

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer discusses about previous studies, some pertinent ideas, theoretical framework, and hypothesis.

2.1 Previous Studies

There have been several seminar studies with this research. Here are some related literature reviews from previous research taken by the writers as a comparisons.

The first, Ameliya (2023) conducted research entitled “Influence of STAD Type Cooperative Learning Model With the Help of Kahoot Media on Learning Outcomes Students X Grade at SMK 1 Gedong Tataan” These results demonstrate that studies done on class X at SMKN 1 Gedong Tataan can conclude that the STAD type cooperative learning approach, with support from Kahoot!, is effective in raising student learning outcomes. This is demonstrated in Compared to the control class, which had an average N-gain value in the 0.19 category low, the experimental class's average N-gain value is 0.47 in the medium category. This indicates that, in comparison to the control group, the learning results of the students in the experimental class improved. Student learning results can be enhanced by using Kahoot!, an assisted STAD-style cooperative learning tool.

The second, Tumurang and Chandra (2022). Conducted research entitled “Technology and Pedagogy: Kahoot and Quizziz as Learning Media in Primary School” The findings of this study align with the concept of society, which states that technology and people will coexist to enhance the quality of human life. It is crucial that elementary school teachers utilize technology to support learning in line with the Independent Curriculum concept. Learning's capacity to raise students' motivation and interest is one pedagogical component that contributes to higher learning quality. This requirement can

be satisfied by information technology in the form of gamified learning. Game-based learning, or learning-based games, has been shown through research to increase student motivation and learning results. In this article, Kahoot! and Quizizz—two technology-based learning resources that leverage games as a teaching tool—will be discussed. Research has shown that Kahoot! and Quizizz can enhance student motivation and learning outcomes, particularly during COVID-19, when students are required to participate in online

The third, Pratiwi et al (2021) conducted a research entitled “Training on the use of Kahoot in Teaching Reading Narrative for Class X Students SMA Veteran 1 Sukoharjo”. The findings revealed that student learning achievement is determined by several stages, one of which is learning activities. Many components, such as students, teachers, learning indicators, lesson material, methods, media, and evaluation, can all be optimized to increase the quality of education and teaching. Class X students at SMA Veteran 01 Sukoharjo can take advantage of application training Kahoot from the Veteran Bangun Nusantara Sukoharjo University service team, since reading material is very important for pupils. This strategy is used with class X students, and it takes the shape of a quiz that is tailored to their syllabus, RPP, and reading assignments. The goal attained by this service is to improve class X students' knowledge and comprehension of reading instruction through the use of Kahoot media

The fourth, Sari, Nurani (2021) conducted research entitled “Quizizz or Kahoot!: Gamification in English Language Learning” The research findings, which include a literature review, show that using Quizizz and Kahoot! together provides a number of benefits for raising students' motivation and performance in actively and communicatively

learning English. The key to effectively adopting distance learning is, of course, to make use of online learning software. studying issues can be resolved, particularly when studying English, with the help of the educational applications Quizizz and Kahoot!. This makes it essential to enhance the way in which educators and other staff members support students' use of IT (Information Technology) in the classroom. In addition, the program needs to incorporate other scientific disciplines for a better tailored user experience (Rita Karmila Sari, Siti Nurani, 2021).

The fifth, Fauziah et al (2020), conducted a research entitle “Autonomous Learning with Kahoot for Increasing Interest in Learning English” The result of this research is autonomous learning, which can be used to help students understand themselves and what effective learning methods to use when studying in a classroom or outside of it. This can help students feel more confident about themselves. When used effectively, Kahoot may be easily navigated by students, allowing them to focus on their studies independently. Aside from that, Kahoot offers a few features that can help learners increase their proficiency in English. All in all, the implementation of the autonomous learning program using Kahoot as a medium has produced positive student outcomes at SMK N 1 Bantul. In this way, using Kahoot for autonomous learning education is a very common way for educators to increase students' learning motivation. One benefit of using Kahoot for autonomous learning is that it may be applied to other subjects or used to teach other languages. The results of these two aspects have an impact on the students' desire to learn at SMKN 1 Bantul in terms of improving their English language proficiency.

