THE INTERACTIVE OF FORMATIVE ASSESSMENT THROUGH GAMIFICATION TOOL OF 'KAHOOT!' IN LEARNING ENGLISH.
(A STUDY AT READING CLASSES)
THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

WALISONGO

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SEMARANG
2019

THESIS PROJECT STATEMENT

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Cerify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in final project are quoted in accordance with ethical standards.

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RATIFICATION

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had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Education Department.

Semarang, 5 Juli 2019

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To

The Dean of

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Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title   : **The Interactive of Formative Assessment through Gamification Tool of 'Kahoot!' in Learning English. (A Study at Reading Classes)**

Name of the Students   : Abiq Zakia

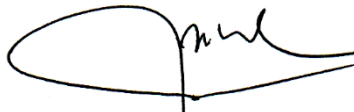Students Number   : 1503046027

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Field of of Study: English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

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To

The Dean of

Walisongo State Islamic University

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ABSTRACT

Title	:THE INTERACTIVE OF FORMATIVE ASSESSMENT THROUGH GAMIFICATION TOOL OF 'KAHOOT!' IN LEARNING ENGLISH. (A STUDY AT READING CLASSES)
Writer	: ABIQ ZAKIA
Students Number	: 1503046027

This thesis, the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English at reading classes of second grade of SMA N 5 Semarang, has a purpose to describe the process of it, including the implementation of 'Kahoot!' and students' learning activeness when assessed using 'Kahoot!'. This study used the descriptive qualitative method because the data were analyzed using sentences. The data were collected by three-technique; observation, interview, and documentation. Process of data analysis involved three activities; those are data reduction, data display, and conclusion drawing or verification. Descriptive qualitative analysis was used to present the result of the study in the form of descriptive explanation. These descriptions were analyzed based on the principles of the assessment process used a digital tool. The result of this study showed that 'Kahoot!' is utilized for a post-test in learning English. The assessment process using 'Kahoot!' is more convenient and comfortable than the use of paper-based testing. But, the preparation of doing the assessment using 'Kahoot!' takes a long time. The use of 'Kahoot!' is quite effective because it can't accommodate the assessment based-text. Furthermore, the students enjoy and are motivated when assessed using 'Kahoot!'. They must compete with their friends to become a winner. The process of assessment involved teacher-students and students-students interaction that creates an interactive formative assessment.

Keywords: *Interactive of Formative Assessment, Gamification, 'Kahoot!'.*

MOTTO

.....لَا تَحۡزَنۡ إِنَّ ٱللَّهَ مَعَنَاۖ

, "Have no fear, for Allah is
with us (Tauba: 40)[1]

"Education is the key to success in life, and teachers make a
lasting impact in the lives of their students." — Solomon Ortiz

"Harga kebaikan manusia adalah diukur menurut apa yang telah
dilaksanakan/diperbuatnya" (Ali Bin Abi Thalib)

"Not only work hard but also work smart."

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[1] Abdullah Yusuf Ali, *THE HOLY QURAN (KORAN)* (the King Fahd
Holy Quran Printing Complex, 1987).

DEDICATION

This final project is dedicated to:

My beloved parents (Mr. Bambang Pujiono and Mrs. Rumini) who always support me in finishing my study.

Thank you for your valuable efforts and affection, which always flow every time.

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Bismillahirrahmanirrahim,

All praise to be almighty Allah Who always gave His blessing upon the researcher in her life and enabled her to accomplish this thesis entitled "The Interactive of Formative Assessment through Gamification Tool of 'Kahoot!' in Learning English (A Study at Reading Classes)". The prayer and Salaam are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extent her gratitude to:

1. Dr. H. Raharjo, M.Ed.St, Dean of Education and Teacher Training Faculty for providing which supported the researcher in completion of this thesis.
2. Dr. Ikhrom, M.Ag, as the chairman of English Education Department.
3. Dra. Nuna Mustikawati Dewi, M.Pd and Nadiah Ma'mun, M.Pd are the advisor, for providing their valuable guidance.
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6. Mrs. Grace Yeh Shiang, S.Pd, M.Si as my beloved and inspired teacher who has given an opportunity to the researcher to do this reseach in her classroom and has given a motivation to the researcher.
7. My beloved mother and father (Mrs. Rumini and Mr. Bambang Pujiono), who always keeps me on her prayer

teaches me how to understand others, to to be a sincere person, and how to keep thinking positively.

8. My beloved friends of English Education A 2015 especially Keluarga Bu Dendy Squad (Refita, Utami, Iif, Dian, Najwa, Falla, Alifa, Balerina) who always support and accompany me in every moment in the campus, keep solidarity and friendship.

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10. Team PPL SMA N 5 Semarang who have shared the positive energy and inspired me during the teaching practice.

11. Nurul Muhimmatul Aliyah and Anggita Anggraeni as my bestfriend.

12. HMJ PBI 2017 who always entertain and support me to finished this final project.

Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher expects that this thesis may be helpful for all.
Amiin.

Semarang, 21th June 2019
The Researcher,

Abiq Zakia
1503046027

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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, the reason for choosing the topic, questions of the study, objectives of the study, limitations of the study, significances of the study, and definition of key terms.

A. Background of Study

In teaching and learning process, the teacher is not only expected to deliver the material and make students understand, but they are also likely to do the test or assessment process. Assessment refers to the process and procedures whereby we determine what learners can do in the target language.[2] The purpose of the test is to know the level of students' understanding of the material so that the teacher can choose the best students in the class. God has explained it in Surah Al-Mulk verse 2:

ٱلَّذِي خَلَقَ ٱلْمَوْتَ وَٱلْحَيَوٰةَ لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلاً .... (٢)

Meaning: "He Who created Death and Life, that He may try which of you is best in deed:........... " (Al-Mulk: 2)[3]

The verse explains that God made humans live or die not only to be tested for the strength of their faith. God gave the same life to all His servants but He also gave a test to His servants to see who

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[2] David Nunan, *Reseach Methods in Language Learning* (New York: Press Syndicate of the University of Cambridge, 1992).
[3] Ali.

1

was the strongest of his faith. It's the same thing with the teacher's role in the classroom.

The importance of assessment process conducted by the teacher is to measure students' understanding level; it is an overview of the teacher's pedagogical competence, which the teacher must have a competency such as conducting the assessment and also evaluation process.

The statement above also stated in the National Education Minister's Regulation number 16 years 2007 about academic qualification and teacher competence standard in table 3, teacher competence standard in elementary, junior, and senior high schools number 8 and 9, teachers must have core competence such as conducting assessment and evaluation of the learning process and outcomes and also utilizing the result of evaluation for the benefit of learning.[4]

As cited from David Nunan's book entitled 'Research Methods in Language Learning' assessment refers to the process and procedures whereby we determine what learners can do in the target language. We may or may not assume that such abilities have been brought about by a program of study. While evaluation refers to a broader range of processes which may or may not include assessment data.[5] So, the main differences are assessment aimed to measure students' level understanding about the material while

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[4] 'Permendiknas No 16 Tahun 2007.pdf'.
[5] Nunan.

evaluation not only focuses on assessing students understanding but includes another component in the classroom such as students' attendance and participation.

Learning Outcomes Assessment by Educators is the process of gathering information/evidence about learning outcomes of students in the competence of religious attitudes and social attitudes, knowledge competencies, and skills competencies carried out in a planned and systematic manner, during and after the learning process. It implemented in the form of authentic and non-authentic assessment. Authentic assessment includes assessment based on observations, assignments to the field, portfolios, projects, products, journals, laboratory work, and performance, as well as self-assessment and non-authentic assessment includes test and examination.[6]

In SMA N 5 Semarang, the school that I do my research, the teacher conducts the assessment and evaluation in the learning process, including authentic and non-authentic assessment, but commonly they still used the paper-based testing.

Furthermore, it's been explained on National Education Minister's Regulation number 16 years 2007 in table 3 number 5; teachers must have core competence such as utilizing the technology of information and communication for the importance of learning.[7]

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[6] 'Permendikbud104-2014PenilaianHasilBelajar.pdf'.
[7] 'Permendiknas No 16 Tahun 2007.pdf'.

The teacher can use technology in the assessment process to makes a difficult topic more engaging and exciting.

In SMA N 5 Semarang, the total of the teacher is 67 persons and divided into civil servant teachers and honorary teachers. The data showed that 43 person is public servant teachers and 12 is an honorary teacher, but only 10% or 7 out of teachers apply technology as an assessment tool due to the teacher's age factor, teacher's ability in using technology, and also facilitates from the school that not support utilizing technology-based internet in the assessment process.

From that reason, the teacher prefers to use paper-based testing in conducting the assessment process. They think that the use of paper-based testing is more comfortable and not take a lot of time to prepare it. As we know, the preparation for conducting an assessment using technology has taken a lot of time, so only the high-motivated teacher can do it. One way to solve this problem is the school principal should give a workshop for the teacher how is the importance of technology, and also repair the facilities that support the use of technology in the assessment process.

Meanwhile, SMA N 5 Semarang has applied curriculum 2013 that emphasized on E-learning process. The teachers are expected to be more creative and innovative in conducting the assessment to increase students' motivation and engagement in the learning process. It is due to the statement by the Organization for Economic Co-operation and Development (OECD) states that E-learning is

defined as a method to replacing traditional learning into modern learning including the use of information and communication technology to support the learning process.[8]

The use of technology creates an interactive assessment. It also emphasized on students' involvement in following the assessment process that includes teacher-students interaction and also students-students interaction that makes a dynamic classroom.

In learning English as a foreign language, the implementation of technology is an innovation done by the teacher that can create an attractive classroom atmosphere because the students can get a something new from the teacher during the learning process. So, the teacher should have various strategy to make the assessment process more interactive and make students feel enjoy with it. It is expected to enhance students' motivation and participation in learning English.

The teacher can combine the use of technology with a game in the process of assessment. It aims to make the assessment process more joyful and commonly called Gamification or game-based learning. It refers to the use of mechanisms, aesthetics, and thinking to attract people, encouraging an action, promoting education and

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[8] Valentina Abaidoo and Nelly Arkorful, 'The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education', *International Journal of Instructional Technology and Distance Learning*, 2.12 (2015), 7.

solving problems.[9] It emphasized on Game Students' Response System (GSRS). GSRS is game-based systems where the teacher designs interactive quizzes projected as regular lecture slides to enable students to respond to questions using a web browser on their digital devices in a game-show-like situation.[10] There are many games that have been implemented in SMA N 5 Semarang to support the interactive assessment.

'Kahoot!' as one of the interactive assessment tool has been implemented in SMA N 5 Semarang. It is an online quiz program that is free, easy to set up, and use and fosters learning in a group setting.[11] It is one of learning application based-game (Game- based learning) that encourages students to study hard because they must compete with their friends to answer the question that the teacher has given. The teacher utilized this application as an interactive assessment tool based games that increase students' motivation and engagement in learning English.

[9] Ana María Ares and others, 'Results of the Use of Kahoot! Gamification Tool in a Course of Chemistry', 2018, 1215–22 <https://doi.org/10.4995/head18.2018.8179>.

[10] Sherlock A. LICORISH and others, '"Go Kahoot!" Enriching Classroom Engagement, Motivation and Learning Experience with Games', *Proceedings of the 25th International Conference on Computers in Education*, December, 2017, 755–64 <https://www.researchgate.net/profile/Sherlock_Licorish/publication/322150 947_Go_Kahoot_Enriching_Classroom_Engagement_Motivation_and_Learn ing_Experience_with_Games/links/5a484fd80f7e9ba868ab622d/Go-Kahoot-Enriching-Classroom-Engagement-Motivation-and-Lear>.

[11] Joel Radunzel Joshua Borrel, Nicholas Cosmas, James Grymes, 'The Effectiveness of Kahoot! As a Pre-Lesson Assessment Tool', *The U.S Military Academy at West Point* 2017.

