated that tense is used to state the location, an event or time in formulating sentence. Sentences can be categorized grammatically correct when it is appropriate with the tenses. Based on the Preliminary study that researcher has done at vocational high shcool in Banyuwangi the teacher said that tenses is something difficult to face by the students. There are main focus of tenses that researcher aimed to obtain such as simple past and simple present based on the syllabus. The traditional techniques are still being implemented in this school to teach those tenses. In traditional techniques, the teacher explains the formula of tenses then the learners do some tasks given by the teacher. It makes the learners are being struggled and lack of motivation to learn tenses.

There are so many techniques are able to implemented in teaching tenses to boost the learners' motivation and one of them is through game based learning. There are several kinds of game-based learning that the teacher able to implement it in the class. Such as Socrative, Quizlet, Quizizz and Kahoot!. In this research, the researcher would like to explore Kahoot! application. According to Wang (2015) this platform provides for teachers to create own content, play quizzes and assess the students, and for the students to join without need to register, play without embarrassment (anonymously), have fun, be competitive, and learn. Kahoot! not only targets users' needs for challenge and fantasy, but also promotes students' sensory curiosity through surface-level gamification features such as music, displays, and colour, also their cognitive curiosity through the problem- solving process and real-time feedback. Those points found in Kahoot! are the implementation of Malone's theory.

Game-based Student Response System such as Kahoot! application is an interactive way to motivate the students in learning English. There are several previous research that have been done regarding on the title of this research, there are explain as follow: Audyna (2021) found in her thesis that Kahoot! application design makes the students pay attention to the material. She also found that there are two effects of the use of Kahoot! application toward students' motivation in learning English. First, the students feel challenges to use Kahoot! application features, such as puzzle, games-quiz, discuss and true or false. Second, the students more creative and fun in learning by using Kahoot!. It makes them understood about the materials given. Tahir (2020) explained in their thesis on how Kahoot! affects learning performance, classroom dynamics, students' and teachers' attitudes and perceptions and students' anxiety. This literature review includes 93 studies. The researcher can conclude that Kahoot! has a positive effect on learning performance, classroom dynamics, students' and teachers' attitudes and perceptions and students' anxiety. However, there are some technical problems such as unreliable internet connection, hard to read questions, stressful

time-pressure, the students answer the question without thinking and afraid of losing. Nurlaela (2020) concluded on their thesis of the implementation of Kahoot! as the learning media can improve students' tenses understanding in higher education. The data showed their achievement toward understanding indicator stated by Bloom, namely translation, interpretation and extrapolation. Licorish (2018) found on their thesis that one of GRSRs such as Kahoot! foster higher students' motivation and engagement, the teachers are able to provide a real-time feedback to students and the students also able to play Kahoot! anonymously. Thus, it can be concluded that Kahoot! motivated students to be engaged and encourage their interaction in the class.

Based on those four previous researches, the research can conclude that Kahoot! can foster students' motivation and engagement. It also provides a challenging environment for the users to complete the game. Kahoot! also makes the students are engaged and feel comfortable because they can play it anonymously. Regarding on those advantages that Kahoot! provides for the users, the researcher would like to do the research based on the positive impact of Kahoot! in motivating student to learn English. According to the previous researches cited above, this present study has a similarities in the variable aspects which are Kahoot! application and students' perception. The previous research above focused on the use of Kahoot! in learning process while this study will be more focused on secondary students' motivation in understanding tenses through Kahoot! To guide the study, the single question was formulated: How do students perceive Kahoot application toward their' motivation in learning tenses?

METHOD
Design

This study used a qualitative descriptive method as a case study. A case study was chosen because it identifies a single phenomenon or a problem. Duff (2008) states that a case study is an exploration of a bounded system or a case (multiple cases) overtime through detailed, in-depth data collection involving multiple sources of information rich in context. Furthermore, Yin (2003) pointed out that a common example of using this design is "a study of school innovation, the use of new curricula, or new educational technology".

Participants

12 students (5 males and 7 females) participated in this study. Their ages ranges from 16-17. The students were chosen by using systematic random sampling in which the researcher arranged members of population in some order, pick a random starting point and select every member in a set of interval. In this study, the researcher uses non-probability sampling type purposive sampling technique to choose the participants.