From the research above, it can be concluded that the similarity of the research that the author will carry out with several previous similar studies above is that they both analyze the use of Kahoot to increase students' interest in learning English. The difference is that, from several previous similar studies above, the situation, objects, and locations are different from the research that the author will carry out. The basic difference lies in the capacity or ability of the object being studied. The use of kahoot by Pratiwi et al. focuses on increasing knowledge about reading training using kahoot media for class X students at SMA Veteran 01 Sukoharjo. Furthermore, Ameliya (2023) applied the STAD-type cooperative learning model to research conducted by Rita Kamila Sari and Siti Nurani with a focus on gamification as a systematic research review. The next one was carried out by Tumurang and Chandra (2022), with a focus on pedagogical aspects of improving the quality of learning. The research conducted by Fauziah et al (2020). focuses on implementing independent learning programs using Kahoot media. Meanwhile, the author will conduct research in different situations and levels, namely in high schools that have not used Kahoot media in learning English, namely at SMA Kristen Makale.

2.2 Some Pertinent Ideas

A. Learnig English

According to Richards & Rodger (1986), a large number of people from various countries use English as a communication tool in a variety of crucial international

situations. English language proficiency is very important since almost all global information in many facets of daily life is expressed in this language. According to Crystal (2000, 1), English is a global language. This statement illustrates how widespread the use of English is by all groups to communicate with people all over the world. Despite this, English is the only international language that is also considered a world language. Learning and understanding English is an important skill that cannot be ignored. When someone learns English, they will become more confident and understand it on a global scale. And then Wells states, quoting the Ministry of National Education in Kepmendiknas No. 22 of 2006, that English is a tool for written and vocal communication.

The process of creating science, technology, and culture through the interpretation and expression of information, ideas, and feelings is known as communication. All four language abilities—listening, speaking, reading, and writing—combine to form communication skills, which are the capacity to comprehend, generate, and/or translate spoken and/or written messages. In social interactions, these four abilities are utilized to respond and initiate dialogue. Consequently, the goal of English courses is to help students acquire these abilities so that they can graduate with a particular level of literacy and be able to converse and discourse in English.

The learning process in education is characterized as an individual process aimed at bringing about a change—a close interaction with the surrounding environment that includes human resources, materials, facilities, resources, and procedures that significantly hinder the achievement of goals. More and more countries throughout the world use English as their primary language when

comparing it to other languages. English language learning is to improve students' ability to speak the language contextually and meaningfully while still paying attention to the unique circumstances and situations of each learner. This will result in an English learning approach that is more suited to learners' needs.

Given the significance of English in the educational process, it is necessary to find a suitable way to enhance students' English language proficiency through engaging and challenging exercises. Teachers' ability to design a range of interactive learning activities that allow students to engage with the things and surroundings around them can improve the basis of their thinking, language, vision, and behavior. It can also motivate students to be willing learners, which is a crucial part of the teaching and learning process. The Multiple Intelligences method, as it is commonly called, is a collection of teaching strategies that provide learning activities that meet the needs of students with diverse learning characteristics when they interact with friends, objects, and their surroundings. (MI).

The eight components of human intelligence—linguistic, logical-mathematical, physical, musical, visual, interpersonal, intrapersonal, and natural—are described in MI theory (Howard Gardner, 1983 in Fibriani E.W, 2016). In the process of learning and teaching English, these eight intelligences can be engaged concurrently in a range of learning activities. In the meantime, the goal of learning English is to enable students to write and speak the language fluently and in a way that is appropriate for their social environment. Proficiency in the English language encompasses abilities like speaking, writing, listening, and reading.