In this application, three programs can the English teacher utilized to makes an interactive assessment. They are quiz, jumble, and survey, but the commonly used is quiz because the teacher uses 'Kahoot!' for a post-test. The quiz is not only in the text form, but it can be inserted with a picture or video, so it is appropriate with the purpose of curriculum 2013 that emphasized Higher Order Thinking Skills in the learning process. It also helps the teacher in assessing students' understanding of learning English, which involves student engagement and participation in the assessment process. It will make students more responsive too because, in this application, every question has the time limit so they must answer the questions quickly and compete with their friends to become a winner.

SMA N 5 Semarang has implemented 'Kahoot!' to assess students understanding in learning English. The researcher is interested to know more about the process of formative assessment through gamification tool of 'Kahoot!' including the implementation of 'Kahoot!' and also students' learning activeness when assessed using 'Kahoot!'.

This study is aimed to describe the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English at reading classes of SMA N 5 Semarang, especially for students in second grade. Hence, the researcher conducted the research "The Interactive of Formative Assessment through Gamification Tool of 'Kahoot!' in Learning English. (A Study at Reading Classes)

B. Reason for Choosing the Topic

There were two reasons for choosing the topic:

1. The researcher is interested in describing the use of gamification tool of 'Kahoot!' in assessing students' understanding of learning English at second grade of SMA N 5 Semarang. The English's teacher has implemented various kind of application to assessed students understanding. But, 'Kahoot!' is the newest application that has been applied there.

2. The researcher thought that the students are not interested in the assessment process using paper-based testing because it is very monotonous that makes students annoying and less motivated. From that reason, students need a variety in the assessment process to increase their motivation and participation in the classroom. So, the teacher must conducts various kind of assessment process, such as replacing the use of paper-based testing with computer-based testing to make the assessment process more interactive.

C. Research Questions

This research is aimed to answer the following questions:

1. How is the process the interactive of formative assessment represented through gamification tool of 'Kahoot!' in learning English at second grade of SMA N 5 Semarang?

C. Objectives of the Study

The researcher was intended to meet the following objectives:

1. To describe the process of the interactive of formative assessment represented through gamification tool of 'Kahoot!' in learning English at second grade of SMA N 5 Semarang.

D. Limitation of the Study

This study was limited to maintain the focus of the study itself. The limitations of this research can be described as follow:

1. This study was about the use of the interactive formative assessment tool in the teaching and learning process. There are much interactive of formative assessment tools, but the researcher only focus on 'Kahoot!' application.
2. This study focused on the use of 'Kahoot!' application in teaching and learning English, especially in reading classes.
3. The object of this study was the students at second grade of SMA N 5 Semarang who assessed using 'Kahoot!'

E. Significances of the Study

This study is expected to give a valuable contribution to some parties, theoretically, pedagogically, and also practically.

1. Theoretically

    The result of this study could give more extensive knowledge, and positive contribution of using 'Kahoot!' as an assessment tool based games to makes an interactive formative assessment in learning English.

2. Pedagogically

    The result of this study could provide innovations for the world of education in conducting an assessment process to follow the times progress.

3. Practically

    The results of this study hopefully were useful to provide input for:

    1. For students

        The result of this study was beneficial for students to give them an overview how to answer the questions in National Examination Based Computer (UNBK) because 'Kahoot!' is kind of computer-based testing aimed to make them familiar to answer the question using computer or handphone.

    2. For teachers

        The result of this study was beneficial for the teacher to make an interactive of formative assessment in learning English through gamification tool of 'Kahoot!' so the

assessment process isn't dull that makes students less motivated.

3. For the next researcher

The result of this study can be used as additional information to conduct other research about the interactive of formative assessment represented through gamification tool of 'Kahoot!'.

4. For the reader

By reading this study, the reader got more information and experiences about the interactive of formative assessment represented through gamification tool of 'Kahoot!' in learning English includes the strength and weakness of using 'Kahoot!'.

F. Definition of key terms

1. Interactive Assessment

Interactive assessment is a much more productive relationship between examiners and subjects found in the normative, standardized assessment.[12]

2. Assessment for Learning (Formative Assessment)

Assessment for learning which is attempted to determine students' prior information, perceptions, and confusions and monitor students' learning progress and to inform training

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[12] H. Carl Haywood, 'Interactive Assessment', *The Journal of Special Education*, 26.3 (2008), 233–34 <https://doi.org/10.1177/002246699202600301>.

practice and educational programs to help students' future learning and comprehension.[13]

3. Gamification Tool

Gamification is using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. (Kapp, 2012). [14]

4. 'Kahoot!'

'Kahoot!' is an online quiz program that is free, easy to set up and use, and fosters learning in a group setting.[15]

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[13] Philip Holmes-Smith, 'Assessment for Learning: Using Statewide Literacy and Numeracy Tests as Diagnostic Tools', *2005 - Using Data to Support Learning*, 2005 <http://research.acer.edu.au/research_conference_2005/13>.

[14]Craig Miller, 'The Gamification Of Education', 40 (2013), 196–200.

[15] Joshua Borrel, Nicholas Cosmas, James Grymes.

CHAPTER II
PREVIOUS RESEARCH AND THEORETICAL REVIEW

This chapter highlights three main points (i) previous studies of the research, (ii) theoretical review, (iii) conceptual framework which ideally discussed the interactive formative assessment through gamification tool of 'Kahoot!'.

A. Previous Studies

To develop the fundamental analysis, the researcher presented the previous study dealing with the topic.

The first is the study entitled *"Go Kahoot!" Enriching Classroom Engagement, Motivation, and Learning Experience with Games* by Sherlock A. Licorish, Jade Li George, Helen. E. Owen & Ben in the year 2017.[16] This study conducted in an Information System Strategy and Governance course at a research-intensive teaching university in New Zealand. The purpose of this study is to examine the efficacy of 'Kahoot!' in engaging students in the classroom during lectures. The researcher used descriptive qualitative research to describe the use of 'Kahoot!' during the

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[16] Sherlock A. LICORISH and others, '"Go Kahoot!" Enriching Classroom Engagement, Motivation and Learning Experience with Games', *Proceedings of the 25th International Conference on Computers in Education*, December, 2017, 755–64 <https://www.researchgate.net/profile/Sherlock_Licorish/publication/322150 947_Go_Kahoot_Enriching_Classroom_Engagement_Motivation_and_Learn ing_Experience_with_Games/links/5a484fd80f7e9ba868ab622d/Go-Kahoot-Enriching-Classroom-Engagement-Motivation-and-Lear>.

learning process. The data gained from the interview. The semi-structured interview conducted at the end of the course for 14 students (ten male, four females). The technique for choosing the sample is purposive-probability to recruit students enrolled in the course. The questions included students' experience using 'Kahoot!' and the tool's influence on classroom dynamic, students' engagement, motivation, and learning. The result of this study showed that the deployment of Kahoot! Enriches the quality of student learning in the classroom, with the highest influence reported on classroom dynamics, engagement, motivation and improved the learning experience. The use of the game in the teaching and learning process minimize the disturbing classroom.

This study has a similarity with the current research because both of them discussed the use of 'Kahoot!' in the learning process, the method used is a descriptive qualitative method, and the technique for choosing the sample is purposive-non probably sampling. But, the difference is this study only examine the use of 'Kahoot!' from the student's point of view, and the current study examined the use of 'Kahoot!' from the teacher and also students point of view. It showed from the observation in the classroom. The strength of this study is the researcher present the data completely so that it can be a guideline for research with the same field. But, the weakness is the researcher only gained the data from a semi-structured interview conducted only for students. The researcher should gained the data from the teacher also. In the current study

describes the process of the assessment using 'Kahoot!' that involved teacher-students and students-students interaction that creates an interactive assessment. 'Kahoot!' used for a post-test so it can be used as interactive of formative assessment in learning English.

The second study is taken from an international journal entitled *Analyzing the Efficacy of the Testing Effect Using Kahoot on Students Performance* conducted by Dr. Darren H Iwamoto in the year 2017. [17] This study conducted in the first year general psychology class. The sample of this study was 49 undergraduate psychology students in the first-year course, and the population consists of 68% female and 32% male. The purpose of this study was to know the effectiveness of an alternative teaching approach based on the testing effect (Kahoot!) to address low high-stakes examination scores. The study used quasi-experimental action research. It showed the effectiveness of 'Kahoot!' as a testing instrument on students' performance. The researcher divided the class into two categories; they are the control and treatment class. In the first trial, the teacher didn't use 'Kahoot!' in the learning process, both the control and treatment class. For the second trial in treatment class, the teacher closed the material 10 minutes before the end of the course and this time utilized for students to participate in the online quiz 'Kahoot!' But in the control class, the teacher delivered

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[17] Darren H. Iwamoto and others, 'Analyzing the Efficacy of the Testing Effect Using Kahoot??? On Student Performance', *Turkish Online Journal of Distance Education*, 18.2 (2017), 80–93.

the material until the end of course. Both control and experimental class took the same test, but before the test begin the control class will discuss reviewing all of the material in a lecture-based format, and they allowed to ask the content approximately 50 minutes, but the treatment class didn't receive a study guide and spent the time to replaying quiz in 'Kahoot!' that covered the material. The result showed that 'Kahoot!' had a significant impact on academic purpose. Students more motivated to study and get the best score in the examination.

This study has a similarity with the current research because both of them used 'Kahoot!' Application. But, the difference is the present study described the process of interactive of formative assessment in learning English especially reading skills used 'Kahoot!' while this study investigates the effectiveness of 'Kahoot!' as an assessment tool on students' performance. The strength of this study is the researcher used some trial in the research. So, there is a specific difference between the resulting score from students after and before using 'Kahoot!'. The weakness of the study is the main problem still general. So, the researcher should make the question more specific. In the current study, 'Kahoot!' is not only utilized to assess students' performance in the class but it used as an interactive of the formative assessment tool in learning English that can be enhancing students' motivation and engagement in the classroom.

The third study is taken from an international journal entitled *Perceptions of Students for Gamification Approach: Kahoot as a Case Study* conducted by Huseyin Bicen in the year 2018.[18] This study conducted on Preschool teaching at the Ataturk Faculty of Education. The purpose of this study is to evaluate the effect of a gamification approach on students' perceptions. The participants of this research are 65 students that divided fifty-five female and ten male. This study used a quantitative and qualitative approach. In the first section, the researcher applied 'Kahoot!' in the learning process to check students understanding with the material and then the researcher instruct students to write an evaluation notes about the implementation of 'Kahoot!' in the learning process. The researcher investigates the effectiveness of 'Kahoot!' and describes the student's perception during used 'Kahoot!' in the learning process.

This study has a similarity with the current research because both of them discussed the used of gamification tool of 'Kahoot!'. This study focus on students' perception of Gamification used 'Kahoot!'. While in the current research described the use of 'Kahoot!' as an interactive of a formative assessment tool based games in reading skills include the implementation of 'Kahoot!' and students' learning activeness when assessed using 'Kahoot!'. This study also has strength because the researcher applied 'Kahoot!' at the beginning of learning and make students feel the benefit of

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[18] Huseyin Bicen, 'Perceptions of Students for Gamification Approach: Kahoot as a Case Study', *Near East University*, 13.2 (2018), 2.

'Kahoot!'. So, the data prepared well. The weakness of this study is the process to gain the data takes a long time because the study has a lot of steps. In the current study only took one month to observe and get the data from the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English. 'Kahoot!' has been implemented in SMA N 5 Semarang and the writer as an observer. The researcher used documentation, and interview also to get the specific data.