Data Collection Tools

This research used questionnaire and interview as the primary data because the researcher aimed to gain a direct information from the participants in specific way. The primary data is gained through questionnaire and interview about secondary school students' perception in motivating their tenses understanding toward Kahoot! application. All of the students filled in the questionnaire through Google form.

Data Analysis

Thematic content analysis was used to analyse the interview data. Thematic analysis is a way to analyse data with the aim of identifying patterns or finding themes through the data that has been collected by researchers (Braun & Clarke, 2006). For the questionnaire data, Likert Scale was chosen to analyse the data.

FINDINGS AND DISCUSSION
Findings
The findings of the study showed that students' response towards Kahoot application in learning grammar is positive. This can be seen in the following result of questionnaire.

Table 1. Students are interested in use of Kahoot! application**.**

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	75 %
2	Agree	3	25 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 9 students or 75% choose strongly agree with the statement, 3 students or 25% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 2. Students enjoy having Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	75 %
2	Agree	3	25 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 9 students or 75% choose strongly agree with the statement, 3 students or 25% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 3. Students agree that Kahoot! application is an effective media to learn simple present and simple past tense

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	9	75 %
2	Agree	3	25 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 9 students or 75% choose strongly agree with the statement, 3 students or 25% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 4. Simple present and simple past tense are suitable to be taught through Kahoot! application.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	50 %
2	Agree	6	50 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 6 students or 50% choose strongly agree with the statement, 6 students or 50% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 5. Students feel challenged to learn English when your class conducts the Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	50 %
2	Agree	5	41,7 %
3	Undecided	1	8,3 %
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 6 students or 50% choose strongly agree with the statement, 5 students or 41,7% of the students who answer agree, 1 student or 8,3% who answer undecided, meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 6. Students feel satisfied in using Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	50 %
2	Agree	6	50 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 6 students or 50% choose strongly agree with the statement, 6 students or 50% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 7. Kahoot! application boosts students' curiosity

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	58,3 %
2	Agree	4	33,3 %
3	Undecided	1	8,3 %

No		Frequency	Percentage (%)
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 7 students or 58,3% choose strongly agree with the statement, 4 students or 33,3% of the students who answer agree, 1 student or 8,3% who answer undecided, meanwhile no one of the students answered disagree, and strongly disagree with the statement

Table 8. Kahoot! application develop the students creativity in the class.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	10	83,3 %
2	Agree	2	16,7 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 10 students or 83,3% choose strongly agree with the statement, 2 students or 16,7% of the students who answer agree, meanwhile no one of the students answered undecided, disagree, and strongly disagree with the statement.

Table 9. Kahoot! application takes a lot of Internet fees

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	1	8,3 %
2	Agree	1	8,3 %
3	Undecided	4	33,3 %
4	Disagree	6	50 %
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 1 student or 8,3% choose strongly agree with the statement, 1 students or 8,3% of the students who answer agree, 4 students or 33,3% who answer undecided and 6 students who answer disagree, meanwhile no one of the students answered strongly disagree with the statement.

Table 10. Students feel bored using the Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	1	8,3 %
4	Disagree	7	58,3 %
5	Strongly Disagree	4	33,3 %
Total	12	100	

The table show that were 12 students, the result show that 1 student or 8,3% choose undecided with the statement, 7 students or 58,3% of the students who answer disagree, 4

students or 33,3% who answer strongly disagree, meanwhile no one of the students answered strongly agree and agree with the statement.

Table 11. Students will be lazy to use English book, because of the Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	2	16,7 %
3	Undecided	2	16,7 %
4	Disagree	6	50 %
5	Strongly Disagree	2	16,7 %
Total	**12**	**100**	

The table show that were 12 students, the result show that 2 students or 16,7% agree with the statement, 2 students or 16,7% of the students who answer undecided, 6 students or 50% who answer disagree, 2 students or 16,7% answer strongly disagree, meanwhile no one of the students answered strongly agree with the statement.

Table 12. Students have difficulty using the Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	1	8,3 %
3	Undecided	2	16,7 %
4	Disagree	7	58,3 %
5	Strongly Disagree	2	16,7 %
Total	12	100	

The table show that were 12 students, the result show that 1 student or 8,3% agree with the statement, 2 students or 16,7% of the students who answer undecided, 7 students or 58,3% who answer disagree, 2 students or 16,7% answer strongly disagree, meanwhile no one of the students answered strongly agree with the statement.