1. To listen is to comprehend different meanings (personal, subjective, or textbook) from a variety of spoken texts that have specific language, text structures, and communicative goals. One of the English language skills is listening, which is used to hear vocabulary in English sentences. Being able to listen well is also essential if you want to be able to communicate online or in person and convey seriousness, interest, and gratitude.
2. Speaking is the act of expressing different meanings (interpersonal, opinions, textbooks) through a variety of spoken texts with a text's structure, communicative goal, and specific linguistics. Speaking involves more than just the coordination of the speech organs to produce language sounds; speaking also involves mental processes. It takes skill in and of itself to relate language sounds to the ideas that the speaker intends to convey. Speaking can be categorized into two types: speaking performed by the speaker, like speeches, and speaking on one's own. Speaking in groups or participating in speaking events like debates and discussions with a large number of speakers, In daily life, speaking is a very important skill.
3. Reading entails comprehending the many interpretations (of people, ideas, books, and lessons) found in a variety of written texts that have text structure, specialized linguistics, and a communicative goal. According to Henry Guntur Tarigan (2008), reading is a process that readers engage in in order to understand the message that writers intend to convey through words and written language. Understanding all of the information in a text is essential for improving a reader's intellectual capacity. Reading activities fall into two

categories: extensive reading and intensive reading. These two reading styles—a style of reading that seeks to comprehend written drama, fiction patterns, critical reviews, and literary standards or norms—are all included in comprehension reading. Learning English through reading can also help you become more fluent in the language, expand your vocabulary, develop your intuitive grammar, learn new things, get better at writing, and strengthen your comprehension.

4. Writing generates ideas and emotions, according to the Big Indonesian Dictionary (2001: 968). Writing, according to Nurgiyantoro (2001: 298), is the process of putting ideas into words. In order for people to read graphic symbols, Tarigan (1986: 21) states that writing is the lowering or depiction of graphic symbols that describe a language that someone can understand. Being active and productive is a demanding activity; writing is a language activity. Many meanings (interpersonal, literary, and personal) are revealed in a range of written texts when encoding activities are present or when language is produced or transmitted to other parties, with an emphasis on particular linguistics, text structure, and communication objectives. A writer's role as a message provider, the writing's content, the medium or channel, and the reader are all involved in writing activities. Writing is a creative process that involves putting thoughts and ideas into written language for a variety of purposes, including convincing, entertaining, and informing. Writing is vital because it allows us to share important information with those in need. The written words, however basic,

will undoubtedly be helpful to those who require them. Writing is significant because it's a reliable communication tool.

B. Learning Media

Recognizing learning media According to Latuheru (1988: 14), all educational materials are tools (auxiliary) or materials utilized in educational activities. The goal is to get the learning message (information) to the recipients (in this case, students or residents) from the source (the teacher) or other sources. Examine). After that, follow Sadiman's (2008:7) explanation that learning media is all-encompassing and can be utilized to convey messages from the sender to the recipient. In this instance, it refers to the process of piqueing students' interest, thoughts, feelings, and attention in order to establish the learning process. Also, it is based on opinion Ashar (2011) states that learning media are tools for learning processes that take place both inside and outside of the classroom. It goes on to say that learning media are parts of learning resources or tangible activities that have invasive materials in the classroom that can encourage learning.

From an educational standpoint, the media is an extremely potent tool. strategic in assessing how well the teaching and learning process is going. Since it can produce its own dynamics through its direct existence. One way that a teacher can help a student learn is by understanding learning as a process that they are going through. When it comes to carrying out learning activities, the term "learning" has a more proactive connotation because students are also active participants in the process, in addition to educators or instructors. Learning media refers to any type of communication tool that can be used to plan the transmission of information from the source to the student in order to create a conducive

learning environment where the student can complete the learning process effectively and efficiently. Any item that can be used as a teaching tool to transfer knowledge from the learner to the audience or vice versa is considered learning media.

From a few of the exposures mentioned above, it can be inferred that learning media serve as a conduit for information and messages, as well as a means of motivating students to carry out learning tasks in order to meet learning objectives. In addition to serving as a middleman, educational media also aims to pique students' interest in participating in educational activities. The part of the learning resource that has instructional components to motivate students to learn is called learning media, so that learning will be effective and serve its intended purpose.