The fourth previous study is taken from thesis entitled *The Effects of 'Kahoot!' on Vocabulary Acquisition and Retention of Students with Learning Disabilities and Other Health Impairments* conducted by Kathryn E. Ciaramella in the year 2017.[19] This study conducted at the elementary school in a rural southern New Jersey district that consist contains grades four, five and six, but the sample of this study only seven students with a learning disability or other health impairment per their individualized educational plan. The purpose of this study is to evaluate the effect of 'Kahoot!' on vocabulary acquisition, vocabulary retention, and determine student satisfaction by used 'Kahoot!' as an intervention. This study used a single subject multiple baselines across participants. There is two technique of collecting data; they are the baseline phase and intervention phase. The results of this study indicate that the use of

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[19] Kathryn Elizabeth Ciaramella, 'Rowan Digital Works The Effects of Kahoot! On Vocabulary Acquisition and Retention of Students with Learning Disabilities and Other Health Impairments', 2017 <http://rdw.rowan.edu/etd%0Ahttp://rdw.rowan.edu/etd/2426>.

a game-based learning platform may lead to an increase in vocabulary acquisition and retention. Further study is needed to determine the effect of 'Kahoot!' on long-term vocabulary retention and reading comprehension.

This study has a similarity with the current research because both of them used 'Kahoot!' Application and the differences is the current study only focus on the interactive assessment through gamification tool of 'Kahoot!', while this study focuses on the effectiveness of evaluating students' vocabulary retention, and determine students' satisfaction with using 'Kahoot!' as an intervention. This study has strength because this study only finds out the effectiveness of evaluating students' vocabulary using 'Kahoot!' application, but the weakness is taking a lot of time to get the data. The strength of the current study is the researcher explored the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English at senior high school.

The last previous study is taken from the international journal entitled *ICT (Information and Communication Technology): Use 'Kahoot!' Program for English Students' Learning Booster* conducted by Budiati in the year 2017. [20] The purpose of this study is to describe the use of 'Kahoot!' to boost English students' learning.

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[20] B Budiati - Proceedings Education and Language International and undefined 2017, 'Ict (Information and Communication Technology) Use: Kahoot Program for English Students'Learning Booster', *Jurnal.Unissula.Ac.Id*, 2010, 2013, 178–88 <http://jurnal.unissula.ac.id/index.php/ELIC/article/view/1225>.

The participants of this research are 40 students in DIII of nursing that taught about simple present tense. This study used descriptive quantitative and qualitative research. The data collected using a questionnaire before and after students learn English use 'Kahoot!' and the result showed students' more interested when study English using 'Kahoot!'.

This study has a similarity with the current study because both of them used 'Kahoot!' Application and the difference is this study only focuses on students' learning booster in the English language but in the current study focuses on the process of the interactive of formative assessment through gamification tool of 'Kahoot!'. The strength of this study is the step to find the data was explained clearly and easy to understand. While the weakness is there are no research questions, the researcher only states that the study is aimed to identify students' booster in learning English used 'Kahoot!' as a product of ICT. In the current study, the researcher focused on the interactive assessment through gamification tool of 'Kahoot!' in learning English includes the implementation of 'Kahoot!' as an interactive of the formative assessment tool and students' learning activeness when assessed using 'Kahoot!'.

B. Literature Review

1. Teaching English as a Foreign Language (TEFL)

Along with economic globalization, English has increasingly become the medium of communication around the

world both in local and global contexts. The realization of the importance of English highlights the necessity of every country to have its people become better equipped with English performance. With the rise in the number of English users, English language teaching professionals have increased worldwide. The importance of English has also sparked a growing interest in the teaching of English as a foreign language (EFL).[21]

As we know that teaching is the work of the teacher, it means the teacher transfer knowledge to students.[22] Commonly education occurs in the classroom, and the teacher transfers her/his expertise to students based on the material that appropriate with the curriculum used. Students will learn English more when most of the available time is allocated to curriculum-related activities, and the classroom management system emphasizes maintaining their engagement in those activities.[23] In schools, students must be mastered all of the lessons such as English as a foreign language because, in Indonesia, the first

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[21] Attapol Khamkhien, 'Thai Learners' English Pronunciation Competence: Lesson Learned from Word Stress Assignment', *Journal of Language Teaching and Research*, 1.6 (2011), 757–64 <https://doi.org/10.4304/jltr.1.6.757-764>.

[22] Victoria Bull, *Oxford Learner's Pocket* (United States: Oxford University Press, 2008).

[23] Jere Brophy, 'Generic Aspects of Effective Teaching', *Teaching*, 2001, 3–45 <https://doi.org/10.1016/S0167-8922(00)80004-8>.

language is Indonesia, not English, so they are non-native speaker students.

Teaching English as a Foreign Language (TEFL) refers to showing the English language to students with various first dialects. TEFL can happen either inside the state educational system or all the more privately, at a language school or with a tutor. TEFL can likewise occur in an English-speaking country for people who have moved there (either for school or work or endlessly). TEFL instructors might be local or non-local speakers of English.[24]

Based on those statements above, it is clear that English as the international language used by people to communicate with others. So, study English is essential and has many benefits for students to face a globalization era. In Indonesia, English took place as a foreign language because it not spoken in daily communication. People used Indonesia in their regular conversation, and English is learned in a minimal environment such as schools or other formal institution.

2. **Assessing EFL Learning**

   2.1 **The Concept of assessment**

   Ioannou-Georgiou defines assessment as "a general term which includes all methods used to gather information

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[24] Rumah Detensi and Imigrasi Rudenim, 'ENGLISH TEACHING LEARNING IN', 2017.

about children's knowledge, ability, understanding, attitudes, and motivation."[25] It refers to the processes and procedure whereby we determine what learners can do in the target language. We may or may not assume that such abilities have been brought about by a program of study.[26]

Based on the National Education Minister's regulations number 23 the year 2016, assessment means a process of gathering and processing information to measure student learning outcomes. Assessment of students' learning outcomes in primary and secondary education consists of knowledge, attitude and skills aspects.[27]

One of the things that must be considered in the teaching planning process is the assessment, where learning outcomes and learning methods have been established. Assessment is not only handled at the end of the learning process, but it is an ongoing activity. So students must be aware of the results they want in the learning process that

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[25] Wiesnerová Dagmar, 'Masaryk University Brno Faculty of Education Department of English Language and Literature Benefits of Self-Assessment in English Classes at Elementary Schools Bachelor Thesis Prohlášení', April, 2012.

[26] David Nunan, *Reseach Methods in Language Learning* (New York: Press Syndicate of the University of Cambridge, 1992).

[27] Indonesia Kemendikbud, 'Peraturan Pendidikan Dan Kebudayaan Republik Indonesia', *Kemendikbud*, Standar Penilaian Pendidikan, 2016.

will make them more active in the assessment process and developing lifelong learning skills.[28]

From the explanation above, the researcher concludes that the teacher must use a variety of assessment technique to gather the data/ information about students' understanding of the material. It means that the teacher knows students' level understanding through assessment process so they can give positive feedback to students; it aimed to make them more motivated in learning. Based on the information the teacher got from the assessment process, they used it to repair their instruction or learning method in the class. It will help students' to study effectively.

2.2 The Functions of Assessment

Learning assessment by educators has the function to monitor the progress of learning, to monitor the learning outcomes, and to detect the needs of learners to improve learning outcomes on an ongoing basis. Based on the function, learning assessment by educators includes formative and summative assessment.[29]

a. Assessment for Learning (Formative Assessment)

Formative assessment is often called on-going or assessment for learning (AFL). As the name suggests, it is used to form and change the learning process to

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[28] Manitoba Education Citizenship and Youth, *Senior 1 to Senior 4: Spanish Language and Culture*, 2004.

[29] 'Permendikbud104-2014PenilaianHasilBelajar.pdf'.

achieve better results. Moon defines formative assessment as "the sort of assessment that we do daily. It is closely related to the feedback pupils receive during lessons and indicates if they are doing good or wrong" which is by Harmer, who states that "this is done at a micro-level every time we indicate that something is wrong." [30]

Assessment for learning which is attempted to determine students' prior information, perceptions, and confusions and monitor students' learning progress and to inform training practice and educational programs to help students' future learning and comprehension.[31]

This type of assessment is evaluating students in the process of "forming" their competencies and skills to help them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the students) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. For all practical

[30] Dagmar.

[31] Philip Holmes-Smith, 'Assessment for Learning: Using Statewide Literacy and Numeracy Tests as Diagnostic Tools', *2005 - Using Data to Support Learning*, 2005 <http://research.acer.edu.au/research_conference_2005/13>.

purposes, virtually all kinds of informal assessment are (or should be) formative. [32]

From the explanation above, the researcher takes the conclusion that formative assessment intended to monitor the learning progress of students during the learning process.

b. **Assessment of learning (Summative Assessment)**

Summative assessment is often compared and contrasted with formative assessment. As indicated by its name, its primary purpose is to sum something up, usually pupil's performance. For example, at the end of the semester, school year, or after some other given period. The feedback of the pupils and teacher receive is usually final and post-learning; there might not be another chance for the learner to improve the results. However, a summative assessment can quickly be turned into formative. A test that was initially designed as summative can easily be used as a formative assessment.[33]

In summative assessment aims to measure, or summarize what a student has grasped and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking

[32] Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004).
[33] Dagmar.

back and taking stock of how well students have accomplished objectives but does not necessarily point the way future progress. Final exams in a course and general proficiency exams are examples of summative assessment. One of the problems with prevailing attitudes toward testing is the view that all tests (quizzes, periodic review tests, midterm exams, etc.) are summative.[34]

From the explanation above, the researcher takes a conclusion that summative assessment conducts when the material has been completed and delivered to students.

2.3 The Kinds of Assessment

According to Douglas Brown in Language Assessment Principles and Classroom Practices's book, there are two kinds of assessment: informal and formal assessment.

a. Informal assessment

Informal assessment can take some forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Examples include saying "Nice Job!", "Good Work!", "Did you can or can't?", "I think you meant to say you broke the glass, not you break the glass," or putting an emoticon smile on some homework.

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[34] Brown.

The informal assessment does not stop there. A good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit performance without recording results and making fixed judgments about a students' competence. Examples at this end of the continuum are marginal comments on papers, responding to a draft on an essay, advice about how to better pronounce a word, a suggestion for a strategy for compensating for reading difficulty, and showing how to modify a student's note-taking to remember the content of a lecture better.[35]

From the explanation above, the researcher takes a conclusion that informal assessment is a type of assessment that unplanned and directly happens in the learning process.

b. **Formal assessment**

Formal assessments are activities or system specifically designed to tap into a storehouse of skills and knowledge. They are methodically planned sampling techniques constructed to give teacher and students evaluation of student achievement to extend the tennis analogy; formal assessments are the competition

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[35] Brown.

amusements that occur periodically in the course of a regimen of practice.[36]

Is formal assessment equivalent to a test? We can say that all tests are formal assessment, but not all formal evaluation is testing. For example, you may utilize students' journal or portfolio of materials as a formal evaluation of the accomplishment of explicit course destinations; however, it is hazardous to call those two methods are "tests.[37]

From the explanation above, the researcher takes a conclusion that formal assessment is a type of assessment that systematic and has a purpose of measuring students' level understanding.

2.4 Computer-Based Testing

Examinations improve teaching by helping the teacher's planning and consistent students' readiness. Examinations are not limited to measure educational or societal goals and needs yet incorporated in the method of coping with the educational system. Tests generally determine to decide the extent to which educational purposes are achieved as well as the extent to which educational institutions serve the necessities of the community and society.

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[36] Brown.
[37] Brown.