Table 13. Students can not understand the materials by Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	-	-
2	Agree	-	-
3	Undecided	2	16,7 %
4	Disagree	8	66,6 %
5	Strongly Disagree	2	16,7 %
Total	12	100	

The table show that were 12 students, the result show that 2 students or 16,7% undecided with the statement, 8 students or 66,6% of the students who answer disagree, 2 students or 16,7% who answer strongly disagree, meanwhile no one of the students answered strongly agree and agree with the statement.

Table 14. Students do not have access to Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	1	8,3 %
2	Agree	-	-

No	Opinion	Frequency	Percentage (%)
3	Undecided	3	25 %
4	Disagree	7	58,3 %
5	Strongly Disagree	1	8,3 %
Total		12	100

The table show that were 12 students, the result show that 1 student or 8,3% strongly agree with the statement, 3 students or 25% of the students who answer undecided, 7 students or 58,3% who answer disagree, 1 student or 8,3% answer strongly disagree, meanwhile no one of the students answered agree with the statement.

Table 15. Students feel unmotivated to learn Simple Present and Simple Past tense by using Kahoot! application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	1	8,3 %
2	Agree	-	-
3	Undecided	-	-
4	Disagree	7	58,3 %
5	Strongly Disagree	4	33,3 %
Total		12	100

The table show that were 12 students, the result show that 1 student or 8,3% strongly agree with the statement, 7 students or 58,3% of the students who answer disagree, 4 students or 33,3% who answer strongly disagree, meanwhile no one of the students answered agree and undecided with the statement

Table 16. Students can not login to Kahoot! application account due to bad Internet network

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	33,3 %
2	Agree	6	50 %
3	Undecided	1	8,3 %
4	Disagree	1	8,3 %
5	Strongly Disagree	-	-
Total		12	100

The table show that were 12 students, the result show that 4 students or 33,3% strongly agree with the statement, 6 students or 50% of the students who answer agree, 1 student or 8,3% who answer undecided, 1 student or 8,3% who answer disagree, meanwhile no one of the students answered strongly disagree with the statement.

Table 17. Kahoot! can boost students' fantasy by using characters on this application

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	25 %
2	Agree	9	75 %
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		12	100

The table show that were 12 students, the result show that 3 students or 25% strongly agree with the statement, 9 students or 75% of the students who answer agree, meanwhile no one of the students answered undecided, disagree and strongly disagree with the statement.

Table 18. Students more understand while reviewing tenses by using Kahoot.

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	41,7 %
2	Agree	6	50 %
3	Undecided	1	8,3 %
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	**12**	**100**	

The table show that were 12 students, the result show that 5 students or 41,7% strongly agree with the statement, 6 students or 50% of the students who answer agree, 1 student or 8,3% who answer undecided, meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 19. Students are able to explain the use of simple present and simple past in real life through Kahoot!

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	33,3 %
2	Agree	7	58,3 %
3	Undecided	1	8,3 %
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 4 students or 33,3% strongly agree with the statement, 7 students or 58,3% of the students who answer agree, 1 student or 8,3% who answer undecided, meanwhile no one of the students answered disagree and strongly disagree with the statement.

Table 20. The display of Kahoot such as theme, colour and sound can boost students' motivation to learn tenses using Kahoot!

No	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	50 %
2	Agree	5	41,7 %
3	Undecided	1	8,3 %
4	Disagree	-	-
5	Strongly Disagree	-	-
Total	12	100	

The table show that were 12 students, the result show that 6 students or 50% strongly agree with the statement, 5 students or 41,7% of the students who answer agree, 1 student or 8,3% who answer undecided, meanwhile no one of the students answered disagree and strongly disagree with the statement.