1) Selection Criteria for Learning Media

It is vital to choose and organize the use of a good and appropriate learning medium in order to obtain quality that can have a major impact on the teaching and learning process. The following are some factors that should be considered when choosing an effective learning medium (Muali, 2018:9–10): (a) fit for the learning medium's intended use; (b) pragmatic, tenacious, and skillful; (c) competent and able to use; (d) students' circumstances; and (e) available. The aforementioned statement leads one to the conclusion that the following factors are taken into consideration when choosing learning media: (a) in line with the learning objective. (b) perseverance and practical wisdom. (c) aiding in educational endeavors. (d) Teachers are able to use the media, or the selection of media is tailored to the abilities of educators. (e) The accessibility of the educational materials. (f)

Modified in light of the needs of the pupils. g) Technical characteristics, or how the media is visually displayed; this should be done with care to help students comprehend and assimilate the information.

2) Learning Media Function

The use of methods and learning media are two crucial components of educational activities. There is a connection between these two items. The learning media that will be used in the instruction will depend on the method that is selected. Twelve The media plays a role in enhancing the quality of learning throughout the process. The media's presence enhances learning activities in addition to assisting teachers in delivering their lesson plans.

3) Learning Media's Advantages

Learning media have the advantage of raising learning standards and facilitating students' comprehension of the material. Learning media offer numerous benefits that can enhance the efficacy of learning and learning processes. These benefits include raising students' attention spans, motivating them to learn, increasing learning effectiveness, assisting students in expanding their perspectives and experiences, making learning more interactive, and encouraging two-way communication between teachers and students. Make the learning message and content clear.

4) Objectives of learning

Enhancing learning efficacy and accomplishing learning objectives are the main goals of utilizing learning media. The purpose of using contemporary media and tools in the classroom is to support and aid lecturers in imparting knowledge, not to replace effective teaching methods. In order to achieve the desired learning outcome, it is anticipated that there will be a maximum amount of interaction between the lecturer and the student when using the media. Encourage students' interest in learning by offering a unique and varied learning experience, develop specific attitudes and technological abilities, to establish a learning environment that students will find difficult to forget to establish a productive learning environment, to inspire pupils to learn. (2009, Situmorang).

C. Technology in Teaching and Learning

Technology is currently progressing very rapidly. Technology comes from the Greek words *tekne*, which means work, and *logos*, which means studying the tools, processes, and methods applied in various industries. A number of experts, including Prayitno in Ilyas (2001), define technology as a whole collection of concepts, procedures, methods, and real objects that are used in certain environments and for the purpose of meeting human needs. To encourage change for individuals and/or all members of society, Mardikanto (1993) states that technology is a product of new behaviors, information, and practices that are not yet generally known, accepted, and used or applied by some members of society in their daily lives. day. the particular location in question. And as per Prayatno's viewpoint in Ilyas (2001), technology is a collection of concepts, procedures, material items, and methods that are applied in a particular setting and for the purpose of satisfying human needs."

The definition generally refers to a science that investigates abilities in developing instruments and processing techniques to assist in carrying out diverse human tasks. Another way to define technology is as science, which is the study of abilities in making tools and processing techniques to assist in the accomplishment of different human tasks. The entire system of supplying goods required for the continuation and comfort of human life is known as technology. Humans first utilized technology when they transformed natural resources into basic tools. The printing press, the telephone, and the Internet are just a few examples of the most recent technological advancements that have lowered barriers to face-to-face communication and allowed people to engage freely and effectively on a global scale.

The term "technology" refers to the creation and use of different tools or systems to address issues that people encounter on a daily basis. The terms "procedure" and "technology" have similar meanings in common parlance. Humans have created systems and methods to solve problems in their lives, and this has led to the development of technology. For instance, parents of a child who lives far away from them can send emails via the internet, telegram, letter, or phone call to express their longing for their child in other words, the child was utilizing technology for communication and information already. The following are some of the benefits of technology for education:

- 1) Add Information. Students and teachers can use technology to help them find additional information beyond what they can find in books and print media. This is the first advantage of utilizing technology in the classroom.