Rehmani (2003) clarified that examinations assume a significant role in figuring out what goes on in the classroom in terms of what, and how teachers teach and students learn and can have an impact on both teaching and learning. The rapid advancement of Information and Communication Technologies (ICT) in teaching and learning has moved the paradigm from paper-pencil-testing to computer-based-testing.[38]

With the introduction of the digital revolution, teachers have started to profit from modern computer technology to carry out a precise and effective assessment of learning results both in primary, secondary, and higher education.[39]

Computer based-testing is a green computing (green IT) system used to lessen paper utilization. Imagine how many tons of paper would be saved within a year if schools, universities and educational institutions were to change paper-pencil testing (PPT) with

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[38] Majdi Al-Qdah and Islam Ababneh, 'Comparing Online and Paper Exams: Performances and Perceptions of Saudi Students', *International Journal of Information and Education Technology*, 7.2 (2016), 106–9 <https://doi.org/10.18178/ijiet.2017.7.2.850>.

[39] H Öz and T Özturan, 'Computer-Based and Paper-Based Testing: Does the Test Administration Mode Influence the Reliability and Validity of Achievement Tests?', *Journal of Language and Linguistic Studies*, 14.1 (2018), 67–85.

computer-based testing (CBT).[40] It utilizes a PC or an equal electronic gadget (i.e., handheld PC). It additionally empowers teacher and coaches to author, schedule, deliver, and report on surveys, quizzes, tests, and exams.[41]

There are numerous names and structures to Computer-based tests: Computer Assisted Testing, Computerized Assessment, Computer Based Testing (CBT), Computer Aided Assessment (CAA), Computer Based Assessment (CBA), Online Assessment, E-Assessment, and Web-Based appraisal and others.[42]

Based on the type of Computer-Based Testing (CBT), there are strengths and weaknesses of it. The strengths are, *first*, the teacher has the potential to offer realistic test items like media, graphics, pictures, video, and sound. *Second*, students can be associated with a real-life testing environment where there are many coordinated activities. In other words, students can react to PCs orally, draw on the screen while responding to the

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[40] Yan Piaw Chua, 'Comparisons Between Computer-Based Testing and Paper-Pencil Testing: Testing Effect, Test Scores, Testing Time and Testing', *Informatics.Fsktm.Um.Edu.My*, May, 2011, 1–9 <http://informatics.fsktm.um.edu.my/cameraready/Informatics_001.pdf>.

[41] I P Kuzmina, 'COMPUTER-BASED TESTING : ADVANTAGES AND DISADVANTAGES Teacher of English National Technical University of Ukraine ― Kiev Polytechnic Institute ‖', *National Technical University of Ukraine ―Kiev Polytechnic Institute*, 2010, 192–96.

[42] Al-Qdah and Ababneh.

questions, see and translate graphics or tables for open-ended questions, etc, and disabled test-takers can take the tests on a PC easily. *Third*, CBT also supplies immediate feedback and scoring, which has a significant impact over pedagogy (test-takers can grasp their mistakes when immediate feedback offer upon the completion of the test) and eases teachers' workload of scoring all papers. The teacher may spend a lot of time in scoring test papers, and furthermore, they can't give enough comment about every students' errors, or even if they give comment, it might be late that students don't remember the questions or their answers.[43] Besides having several strengths, the use of CBT also has a weakness of which is the need for individual computer terminals for each person limits the number of subjects which can be tested at any one-time.[44]

The result of some studies demonstrates the CBT model is progressively steady and predictable in terms of inner and outside validity because no testing impacts were found in the majority of the four testing inspiration components. For the treatment impact, the outcomes show that there was a significant treatment effect on testing motivation.[45]

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[43] Öz and Özturan.
[44] Kuzmina.
[45] Chua.

From the explanation above, the researcher takes note that to follow the times and technological advancements, it is necessary to make changes in the implementation of tests from PPT to CBT, which has many advantages as described. A teacher must be able to take advantage of the condition that many students already have smartphones and internet network provided by the school, so the use of CBT will be more efficient and save paper usage.

3. Gamification

Kapp defined a game as "a system in which players engage in an abstract challenge, defined by rules, interactivity, and feedback that results in a quantifiable outcome often eliciting an emotional reaction."[46] Games also can use in the learning process or often called "gamification."

It has raised a lot of interest both in the industry and also increasingly in academia during the past few years. In game studies, games are seen as a collection of multiple necessary conditions. None of these conditions alone is sufficient to constitute a game, and it's only in the combination of them that game emerges.[47]

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[46] Stacey Brull and Susan Finlayson, 'Importance of Gamification in Increasing Learning', *The Journal of Continuing Education in Nursing*, 47.8 (2016), 372–75 <https://doi.org/10.3928/00220124-20160715-09>.
[47] Kai Huotari and Juho Hamari, 'Defining Gamification - A Service Marketing Perspective', 1.

Gamification relates to games, not play (or playfulness), where "play" can be conceived of as the broader, looser category, containing but different from "games." So, game studies state that gaming and games in contrast to playing and toys are characterized by specific rule systems and the competition or strife of actors in those systems towards discrete goals or outcomes.[48]

The principal reported utilization of the term "gamification" was in 2008 and was defined as utilizing game structure components in non-game settings. Since 2008, gamification as an idea has been widened and defined by others as follows.

a. The process of using game thinking and game mechanics to solve problems. ((Deterding, et al., 2011)

b. The use of game mechanics, dynamics, and frameworks to promote desired behaviors. (Lee, & Hammer 2011)

c. The trend of employing game mechanics to non-game environments such as innovation, marketing, training, employee performance, health, and social change. (The Gartner Group)

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[48] Sebastian Deterding and others, 'From Game Design Elements to Gamefulness: Defining "Gamification"', *MindTrek '11 Proceedings of the 15th International Academic MindTrek Converence: Envisioning Future Media Environments*, 2011, 9–15 <https://doi.org/10.1145/1979742.1979575>.

d. Gamification is using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. (Kapp, 2012). [49]

Gamification is related to pre-existing concepts such as serious games, playful interaction, and game-based technologies (Deterding et al., 2011b O'Hara, and Dixon, 2011). Gamification, in an educational context, can be applied at elementary education, lifelong education, and higher education levels.[50]

Iosup & Epema (2014) found that gamification seems to also foster interaction in the classroom and trigger students to pay more attention to the design of the course.[51]

3.1. Gamification in Education

Gamification used for education and another aspect such as industrial aspect. Everyone competes while playing the games, but it is entertaining, enjoyable, and engaging. From sports, people know who the winner is, and they feel motivated to add their effort to be a winner. Commonly, people lose their motivation while learning is very dull. According to Fan and

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[49] Craig Miller, 'The Gamification Of Education', 40 (2013), 196–200.

[50] Natalia Nehring, Nilufar Baghaei, and Simon Dacey, 'Improving Students' Performace Through Gamification: A User Study', 1.Csedu (2018), 213–18 <https://doi.org/10.5220/0006687402130218>.

[51] Mageswaran Sanmugam and others, 'Gamification's Role as an Assessment and Learning Tool in Education', *1st ICRIL-International Conference on Innovation in Science and Technology (IICIST 2015)*, 2015.

Wolters, some learners drop out of the study and achieve mediocre results due to lack of motivation and low engagement with the content.

Gamification has been shown to increase learners' engagement with course materials and improve their motivation, learning participation, and collaboration. It has potential, but a lot of effort is required in the design and implementation of the experience for it to be sufficiently motivating for participants.[52]

According to Gabe Zichermann, cited by (Giang, 2013), the use of game mechanics improves the abilities to learn new skills by 40%. Game approaches lead to a higher level of commitment and motivation of users activities and processes in which they are involved. Game mechanics are familiar to consumers as most of them have played or continue to play different games. Although this conclusion applies to companies and their employees, it is unconditionally true for education.[53]

Gamification and motivation have related because motivation refers to "the reasons underlying behavior." Paraphrasing broadly defines motivation as "the attribute that moves us to do or not to do something." Intrinsic motivation is the motivation that is animated by personal enjoyment, interest,

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[52] Nehring, Baghaei, and Dacey.

[53] Gabriela Kiryakova, Nadezhda Angelova, and Lina Yordanova, 'Gamifcation in Education', *Proceedings of 9th International Balkan Education and Science Conference.*, 2014, 1–5 <https://doi.org/10.4018/978-1-5225-5198-0>.

or pleasure.[54] Playing games makes students more enjoyable because it is exciting and improving their motivation in the learning process. Students will think that they are more confident while learning English with games. Consequently, highly motivated learners have been found to have higher achievement in learning English as a second language than those with lower motivation.

What makes the gamification method more attractive is that it causes an internal trigger by changing perceptions. In Daniel H. Pink's book Drive: The Surprising Truth About What Motivates Us (2012), the method by which games affect our internal motivation is clearly explained. Games are successful because they encourage users by focusing on social, cognitive, and emotional results.[55]

Gamification in education is the use of game mechanics and elements in the educational environment. E-learning, based on modern ICT, creates favorable conditions for the implementation of gamification – the processes of processing students' data and tracking their progress are automated and software tools can generate detailed reports.[56]

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[54] E Lai, 'Motivation : A Literature Review Research Report', *Research Reports*, April, 2011, 41 <http://www.datec.org.uk/CHAT/chatmeta1.htm>.
[55] Bicen.
[56] Kiryakova, Angelova, and Yordanova.

So, the use of gamification in the learning process is very beneficial for students, because they are directly involved in the learning process, which increases student motivation. Students' motivation is significant to improve the learning quality. Without motivation, learners become lazy to study especially in English.

4. **'Kahoot!' as Interactive Assessment-Based Games**

'Kahoot!' is an online quiz program that is free, easy to set up and use, and fosters learning in a group setting.[57] It is one of the assessment tools-based games that involves in E-Learning. E-learning includes all types of ICT, overall components of the learning forms. Today E-learning refers to a blend of technologies that are often encapsulated within a situation or management system. Early on the web or virtual learning situations enabled students to communicate with substance, fellow students, and faculty inside the one site. Moreover, students can make content within the virtual environment.[58]

As an online assessment tool based games that support E-learning system, the teacher used 'Kahoot!' to improve students' motivation and engagement in the classroom that makes an interactive assessment. H. Carl Haywood states interactive

[57] Joel Radunzel Joshua Borrel, Nicholas Cosmas, James Grymes, 'The Effectiveness of Kahoot! As a Pre-Lesson Assessment Tool', *The U.S Military Academy at West Point* 2017.

[58] Miftakul Nikmah, 'Developing Moodle – Based Interactive Online Media To Teach Narrative Reading in Sma N 13 Semarang', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2017), 53 <https://doi.org/10.21580/vjv4i11633>.

assessment is a much more active relationship between examiners and subjects that found in the normative, standardized assessment.[59]

In supporting the interactive assessment in the class, the teacher used 'Kahoot!' for a post-test because it is one of an assessment tool based Game Students Response System (GSRS) where the educator creates interactive quizzes projected as regular lecture slides to enable students to respond to questions using a web browser on their digital devices in a game-show-like situation. Quizzes may be enhanced with images and videos, and the teacher can control the pace of play. Students are awarded points for answering questions correctly, and the timeliness of correct responses also impacts the points awarded. Students' point is shown on the screen as in game shows, and this drives students to get to the highest point of the pioneer board.[60]

Based on the function of 'Kahoot!', this application is beneficial for both students and educators. Thomas (2014) suggested that educators benefit from Kahoot! By engaging students in their introduction of new content or reviewing old content. Data can be collected and reviewed as an Excel document to gauge a student's understanding of content. 'Kahoot!'can be used for a variety of assessments and projects,

[59] H. Carl Haywood, 'Interactive Assessment', *The Journal of Special Education*, 26.3 (2008), 233–34 <https://doi.org/10.1177/002246699202600301>.
[60] LICORISH and others.

including formative assessments, diagnostic assessments, research projects, and presentations.[61]

From the explanation above, the researcher takes note that the function of 'Kahoot!' can be utilized in the various assessment. It creates the interactive assessment that related to the use of technology especially the online technology in supporting the learning process as we know that technology such as mobile phone frequently used by students and the teacher must utilize this condition to attract students' attention in the learning process. Using 'Kahoot!' as an assessment tool is one of the interactive ways because students must compete with their friends to answer the question and become a winner. Of course, they will more motivate and increase their participation in the classroom.