Discussion

Based on the data received and analyzed, the researcher found that almost all participants have a full positive attitude in learning tenses because kahoot! has been assimilated in their learning. There were many changes in their behavior and responses in the classroom such as more excited to learn English, feel enthusiasm while learning and more enthusiastic. The participants or the students also showed very high motivation in learning English particularly tenses after they were involved in Kahoot! application. The students felt that Kahoot! made the classroom atmosphere more interactive and fun. It supported by (Budiati, 2017) that Kahoot! is an effective tool to make learning more fun and it can boost the learning process well. The data from this study showed that 9 of 12 students or 75% are strongly agree that kahoot! is an effective learning media to learn tenses. Another point found is the students felt that Kahoot! able to make them enjoy while doing the quiz. It supported with the data that 75% or 9 of 12 students are strongly agree that the students are enjoying Kahoot! while the learning process.

Kahoot! also could reduce the boredom of learnimg process especially learning tenses. The data showed that 58,3% or 7 of 12 students are disagree that Kahoot! makes them bored during the class. It means that Kahoot! brings a good atmosphere that the students are not felling bored anymore. Besides, the students believed that with kahoot! it allowed them to do quiz together in a class which could challenge them to compete with others in fun way. Another study argued that Kahoot! can make the students feel joyful in terms of enhancing the attitude and participation in a class (Omar, 2017). Kahoot! brings not only fun and interactive atmosphere but it helps the student to do some quiz in challenging way. (Wang, 2015) stated that students' motivated to be the center of attention on the screen when they work on Kahoot! which makes them fully want to give impression that they can find out about their abilities among other friends that can lead to healthy competition. It supported by the result of questionnaire of this study which showed 60% or 6 of 12 participants are strongly agree and 5 of 12 participants are agree that they feel challenged to learn tenses with Kahoot!. With those positive impact from Kahoot!, it helps the students to feel motivated during the class. This statement also supported with the result of questionnaire which showed 58,3% or 7 of 12 participants disagree that students feel unmotivated to learn tenses by using Kahoot!. It means that Kahoot! brings motivation for the students to learn tenses.

Regarding the problems faced by the students on the use of Kahoot! in learning English, the interview showed two crucial problems, there are unstable internet connection and the students do not get an explanation about the right answer. Those problem also found in previous study. (Budiati, 2017) found that the main issues in using Kahoot! is when the wi-fi network was trouble. The result of questionnaire of this study also showed that 33,3% or 4 of 12 participants are agree and 50% or 6 of 12 participant are agree that students cannot login to Kahoot! due to bad internet work. Another study also mentioned that the internet connection led to the biggest challenge or the students while playing Kahoot!. This study has similar finding of the previous studies. (Omar, 2017) found that another challenge in using Kahoot! is to have a discussion between the teacher and students about the materials after do some quiz. The teacher could facilitate the students to see the right answer but without any explanation. It caused by the game was too quick to move to the next questions so it makes the teacher could not really explain briefly about the answer to the students. In other word, the students could not get a brief explanation about the correct answers through Kahoot!. This phenomenon was also found in this study.

According to Malone's Theory (1981) there are three points of intrinsic motivation in Kahoot! that motivates the students such as curiosity, challenge and fantasy. In this study, curiosity found when the students finished their quiz with Kahoot!. They thought that the next quizzes will be more challenging or harder than before. This is the reason for them to

learn more. It supported with the result that 58,3% or 7 of 12 participants are strongly agree that Kahoot! can boost their curiosity.

Another point found is challenge. Kahoot! brings challenged atmosphere for the students. They can compete with other students in fun way. In this study, the researcher found that the students only focused on themselves without helping each other. The result found that 6 of 12 participants or 50% are strongly agree that kahoot! Makes the students feel challenged while doing the task

The last point is fantasy. According to Malones' Theory, fantasy include with suspenful music and colorful display. In this study, the students were being fun because the music and the display of Kahoot! which able to make them feel they were in a fun competition. This situation can boost students' motivation to learn tenses. It showed that 6 of 12 participants or 50% are strongly agree that theme, colour, and sound can boost their motivation. The character of Kahoot! also create a fun situation. They can customize the character that will suit them perfectly. It supported with the data that 9 of 12 participants or 75% are agree that the characters of Kahoot! can boost students' fantasy.

CONCLUSION

The study empirically shows that students' perception toward Kahoot! application in learning grammar is positive. It can encourage secondary school students to learn grammar more enjoyable. Drawing from the findings of the study, it is suggested for teachers and students to use game-based students response system such as Khoot application in learning grammar as it provides more meaningful learning experiences and boosts students' motivation.

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