- 2) Enhance the Ability to learn. This happens because students can more easily acquire the new information they need while being observed by teachers, thanks to the Internet's more up-to-date information.
- 3) Simple Access to information. Technology in education has the potential to simplify the learning process. For instance, educators can give students assignments or learning materials by email, which they can finish and turn in right away.
- 4) More Captivating Content. When technology is used in the classroom, students can feel more at ease and less bored or repetitive, because using engaging technology to convey information appears more diverse and contemporary.
- 5) Growing Affection for Education. Students may be more motivated to learn if they have easy access to comprehensive knowledge and information. There are a number of advantages to using technology in the classroom for the ongoing learning process. On the other hand, you still need to keep an eye on your kids when they use technology. Since technology makes information readily available, both positive and negative information can be accessed.

The positive impact of technology on education: progress and utilization Suripto et al.

(2014) stated that information also useful for education includes:

- a. The emergence of mass media, especially electronic media, as a source of knowledge and a center of instruction, such as computer labs in schools, the Internet, and others. As a result, since they can access the study material directly from the Internet, students are no longer required to be overly focused on the material that their teachers are teaching. As a result, teachers serve as guides and teachers, helping students navigate and oversee their

educational journey to prevent students from using information and communication media to learn in the wrong way.

b. The development of innovative teaching strategies that facilitate the learning process for teachers and students. Thanks to technological advances, new approaches have been developed that enable students to understand abstract matter, as they can easily understand technology if made abstract.

c. Face-to-face teaching is not necessary in the learning system. These days, we realize that education can only be given face-to-face; however, thanks to technological advances, learning no longer requires students and teachers to meet in person; instead, they can use other resources, such as the Internet.

d. Technologically advanced data processing systems are available for evaluation results. In the past, manual analysis and computational data collected were required for research projects to carry out analysis. But with the advancement of science and technology, all the manual tasks and hard work that have taken a long time to complete became easier to complete. This is accomplished through the use of media technologies, like computers, which use installed programs to process data.

e. Enable us to quickly meet the demand for educational facilities. Of course, there's a lot of material and things that need to be prepared in the field of education. One of those things is the duplication of the test questions. Although photocopying machines are available, it still takes a lot of time to copy many of these questions manually. However, with technological advances, all of this can only be solved quickly. Progress in science and technology can bring some benefits, especially in educational activities.

The negative impact of technology on the world of education, in addition to the positive impact caused by the development of IPTEK, there will also be the negative impact that will arise from the development in the educational process, (Sudibyo, 2011:182) among others:

- a. E-learning can cause teacher dysfunction and result in teacher being eliminated, or even lead to the creation of an individual because the learning system can do it on its own. It is even possible that the ethics and discipline of students is difficult or difficult to monitor and build, so in the long term the moral and especially humanity of students will decline drastically, as well as the primary human reality of social beings will be destroyed.
- b. Frequent access to the internet motivates students not to actually use the best information technology, but to access bad things, such as pornography, online games. Even vulnerable to cyber-relational addiction is excessive involvement in connected relationships over the Internet (such as through chat rooms and virtual affairs) to loss of contact with real-world relationships.
- c. Students can be exposed to excess information, that is, to discover an unlimited amount of information available on the Internet, so they are willing to spend hours collecting and organizing information, which in the end can make someone addicted, especially in terms of pornography, and can spend money just to serve addiction.
- d. Students or even students become addicted to the existence of the cyber world excessively. This can happen when students are not skeptical and critical of something new. Besides, in the context of the Internet they have indirectly entered the world too free, then it is essential that both of the above attitudes are fortresses or filters of all available information sources.

e. Causes apathy toward any individual, both toward students and teachers. It can be seen, for example, in virtual learning systems and e-learning. Where learning systems do not meet between students and teachers, then it may happen that students are less active in learning systems and the results are not maximum. (Asmani, 2011).