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[61] Ryan Dellos, 'Kahoot! A Digital Game Resource for Learning', *International Journal of Instructional Technology and Distance Learning*, 2015, 55.

a. The Strength and Weakness of 'Kahoot!'

Table 1. SWOT Analysis Strengths and Weakness.[62]

No.	Strength	Weakness
1.	Attractive, colorful interface answer questions without embarrassment with color vision impairment.	Aware of an expectation for a quick response, students may guess or answer questions without thorough consideration.
2.	Encourages active participation.	Noise generated when large groups of students become excited.
3.	Completely free.	Students without a device are not monitored.
4.	Multiple question styles.	Being ranked on performance does not appeal to all students.
5.	Allows the shy student to answer questions without embarrassment.	
6.	Shapes are used to accommodate any student with color vision impairment.	

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[62] Gemma M Boden and Lindsay Hart, 'Kahoot - Game Based Student Response System', *Compass: Journal of Learning and Teaching*, 11.1 (2018) <https://doi.org/10.21100/compass.v11i1.668>.

	Opportunities	Threats
1.	Can be used on most browsers; app available but not essential.	Limits on characters allowed per question: ninety per question; sixty per answer.
2.	Enables social interaction and discussions between class members.	If the connection is lost, the user will lose track of progress.
3.	Tagging *Kahoot!* Quizzes can further discussion and sharing via social media sites.	

b. **How to play 'Kahoot!'?**

1. *Choose 'Kahoot!' that you want to play*. Teacher and students must open 'Kahoot!' through writing Kahoot.com on Google. Students can utilize their smartphones, and for the teacher can use a computer that connected to the LCD. The game is projected on the board in a way that the entire classroom can see. Then, for the teacher, he/she must click "log in" to login in their account. As shown in Figure 1.
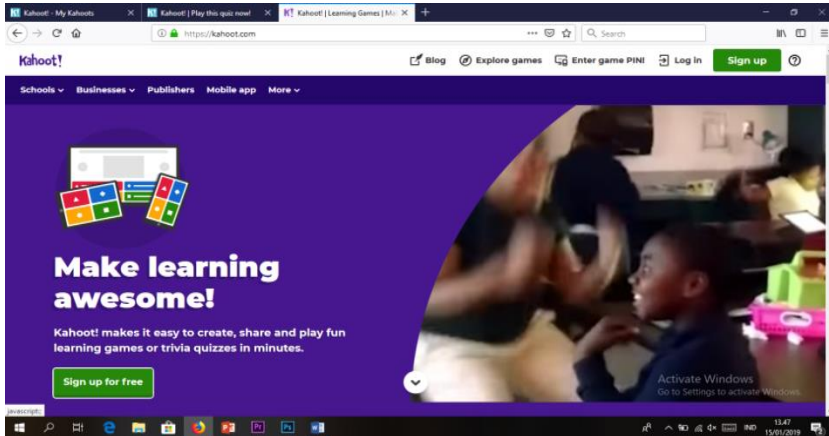
Figure 1. The Cover of 'Kahoot!'

The teacher can utilize questions that they create on their own or use items that have been uploaded from another host that has the same material. As shown in Figure 2.
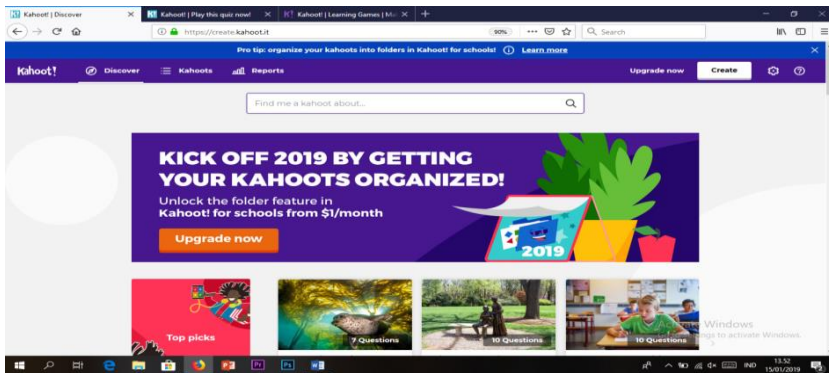
Figure 2. The main page of 'Kahoot!'

'Kahoot!' that you want the students to play can be shown by clicking on the 'play' button. And the question will appear. As shown in figure 3.
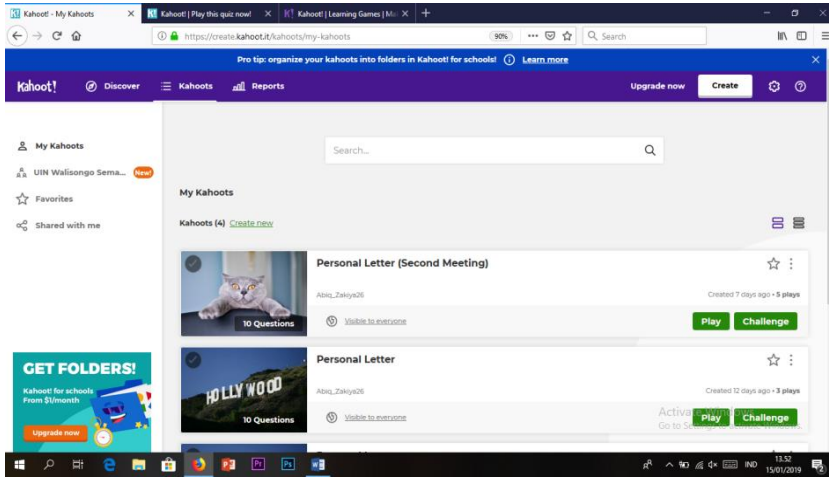
Figure 3. The choice quiz in 'Kahoot!'

    2. *Students join the game*. Students only created game PIN is shown on the screen of the teacher connected to the projection, so they don't need to sign up. The password is displayed after a teacher choose the game type (classic or team mode), and the new password will be created for each game in the new session. After writing their game PIN, students are expected to write their nickname on the box. The game will be played if all of the students have been login on the game, and the name of students who entered the game is shown on the screen of the teacher, as shown in figure 4. After all of the students join the game, the game is started by clicking the "Start" button.

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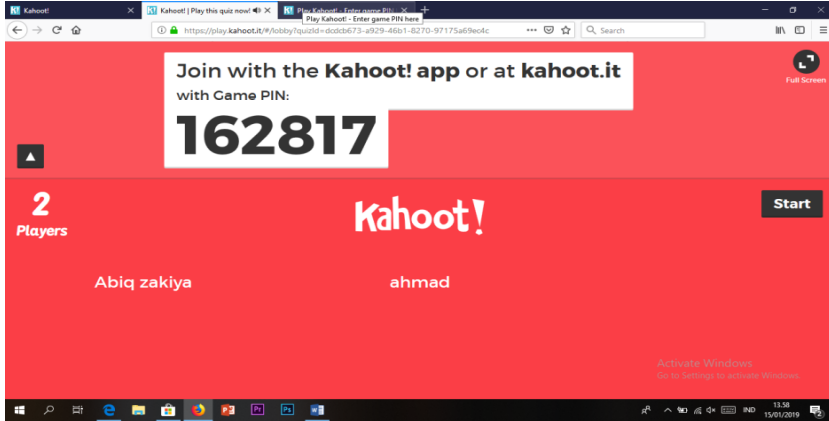
Figure 4. The game PIN for students.

Students' point depends on their speed to answer the questions because every question has a time limit. Picture, video, or answer options depending on the subjects are shown. On the device of students will be displayed four different shapes in four different colors, so students must choose the best answer by considered the time. When they click on the right answer, the timer will be continued to give opportunity for other students to choose the answer. When the time is up, the results will be automatically shown on their device. As shown in the figure 5.
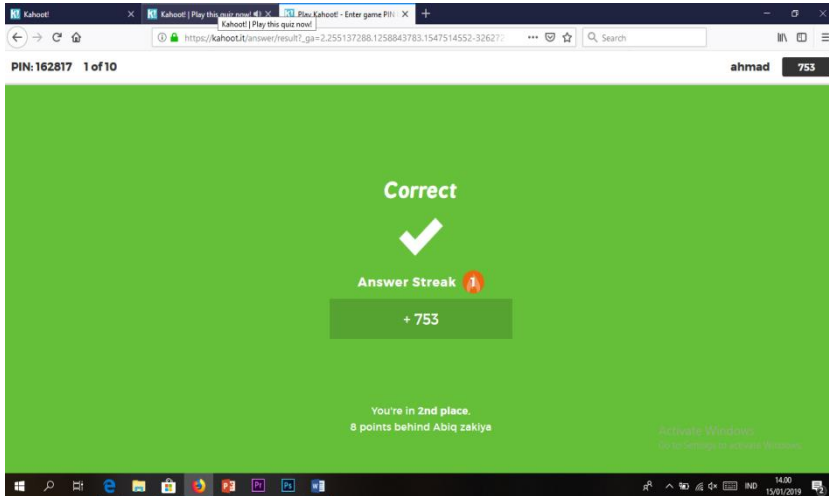
Figure 5. Students' smartphone display when the answer is correct.

3. *Obtain feedback for the question*: After students know their results, so there is an information bar that shown a correct answer. As shown in figure 6. It indicates the number of students who choose a correct and incorrect answer. It's time for the teacher to start a classroom discussion or to review a topic. The teacher must give a reason why the answer is correct, and others are incorrect. Students also can see their point and position in the ranking. The ranking will be shown on the scoreboard by clicking "next."
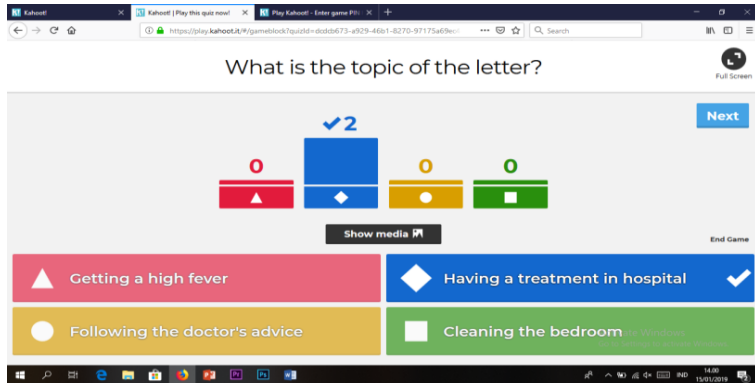
4.

Figure 6. The number of students who choose the correct answer.

4. *Scoreboard*: The scoreboard showed the result of students for each question. Each question is worth up to 1000 points. The teacher can click "Next" to continue a matter.