D. Teaching Method

The learning method, according to Abu Ahmadi and Joko Tri Prasetya (2015:52), is the approach used by the teacher to ensure that the students in the class have appropriate learning materials that they can use individually or as a group so that they can be effectively taught and utilized by the teaching staff. After that, the teaching method's evaluation, according to Sofan Amri (2013, hlm. 113), is a method used to convey knowledge to students through the classroom, home, school, and other learning environments. Conversely, according to Abdurrahman Ginting (2014:42), teaching methods are the methods—that is, the straightforward approach to applying the fundamental principles of education, various techniques, and relevant day-to-day materials—that are related to the process of teaching students.

The learning method is a systematic and rigorous process carried out by teachers to convey material to students. Learning is expected to take place smoothly and quickly with the use of any teaching method. A teaching method is a systematic approach in a particular form that consists of steps to ensure that a particular lesson is carried out as efficiently as possible. Based on the general understanding of learning methods, researchers conclude that learning methods consist of steps and strategies used by a teacher to help students achieve certain learning goals clearly or variedly. The process by which the teacher

presents material to the student in a methodical and consistent manner is known as the learning method. It can also be viewed as a tactic used to carry out instructional activities in the classroom in order to successfully meet the established learning objectives.

The following are several learning methods, including the following:

a. Conventional Method

The conventional method, also called the lecture method, is a teaching method that conveys information to students clearly and concisely. This learning method is the most practical and economical because it does not require a lot of resources.

b. Discussion Method

One type of learning that is closely related to problem solving is the discussion method. With this approach, students are divided into groups so they can share knowledge and solve problems as a team. It promotes critical thinking, sharing opinions, teamwork in problem solving, and mutual respect among students.

c. Exhibition Technique

The use of this method is a way of teaching that utilizes tools or resources. Insight into what is learned and possible through practice can be gained from teaching materials. This approach increases students' interest in the material being taught, helps them concentrate, and makes learning fun.

d. Method of Recitation

Under the recitation method, students must write an in-depth summary of the material that their teachers have taught them in their native tongue.

e. Experiments and Techniques

A method of learning called the "experimental method" makes use of activities like lab experiments. Students will create more experiments and conduct more research using this method.

A variety of specific learning methods, when used correctly, can increase students' enthusiasm for learning without making them feel bored or uninterested in class. Teachers can also benefit from using this learning method, along with students. You can more easily convey knowledge to students through strategies rather than having to repeat the lesson material again.

E. Kahoot

According to Cristiani et al. (2019:5), game-based learning presents an alternative that has the potential to enhance students' engagement in the learning process. One of the learning platforms that mixes interactive games and learning evaluation is the Kahoot app. Kahoot is an educational app that Johan Brand, Jamie Booker, and Mortwn Versvik created in association with the University of Technology and Science. Then, according to Mustikawati (2019:101), Kahoot is an educational medium that functions as a tool to attract attention because it focuses attention and attracts attention to learning activities. One of the visual learning platforms, namely Kahoot, is very popular with the digital generation. Furthermore, according to Wahono (2007), Kahoot can be said to be an interesting learning tool for achieving learning goals because it is a game-based learning platform. A game is an organized, or partially organized, activity that can be used for learning or entertainment purposes. Many people enjoy using entertaining game features, especially today's students, who belong to the digital generation.

In 2012, Johan Brand, Jamie Brooker, and Morten Versvik launched Kahoot! as a

collaborative effort with the Norwegian University of Science and Technology. One website that can help with classroom learning and create a fun quiz atmosphere is called Kahoot. Projectors and laptops can be used to use Kahoot as a learning tool. Due to the fact that Kahoot can only be played online at www.kahoot.com it requires an internet connection. Schools and other educational institutions use the game-based learning platform Kahoot! as instructional technology. A user-generated double-choice test, "Kahoots" is a platform for learning games that can be accessed via a web browser or the Kahoots app. Kahoot! can be used as a formative assessment tool, a review of the material, or a diversion from the usual classroom activities. You can use a number of features in the Kahoot application, including online surveys, jumbles, online quizzes, and discussions. Students can learn more about ideas about themselves and the natural world around them, particularly those that are relevant to daily life, by utilizing the features in the Kahoot application.