The scoreboard will show the points collected until the end of the questions. It is a total score from the first until the last items. As shown in figure 7. The name of the winner will be at the top. There are three winners for each session; it can be seen on the next step by clicking "next." The podium will be shown the name and score from the winner. As shown in figure 8. It will make students more motivate and enjoy learning.
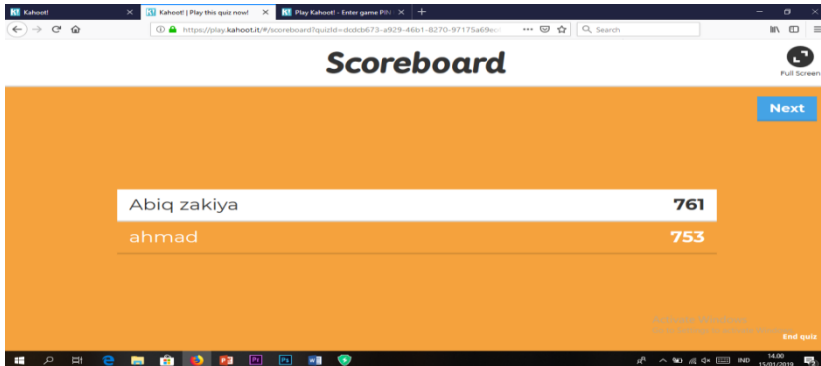
Figure 7. Scoreboard

Figure 8. Podium

5. *Download the results*: At the end of the session, the teacher can download the achievement of students by clicking "Get Results" in the excel file. The result will be shown the detailed score of students so the teacher can decide the next treatment for students who get the score under KKM. Not only the total score of students, but there is feedback given from students also. If the feedback is rapid enough, it can also be a critical

tool for students to measure their performance and help them become successful.[63] As shown in figure 9.

Figure 9. Students' feedback

To play the same game, the teacher can click "Play Again." And for another game, the teacher can click "New Game.

C. Conceptual Framework.

This part discussed the c framework of this research. The chart is intended to make it easier to find out the flow of how the interactive assessment process uses gamification tool of 'Kahoot!' in learning English.

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[63] U I N Walisongo Semarang, 'Hybrid Learning of Daviq . Com in the Subject of Teaching Listening and Speaking Daviq Rizal', 6.2 (2017), 177–91.

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┌─────────────────┐
│  Gamification   │
└────────┬────────┘
         │
         ▼
   ┌───────────┐
   │ 'Kahoot!' │
   └─────┬─────┘
         │                      ┌──────────────────┐
         ▼              ┌──────▶│ Teacher-students │
 ┌──────────────┐       │       │   Interaction    │
 │  Interactive │       │       └──────────────────┘
 │   Formative  │───────┤
 │  Assessment  │       │       ┌──────────────────┐
 └──────────────┘       └──────▶│ Students-Students│
                                │   Interaction    │
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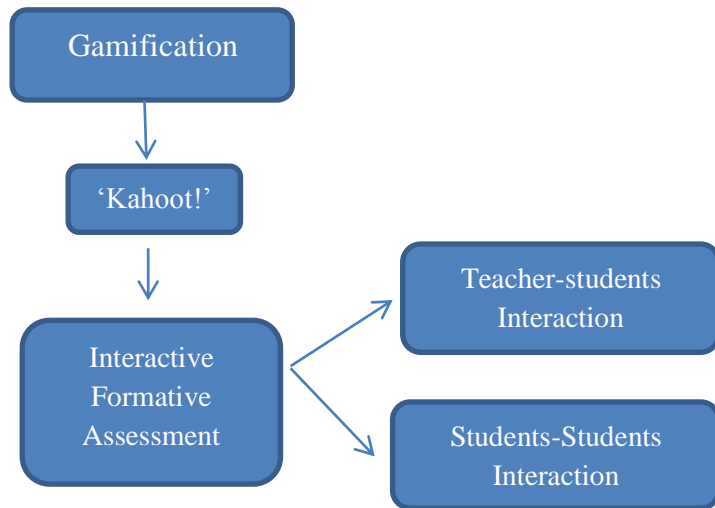
Gamification is methods, processes, and frameworks systematically that help users to define how to use game elements in a specific non-game context.[64] It refers to the use of mechanisms, aesthetics, and thinking to attract people, encouraging an action, promoting education and solving problems.[65] One example of gamification tool is 'Kahoot!'. It is an online quiz program that is free, easy to set up and use and fosters learning in a group setting.[66] 'Kahoot!' is utilized by the teacher for a post-test in learning English to creates an interactive of formative assessment in the classroom because it utilized

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[64] Armando M. T, 'An Approach for Planning and Deploying Gamification Concepts with Social Networks within Educational Contexts', *International Journal of Management*, 2018, 1.

[65] Ana María Ares and others, 'Results of the Use of Kahoot! Gamification Tool in a Course of Chemistry', 2018, 1215–22 <https://doi.org/10.4995/head18.2018.8179>.

[66]Joshua Borrel, Nicholas Cosmas, James Grymes.

to know students' understanding at the end of the lesson. The process of the interactive of formative assessment includes the implementation of 'Kahoot!' and also students' learning activeness. It is one of teacher strategy to makes students interest with the learning process that can increase their motivation and engagement in the classroom. The interactive assessment refers to the teacher-students interaction and also students-students interaction that makes a dynamic classroom in learning English.

CHAPTER III
RESEARCH METHOD

This chapter discussed the method of research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find accurate data.

Here the researcher of this study represented a clear description research design, setting of the research, subject of the research, source of data, techniques of data collection, and techniques of data analysis.

A. Research Design

Research is about the inquiry. It has two components: process and product. The process is about an area of inquiry and how it is pursued. The product is the knowledge generated from the process as well as the initial area to be presented.[67] This research used the descriptive qualitative method to identify the interactive of formative assessment represented through the gamification tool of 'Kahoot!' in learning English. The qualitative method assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable.[68]

Based on the theory above, the descriptive research was not to examine the hypothesis but it showed the data in the research

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[67] David Nunan, *Reseach Methods in Language Learning* (New York: Press Syndicate of the University of Cambridge, 1992).
[68] Nunan.

field. The subject of this study is students at second grade of SMA N 5 Semarang. The researcher wants to know the process of the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English includes the implementation of 'Kahoot!' and also students' learning activeness. The data used in this study are an interview, observation, and documentation; then the writer describes it using sentences.

B. **Research Setting and Time**

In order to obtain the necessary data in this study. The research was conducted on 19th March until 19th April 2019 at second grade of SMA N 5 Semarang especially in class XI IPA 1; XI IPS 1 and XI IPS 2.

C. **Source of Data**

Source of data used in this research are primary and secondary data that related to the topic of the study.

a. **Primary Source**

According to Sugiyono (2016), Primary sources are data sources that directly provide data to data collectors. In this research, the primary source was the result of observation in the classroom that involves teacher-students interaction and students-students interaction in the classroom and also an English teacher that give information about the implementation

of 'Kahoot!' in assessing students' understanding in learning English.

b. Secondary Source

According to Sugiyono (2016), Secondary data is a source that does not directly provide data to data collectors, for example, through other people or documents. In this research, a secondary source was books, picture, video, recording, and also the school's archives.[69]

D. Research Subject

The subject of the research is people who researched. In this research, the researcher used non-probably or non-random sampling; the type is purposive sampling. According to Sugiyono, purposive sampling is sampling techniques for data sources with specific considerations. This particular consideration, for example, the person who is considered to know the best about what we expect or maybe he is the ruler so that it will be easier for researchers to explore the object / social situation under study.[70]

This research conducted at second grade of SMA N 5 Semarang that consists of 12 class, but the researcher focuses on three class (XI IPA 1, XI IPS 1, and XI IPS 2) because of some consideration:

1. Based on the information gotten from the teacher, 'Kahoot!' application has been implemented only on that class and only

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[69] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2016).

[70] Sugiyono.

Mrs. Grace Yeh Shiang has applied 'Kahoot!' in learning English.

2. According to the English's teacher, 'Kahoot!' application is the newest gamification tool that has been implemented in learning English. So, based on this research, it can be used as a reference for other teachers in implementing 'Kahoot!' in the learning process.

E. The technique of Data Collection

This study is about the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English. 'Kahoot!' is an online quiz program that can increase students' motivation and participation in the learning process. The researcher conducted the observation, interview, and documentation to collect the data. The step is as follows:

1. Observation

It is the process of collecting data. According to Marshall, through observation, the researcher learns about behavior and the meaning attached to that behavior.[71]

In this research, the researcher observed the situation of the assessment process used 'Kahoot!' in learning English. This observation conducted for an English teacher who used 'Kahoot!' and also students who assessed using 'Kahoot!'. It is aiming to answer the first research question

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[71] Sugiyono.

that intended to know the process of the interactive of formative assessment represented through gamification tool of 'Kahoot!' including the implementation of 'Kahoot!' and also students' learning activeness when 'Kahoot!' utilized to assessed students' understanding in learning English.

The researcher used observation guidelines to observe the assessment process in the classroom and also take a field note to gain the data. According to Sugiyono, there are three types of observation; participant observation, open observation, and covert observation, unstructured observation. Then, the participant observation divided into passive participation, moderate participation, active participation, and entice participation. The type of observation carried out in this research is moderate participation observation, because the researcher sometimes engages in the activities in the classroom such as helping the teacher to connected the computer with LCD and ensure students can see the picture on the LCD.

2. **Interview**

According to Esterberg (2002) in Sugiyono's book entitled 'metode penelitian Pendidikan' interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in

communication and joint construction of meaning about a particular topic.[72]

In this research, the interview conducted for the English' teacher named Mrs. Grace Yeh Shiang, who used 'Kahoot!' as an assessment tool in the class. It is aiming to answer the first research question that intended to know the implementation of 'Kahoot!' as an interactive of a formative assessment tool based games in learning English through the recording process and take a note to gain the data.

According to David Nunan, there are three types of the interview; a structured interview, semi-structured interview, and also structures interview.[73]

a. A structured interview is guided by the responses of the interviewee rather than the agenda of the researcher.

b. In a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions.

c. Structured interviewee, the agenda is predetermined by the researcher, who works through a list of set questions in a predetermined order.

In this research, the type of interview is a structured interview because the researcher used an interview

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[72] Sugiyono.
[73] Nunan.

guideline and makes an appointment first with the interviewee.

3. Documentation

Documentation is a note from the past activity. In this research, the researcher used documentation to get some documents as evidence to support the data gained, especially about the interactive of formative assessment represented through gamification tool of 'Kahoot!' in learning English. Some documents gained as follows a handbook, schools' archive, and also media such as pictures, sounds, and video.

F. The technique of Data Analysis

As cited in Sugiyono's book entitled "Metode Penelitian Pendidikan" Miles and Huberman, argues that the activities in qualitative data analysis are carried out interactively and take place continuously so the data is saturated. In this research the steps of analyzing the data are as follow:

a. Data Reduction

The reduction of the data in this research means as the process of selecting, summarizing, focusing the crucial data and delete the data that isn't needed for the study.[74]

In this step, the researcher checked all of the data collected from the observation, interview, and documentation such as recording, images, and field note.

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[74] Sugiyono.

The purpose of this step is for filtering the data and describes it into a sentence. The researcher also gave additional information and discard information that is repetitive or unimportant. If there is a data in Indonesian form, the researcher translate it into the English version which is in accordance with the rules of the English translation.

b. **Data display**

The data would be processed to make a coherent description, so the information is easy to understand. According to Miles and Huberman (1984), the most frequent form display data for qualitative research data in the past has been narrative text. Looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding.[75]

In this step, the researcher classified the data according to the variable group. Then, it was classified again according to certain indicators as set before. By doing this step, the data would have a suitable place within the framework of predefined reports.

All the data that have been collected through observation, interview, and documentation is categorized to be as follows:

1. Based on the variable

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[75] Sugiyono.

a. Independent variable that is changed or controlled in a scientific experiment to test the effects on the dependent variable. The independent variable in this research is the gamification tool of 'Kahoot!' in learning English.

b. The dependent variable is the variable being tested and measured in a scientific experiment. The dependent variable in this research is the interactive formative assessmentnt.