The various benefits of Kahoot as a digital learning tool are as follows: (1) can arouse students' interest. This may encourage students to participate more actively in teacher-provided games or in responding to those games. In order to continue learning, students can compete to be the winner or get the highest score; (2) they can track student interests. A teacher can monitor his students' strengths and weaknesses in terms of mastery of the material by using the application. As a result, students are forced to repeat material they have not yet mastered, and (3) learning exercises gain interest. By using game-based learning, instructors can capture students' attention, and teachers can see how they respond to their explanations.

The advantage of using Kahoot is that it is an effective way to improve the quality of

teaching and achieve certain learning goals. Every method or application created is based on a problem that arises; this shows that it is a reaction to the current and future learning environment. Regarding the Kahoot application, whose development is focused on the evaluation and survey process, education-based games are very interesting and varied. This offers certain benefits that can improve student learning performance to the level of comprehensive cognitive and affective responses.

Following are some of the advantages of using the Kahoot application as an educational game for learning: (a) An intriguing and diverse look. (b) Every feature is comprehensive and exploratory. (c) It is more useful because it is technology-based and playable on a smartphone. (d) Instructors have the option of selecting a subject's content that aligns linearly with the intended learning orientation. (e) The evaluation results are visible to the students in person, providing them with feedback. The teacher can swiftly oversee and monitor the students' responses. (g) interactive in nature, which has the potential to boost motivation and affect students' learning outcomes during the educational process. From an alternative viewpoint, Kahoot, as a digital game-based learning application, is a technique for incorporating instructional materials into games that is focused on: (a) student participation, allowing students to experience immediate benefits. (b) using apps and software to make it more useful. (c) designed to strike a balance between educational and entertaining content. (d) As a tool for using quantifiable measurement tools to assess students' learning capacities, which helps teachers by providing a foundation for mapping the advanced learning process.

The fact that games are viewed as measured or semi-structured activities makes them advantageous in addition. Possibly as a drawback, game-based application patterns are

unable to cover all the content and pattern that they wish to present due to those aspects of non-exact science that call for deeper reasoning. Details taken from the Kahoot app The pattern of double choice, or true and false in the form of the subject, less thoroughly examines the area of the child's reasoning, even though the teacher can fill in the content as desired. In reverse of the fundamental construction of learning, as Gagne characterizes it as (1) investigative signal learning types of signals, (2) learning that is focused on the existence of feedback is known as stimulus-response learning. (3) Students are instructed to create relationships between two stimuli through chaining learning. (4) Verbal association, where communication or verbal association are closely linked to learning, (5) Discrimination in Multiples Acquiring knowledge regarding comprehension of variations in reactions, (6) Concept Learning: This type of learning combines stimuli in the form of concepts that are distinct from one another in an attempt to comprehend. (7) Principle Learning: In order to respond to stimuli, learning must be able to correlate multiple principles. (8) Solving Issues Education that focuses on teaching students how to solve problems effectively and sensibly. It is common to overlook the deeper uses of Kahoot that delve into the principles of fundamental education. Systems tend to have mechanistic patterns, despite their conceptual and systematic complexity; however, mechanistic patterns cannot fully replace human flexibility and exploration.