2. Based on the indicator

The research question has two indicators; the implementation of 'Kahoot!' as an interactive of a formative assessment tool based games in learning English and also students' learning activeness when 'Kahoot!' is utilized as an interactive assessment tool based games in learning English.

c. **Conclusion Drawing / Verification**

According to Miles and Huberman (1984), the last step for analyzing data is verified. The initial findings put forward are still temporary and will change if no substantial evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when

the researcher returns to the field to collect data, then the findings put forward are likely conclusions.[76]

At this stage, the researcher interpreted the data that had been previously coded based on the variable and indicators. The data described by using a narrative form and enriching the information appropriate with evidence (images, recording, or video). The result or finding supported with substantial evidence to strengthen the result of research.

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[76] Sugiyono.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

The researcher is going to describe the interactive of formative assessment represented through gamification tool of 'Kahoot!' in learning English at second grade of SMA N 5 Semarang. This discussion involves the implementation of 'Kahoot!' as an interactive of formative assessment based games in learning English and also students' learning activeness when assessed using 'Kahoot!'. Then, the description is analyzed by the principle of the assessment process used a digital tool. Before the researcher describes the result of research, the researcher will describe the profile of SMA N 5 Semarang.

A. Profile of SMA N 5 Semarang

SMA Negeri 5 Semarang is one of senior high school in Semarang city, which located on Pemuda street number 143 Semarang. This school built on 1st August 1964. In the first year is located at Akademi Kepolisian Candi Semarang, in the year 1965 move to SPG Negeri (Now is SMU Kartini). Since January 1966 move to former school Thiong Hoa I Whan (Whan Ing) and in the year 1971 becomes PPSP Unit I Jateng. In the year 1985 SMA PPSP has been a merger with SMA Lab. IKIP becomes SMA N 5 Semarang. The location is strategies because it located in the middle of Semarang city so it's representative for the learning process.

The school's vision is "Excellence in achievement, noble morality by instilling faith and values of national character with a global outlook". Meanwhile, the mission of this school is:

1) Increasing academic and non-academic achievements

2) Developing religious attitudes

3) Developing national character values

4) Developing foreign language skills that are cultured to support global insight

5) Optimizing ICT-based on school management

The education period that students must take in SMA N 5 Semarang is the same as other senior high schools in Indonesia; it's for three years with the number of 411 male students and 777 women so that a total of students are 1188 which are divided into several classes, ranging from Class X to Class XII. SMA N 5 Semarang has 36 study groups. Class X (10 science classes, 2 social classes), class XI (10 science classes, 2 social classes), and class XII (10 science classes, 2 social classes). Then, the number of teachers and employees are 79.

SMAN 5 Semarang is an A-accredited school by National Accreditation because it has complete facilities and infrastructures such as LCD projectors in every classroom, tables, chairs, cabinets and other facilities that support the development of student learning. In the infrastructure section, the school has a complete Science, Language and Computer

Laboratory, a large field, a comfortable parking area, a clean toilet, and a large Hall that can accommodate many people.

In the teaching and learning process, SMA N 5 Semarang used the curriculum2013, which emphasizes the use of E-learning. This school has received a program from the Ministry of National Education to become a PSB (Pusat Sumber Belajar) school, and in the year 2010/2011 SMA N 5 Semarang become a model or reference school. The core of PSB (Pusat Sumber Belajar) school is implementing the learning that can be in the form of virtual classes or so on, which includes the use of E-learning. As the impact, the teacher is expected to create interactive learning media such as using PPT and moodle-based learning classes. In the year 2013, SMA N 5 Semarang trusted become a referral school that was expected to implement a 4.0 learning program that emphasized on the use of technology in the learning process. This is one of the reasons why the teacher must use various applications in learning and assessment.

As one of the model schools in Semarang, there are many achievements got by students, including academic aspect, who have won national level astronomy competitions and often won other subject competitions at the Central Java level. In the field of sports, SMA N 5 Semarang won the Central Java basketball competition. Likewise in the field of art, through Teater Lima,

the nominees of the best theater players were obtained at the Middle School level.[77]

B. Research Finding

1. **The Process of the Interactive of Formative Assessment represented through Gamification Tool of 'Kahoot!' in Learning English**

    a. **The Implementation of 'Kahoot!' as an Interactive of Formative Assessment Tool Based-Games in Learning English.**

    The use of 'Kahoot!' as an assessment tool based-games in learning English is based on the E-learning program that has been implemented in SMA N 5 Semarang. As one of the reference schools that are required to apply the learning concept of industrial revolution 4.0 which emphasizes the use of technology, the teacher is required to be able to use technology that supports the learning process in the classroom.[78]

    There are many applications that have been applied in teaching and learning English such as hot potatoes, the wonder quiz creator, Edmodo, 'Kahoot!', Plickers card and also mentimeter application.

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[77] Schools' archieve
[78] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019

The use of applications as an assessment tool in learning English was more convenient and more comfortable than the paper-based testing because the result of the students could be seen directly when the quiz was finished so it was a real and transparent assessment. It can give the benefit for teacher and students because the teacher has not spent a lot of time to correct the student answers and the mistakes from students in answering questions can be immediately detected so they can immediately find out why their answers are wrong. However, the use of the application must be supported by the teacher's knowledge of IT, so only the high-motivated teacher will do it. There were many teachers prefer to use paper-based testing because they felt comfortable with it.[79]

'Kahoot!' application has been implemented in SMA N 5 Semarang for 3 years, but the teacher didn't always use it. It was because the use of applications as an assessment tool took a lot of time in the preparation such as preparing questions and designing quizzes, while a teacher was very busy especially during the teacher's administration. So, when the teacher wanted to use the application, including 'Kahoot!' to assess the students, the teacher needed an assistant to prepare the quiz while the teacher only used it in the classroom. From the reason above, the assessment

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[79] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019

process using 'Kahoot!' is a formal assessment because it's structured and systematic. The questions have been prepared by the teacher to measure students' understanding.

In this research, the researcher also helped the teacher in the process of preparing the quiz in 'Kahoot!' application. The teacher asked the researcher to help her in the classroom also, such as connecting a computer with an LCD so all of the students in the class could see the questions clearly and checking the readiness of the students.[80]

In this application, three programs can the English teacher utilized to makes an interactive assessment. They are survey, jumble, and quiz. The survey usually used at the beginning of the lesson; it is used to check students' understanding of the material to be taught. It helped the teacher to know students who prepared the material today and who didn't prepare it. Then, jumble is used by the teacher to makes jumble questions. The students must arrange the word into meaningful sentences. While the quiz is used by the teachers to check students' understanding at the end of the lesson, from here the teacher can measure students' level understanding of the material and the results obtained by students can be used by the teacher to evaluate their teaching method.

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[80] Observation in the classroom at 9th and 10th April 2019

However, in checking students' understanding at the beginning of the English lesson, the teacher didn't use 'Kahoot!' but the teacher prefers used online quizzes obtained from the internet either from pro-proft, Kuya, my English pages and etc. While to measure students' understanding at the end of lesson or post-test, the teacher prefers to used 'Kahoot!'.[81] So, from this reason, the functions of 'Kahoot!' is a formative assessment because it aimed to know students' learning progress during the learning process. It aimed to measure students' level understanding at the end of the lesson.

In applying the 'Kahoot!' application to measure students' understanding of learning English, the teacher begun by checking the readiness of students, including students' attendance and ensure the students' smartphone has been connected with the internet network. If there was a student who didn't bring a smartphone or laptop to access 'Kahoot!' then the teacher instructs the student to come out first or ask the researcher to lend his smartphone to the student.[82] Before starting the online quiz using 'Kahoot!' the teacher explained how to access the 'Kahoot!' application through writing the steps on the board. The students

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[81] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019
[82] Observation in the classroom on 9th and 10th April 2019

followed the teacher's instruction and opened the 'Kahoot!' application to take part in the quiz.

Before starting the quiz, the teacher told students the total of questions that will be tested so students can prepare themselves. After that, the teacher chose the questions to be tested. In the 'Kahoot!' application there are 2 choices of modes, namely classic (individual) and team mode (group), but the teacher refers to use classic because it aimed to know the understanding of students individually.

After that, the teacher instructs students to write down the game PIN and their name on their smartphones. Then, they were log in. After logging in, students name will be detected and visible on the computer screen so it easier for the teacher to monitor who is not logged into the online quiz 'Kahoot!'. Sometimes there were some student, who writes fake names, but the teacher stated that if students keep writing a fake name and not immediately change it, the student's account will be blocked and can't take the quiz at that time.

After all of the students log in, the teacher starts the online quiz using 'Kahoot!'. In using the online quiz 'Kahoot!' there was a timer on the left screen; this timer can be set when the teacher designed the quiz. The time given is between 5-120 seconds, it's adjusted to the difficulty of questions. Besides the timer, on the right screen, there were

several students who have answered the question. It made the teacher easier to know how many students have not answered the question. With this timer system, the teacher always reminds students to answer the questions immediately because the scoring system in 'Kahoot!' is based on the speedy and accuracy of students in answering questions.

After the time runs out, the student's answer will automatically appear on the next slide. This slide showed the correct and incorrect answered by students. It's a time for the teacher to start the discussion in the classroom, the teacher explained why the answer is correct, and others are incorrect. However, it didn't happen on all of the questions because if there are many students answer correctly so the discussion isn't needed considering the learning hours. After completing the discussion of the questions, the teacher continued by clicking "Next" on the right screen. So, the scores and ratings of students will have appeared from the first to the next rank. After that, the teacher continued to the next question.

After all of the questions have been done by the students, in the final stage the teacher asked students to give their feedback which includes their feelings when using 'Kahoot!'. However, this was not done by the teacher at any time after finishing using 'Kahoot!' because based on the

observation in class XI IPA 1 and XI IPS 1 at the second meeting, the teacher didn't ask students to give feedback, but the teacher immediately downloads the student's result. The result of students who have been successfully downloaded in the form of excel is immediately shown to students so they can see their result. Actually, there are no remedies for students who got the result under minimum completeness criteria (KKM).[83]

Students who got the result under minimum completeness criteria (KKM) repeat the assessment process using paper-based testing, it is aimed to saving the time because if only a few students were remedies so the use of 'Kahoot!' isn't effective because it needed a lot of preparation that will disturb the other students.

Based on information obtained from the teacher, the use of 'Kahoot!' in the assessment process is quite effective because of the 'Kahoot!' Application can't support the assessment-based text. The text that appears on the LCD is too small that make students cannot see clearly and might influence their answers. This problem makes an impact on students' result so many students that got a result under minimum completeness criteria (KKM). [84]

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[83] Observation in the classroom on Tuesday, 9th April 2019

[84] Interview with Mrs. Grace Yeh Shiang on Tuesday, 19th March 2019

However, the teacher also said that students were happy and enthusiastic when 'Kahoot!' used in the assessment process. It's one of the assessment tool based games, so when the students are assessed using 'Kahoot!' they will be felt like playing a game. The learning process in the classroom is really interesting and engaging; the students feel motivated to improve their grades or achievements.[85]

b. **Students' Learning Activeness**

In this study, the researcher didn't only examine how 'Kahoot!' was applied by the teacher in the assessment process. However, the researcher also wanted to find out the students' learning activeness while assessed using 'Kahoot!'. Based on the observation, the students enjoyed the assessment process using the 'Kahoot!' Application. Students prepared to follow the assessment process. To follow this quiz, students are required to have a smartphone or laptop connected by the internet network. However, there were also students who could not use their own smartphones because the smartphone has died, so sometimes the teacher asked the researcher to lend the smartphone to the student. Another obstacle is not all students have an internet

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[85] Interview with Mrs. Grace Yeh Shiang on Tuesday, 19th March 2019

connection, or sometimes the internet connection is too slow.[86]

In the observation that the researcher did, the teacher used the online quiz 'Kahoot!' in the personal letter material. In a personal letter, there are a lot of texts that are used as the basis for making questions. While in the online quiz 'Kahoot!' the maximum number of letters is 95 digits, so the text is inserted in the picture form. Based on the information that the researcher got from the teacher, 'Kahoot!' didn't facilitate assessment based-text. So, the teacher sometimes printed the text which needed in the online quiz 'Kahoot!' and given to students to make students easier to read it because the display of the picture in the LCD is too small, it makes difficult for students to read.[87]

However, despite the obstacles they faced while taking the online quiz 'Kahoot!', the students looked happy and enjoyed the assessment process using 'Kahoot!', They were very enthusiastic in answering the questions. With the system of timers and points that are based on their speed in answering questions, it gives them the motivation to be able to answer the questions quickly and precisely.[88]

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[86] Observation in the classroom on Wednesday, 27th March 2019
[87] Observation in the classroom on Wednesday, 27th March 2019
[88] Observation in the classroom on Tuesday, 9th April 1019

When the assessment process using 'Kahoot!', the student's smartphone will immediately show their result (correct or incorrect) and when all of the students have answered, the correct answer will be seen on the teacher's computer. So, students can immediately find out what the correct answer is. Students who answer correctly often express their happiness with laughing and shouting.