F. Interest

According to Purwanto (2010), a person's interest is a necessary precondition for

performing tasks well, such as motivating others to take action. Interest in language refers to a strong inclination toward something. A person's interest is a fairly permanent quality. a lot of interest. It significantly affects a person's actions since, motivated by interest, he will take up a hobby or interest of his own. However, in the absence of interest, a person may not take action. Then, as stated by Slameto (2010), interest is an unasked-for sense of preference and attachment to something or an activity. Basically, interest is accepting that there is a relationship between you and something that is not you. However, interest can spur motivation and bet on the outcomes and accomplishments of learning, according to Rusmiati (2017:23), who defines interest as a person's interest in something that comes from within.

Interest serves as an internal source of motivation since it is a fully conscious learning process that is enjoyable, pleasing, and joyful. This makes interest the driving force behind engaging in such an activity. Interest is a sensation that propels someone to act or an impulse that prompts someone to act. Interest has a big impact on one's activities because it allows one to do things to the fullest, whereas without it, one cannot accomplish things to the fullest. The degree to which students meet learning objectives can be influenced by their interests. Pupils who are deeply passionate about a particular subject will concentrate more than other students, which will help them work harder in class and eventually accomplish their goals.

Pintrich and Schunk (2017: 13) proposed that there are five components to interest-based learning:

- a. A general attitude toward the activity is a sentiment such as agree or disagree, like or dislike it.

- b. Particular awareness of enjoying the activity (specific cognition for or participation in the activity), that is, choosing to enjoy the activity or thing.
- c. Enjoyment of the activity, or the person's sense of fulfillment regarding all aspects of the desired activity.
- d. The activity's personal importance or significance to the person performing it, which refers to the activity being performed intensely and consistently because it has a positive impact and is highly significant to the person performing it. In most cases, the person feels as though he has lost something important in his everyday life if this task is not completed.
- e. A participant's reported choices from the exercise

The aforementioned aspects' descriptions lead to the conclusion that factors such as attitude toward the activity, awareness of it specifically, happiness with it, and the fact that it holds significance for the person engaging in it all contribute to interest in learning. The Fifth The aforementioned elements are interrelated to stimulate curiosity about learning. Based on the aforementioned factors, it is established that a person's interest in learning is a response to an activity that is carried out. These emotions can manifest as likes or dislikes, as well as interest in or lack thereof in the task at hand. A sense of fascination Learning has to be founded on a person's complete awareness of performing an intense activity.

In the meantime, Herry in Nurul Istiqomah Fajriani stated that the following factors affect students' interest in learning: a. how they perceive the lessons; b. how they feel about their physical and spiritual well-being; c. how applicable the teaching materials are to their everyday lives; d. the teaching styles and methods; and e. the

strengthening of learning. In the same article, the baroque dinar lists several factors that affect interest: learning, materials, and motivation. fascinating teachings and behaviors of educators, relatives, and acquaintances surroundings, values, skills, interests, mass media, and infrastructure

2.3 Theoretical Framework

Learning English is necessary to improve students' ability to speak languages contextually and meaningfully while keeping an eye on circumstances and situations. This will result in an approach to learning English that is more tailored to students' needs by using learning media as any communication tool that can be used to plan the transmission of information from source to student to create a supportive learning environment in which students can complete the learning process effectively and efficiently. The study aims to analyze the use of learning media in enhancing student learning interests by using technology as a learning medium so that it can be an alternative to overcoming the space and time constraints of the learning process so that teachers do not have to explain the material to students overly. One of the technologies used in learning is the Kahoot application, where Kahoot is one of the websites that can help learning in the classroom with a fun quiz and can increase students' interest in learning; therefore, Kahot can only be played online. In the Kahoot app, there are several features that can be used: online quizzes, discussions, jumbles, and surveys. Through this research, the author wanted to boost students' interest in learning English using kahoot as a learning medium in tenth grade of SMA Kristen Makale.

2.4 Hypothesis

Based on theoretical framework above the hypothesis of the research is formulated as follow:

(Ha) : The use of Kahoot is effective to increase the interest of tenth grade students at Makale Christian High School in learning English before and after teaching using Kahoot.

(Ho) : The use of Kahoot is not effective to increase the interest of tenth grade students at Makale Christian High School in learning English before and after teaching using Kahoot.