Its time for the teacher to started the discussion in the classroom and gave an explanation of why the answer was correct and the others were incorrect. However, in some observations, the teacher didn't do this. The students gave a positive response to the teacher's explanation even though sometimes there were some students who still did not accept if their answers were wrong. In this case, students can be involved in the assessment process directly which makes the assessment process more interactive.

In 'Kahoot!' application, there is a scoreboard. It showed the students' place or rank. It can make a classroom competition because they must compete with their friends to becomes a winner. Sometimes, the students discussed with their friends what is the correct answer but it took a short time remembering the time given is very limited.

When the quiz is over, the teacher showed the results obtained by the students. There are 3 ratings, namely rank 1, 2, 3. Determination of the ranking is based on the points

that they have obtained. Students who get the first rank are very happy and sometimes get congratulations from the other students.

In the 'Kahoot!' application there was a feedback system, so after the students answer all of the questions in the quiz, the teacher instructs students to provide feedback on the ongoing assessment process. The students seemed very enthusiastic when giving the feedback, as seen from the results of the feedback obtained at each assessment using the online quiz 'Kahoot!'.[89]

C. Discussion

1. **The Process of the Interactive of Formative Assessment represented through Gamification tool of 'Kahoot!' in Learning English at Second Grade of SMA N 5 Semarang.**

   a. **The Implementation of 'Kahoot!' as an Interactive of Formative Assessment Tool based Games in Learning English.**

   Before discussing the implementation of 'Kahoot!' as an assessment tool based-games in learning English, the researcher would like to discuss what is the assessment is. Assessment refers to the process and procedures whereby we determine what learners can do in the target language.

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[89] Observation in the classroom on 2nd April 2019

We may or may not assume that such abilities have been brought about by a program of study.[90]

In SMA N 5 Semarang, the teacher used various kind of assessment, including paper-based testing and computer-based testing. In the year 2013, SMA N 5 Semarang trusted as a referral school, so the educational system is appropriate with an industrial revolution 4.0 that emphasized on the E-learning or the use of technology in learning process including the assessment process. So, the teachers are expected to use various kind of technology to support the learning process in the classroom.

One kind of technology used in the learning process is 'Kahoot!'. 'Kahoot!' is one example of computer-based testing because it's an online quiz program that is free, easy to set up and use, and fosters learning in a group setting.[91] A computer-based testing or computer-based assessment is a green computing (green IT) strategy used to reduce paper consumption.[92]

The implementation of 'Kahoot!' as computer-based testing helped the teacher to assess students' understanding. It used for a post-test because it aimed to know students' level understanding of the material at the end of the lesson. So the functions of assessment using 'Kahoot!' was a

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[90] Nunan.
[91] Joshua Borrel, Nicholas Cosmas, James Grymes.
[92] Chua.

formative assessment. Formative assessment intended to monitor the learning progress of students during the learning process.

The teacher got the benefit of computer-based testing, including 'Kahoot!' because it was more convenient and easier than the paper-based testing. The results of the students could be seen directly when the quiz was finished so this was a real and more transparent assessment. It can give the benefit for teachers and students because teachers didn't need a lot of time to correct the student answers and the mistakes from students in answering questions can be immediately detected so that they can immediately find out why their answers are wrong.[93]

Besides the benefit of using CBT used online quiz 'Kahoot!' the teacher also states the weaknesses of 'Kahoot!'; *first*, the use of applications as an assessment tool took quite a long time for the preparation such as preparing questions and designing quizzes, while a teacher was very busy especially during teacher administration. It can be concluded that the type of assessment used the online quiz 'Kahoot!' was a formal assessment. It was because the teacher prepares the quiz so the assessment process more systematic. *Second*, the use of 'Kahoot!' needed an internet

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[93] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019

connection and also the LCD so sometimes the assessment process disturbed because the internet connection was very slow and the appearance of the text form in LCD isn't clear.[94] 'Kahoot!the ' application didn't accommodate the assessment based-test it because the limitation character on it, so the text inserted in the picture form. The limitation on characters allowed for question: ninety-five per question and sixty per answer So, it makes the teacher difficult to do the assessment process used 'Kahoot!' and to handle this problem the teacher gave the printed text to students.

Besides the benefits and weaknesses of 'Kahoot!, the students were happy and motivated when 'Kahoot!' was used in the assessment process because it's one example of gamification tool, students more enjoy while assessed through games so learning in the classroom did not become boring and students were motivated to improve their grades or achievements.[95]

In using 'Kahoot!' application the students must have their own devices to answer the question. Students competed with their friends to get the best result, and the teacher also explains why the answer was correct and others were incorrect for each question. It involved the

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[94] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019

[95] Interview with Mrs. Grace Yeh Shiang at Tuesday, 19th March 2019

interaction between teacher-students and students-students that creates an interactive assessment, H. Carl Haywood states interactive assessment is a much more active relationship between examiners and subjects that found in the normative, standardized assessment.[96]

So, from the implementation of 'Kahoot!' as an assessment tool based games in learning English it can be concluded that 'Kahoot!' is quite effective.

b. Students' Learning Activeness

The teacher has an important role in creating an interactive assessment process using the 'Kahoot!' application because the teacher controlled the assessment or as the center in the assessment process. While students only follow what is instructed by the teacher.

In applying the online quiz 'Kahoot!' students enjoyed the assessment process because the assessment using 'Kahoot!' is more interactive and makes the classroom more life. In the other hand, the students' learning activeness makes the class very crowded so its disturbed students' concentration.

At the end of the assessment process, the teacher asked the students to give feedback about the assessment process. Such as 'How do you feel?', 'Do you

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[96] Haywood.

recommended it?', 'Did you learn something?', 'How fun was it?'. The result of the feedback can be downloaded with the score of students. If the feedback is rapid enough, it can also be a critical tool for students to measure their performance and help them become successful.[97]

Thomas (2014) state 'Kahoot!' allows fast and easy access and is recommended for educators. He stated that creating activities with Kahoot is beneficial because they can be used to review old lesson content. He also noted that Kahoot could be used in many different fields and for different forms of evaluation, including research projects and presentations.[98]

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[97] Semarang.
[98] Bicen.

CHAPTER V
CONCLUSION, SUGGESTION, AND CLOSING

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods and analyzed the findings of the study. This chapter, serving the conclusion of the whole research, will cover summaries of the major findings, a pedagogical suggestion for better English language teaching and learning process, limitations of the study and recommendations for further studies.

A. Conclusion

With aims to find the answers to the research question of the interactive of formative assessment through gamification tool of 'Kahoot!' in learning English, the findings are summarized as follow:

1. The process of the interactive of formative assessment using 'Kahoot!' in learning English is quite effective because this application can't accommodate the assessment-based text. So, it can disturb the assessment process because much material in learning English is reading text. The use of 'Kahoot!' needs an internet network, so it makes students difficult to access because sometimes the internet network is too slow. However, students enjoy and feeling motivated when assessed using 'Kahoot!' because they must compete with their friends to become a winner that creates a classroom competition.

B. Suggestion

After analyzing the data and writing the conclusion, the researcher would like to give some suggestions as follow:

a. For the teacher

The teacher must adjust the use of 'Kahoot!' with the material being taught because this application cannot support the assessment based-text form so it will be an obstacle for the assessment process that required a lot of text.

b. For students

Students' learning activeness in the assessment process using 'Kahoot!' make the class crowded so that the students are expected to be able to control themselves so that the class remains conducive and does not interfere with each other.

c. For the schools' committe

Students perceive that the game 'Kahoot!' is very fun when used in the process of assessing English, but this game is very dependent on the internet network. It is recommended that the school should be able to facilitate students such as installing Wi-Fi at several points in the area so that it can support the use of internet-based media such as 'Kahoot! '.

C. Closing

This is the last part of the final project. The researcher admits that there are still many mistakes. Therefore, she does wait for constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.

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Appendix 1

Interview Guidelines for Teacher

Research Focus : The Interactive Assessment Represented through Gamification Tool of 'Kahoot!' in learning English.

Interviewee : Mrs. Grace Yeh Shiang, S.Pd, M.Si (English teacher at SMA N 5 Semarang)

1. When was the e-learning used in teaching English at SMA N 5 Semarang for the first time?
2. Why would you prefer using the application in assessing students' understanding?
3. Then, what are the differences in students' assessment used a paper-based test and application-based test?
4. What applications have been used as an assessment tool in learning English?
5. How often the application used in the assessment process in learning English?
6. How about 'Kahoot!? When 'Kahoot!' utilized as an assessment tool in learning English?
7. In your opinion, does 'Kahoot!' is effective in assessing students' understanding?
8. How are students' responses while 'Kahoot!' is utilized to assess their understanding of learning English?
9. Does 'Kahoot!' have an effect on classroom dynamic? Please explain!

Appendix 2

INTERVIEW RESULT

Date: March 19th, 2019

Transcript of Interview Guidelines for the Teacher

Interviewee : Grace Yeh Shiang, S.Pd, M, si.

Date and Time : Tuesday, March 19th, 2019

Topic : The Interactive Assessment Represented through Gamification Tool of 'Kahoot!' in Learning English.

Position: English Teacher in SMA N 5 Semarang

No.	Speaker	Text
1.	Researcher	When was the e-learning used in teaching English at SMA N 5 Semarang for the first time?
2.	Teacher	E-learning was used at Semarang N 5 High School since SMA N 5 Semarang trusted as a school model in 2010/2011. At that time, SMA N 5 Semarang received a program from the Ministry of National Education to become a PSB school. The essence of the PSB school was the school that had become the school model. The school model is intended for schools that can implement 8 national education standards well then be given a program or education level to become a PSB school. The core of this PSB school is learning in the form that can be a virtual class or that is done using E-learning. At that time we tried to make the simplest teaching materials, namely Interactive PowerPoint and the moodle based learning class.

		Then, since there is curriculum 2013, SMA N 5 Semarang has received one program, namely as a reference school that applied industrial revolution 4.0 that required to use technology in the learning process. There are virtual classes and tests using various kinds of applications such as google classroom and so on.
3.	Researcher	Why would you prefer using the application in assessing students' understanding?
4.	Teacher	Because assessing students' understanding using application is more convenient and easier rather than paper-based test the result can immediately be seen. So, it's a real-time assessment.
5.	Researcher	Then, what are the differences in students' assessment used a paper-based test and application-based test?
6.	Teacher	The differences? Does it mean the advantages and disadvantages?
7.	Researcher	Yes, ma'am, I mean the advantages and disadvantages when you used both paper-based testing and computer-based testing in assessing students understanding in learning English.
8.	Teacher	The advantages of using a paper-based test. First, the result is recorded. Everything is recorded in reality. It's written in the document. So, when the assessor of the school come to my office and then she/he ask me about whether I assess or evaluate the students then he wants some evidence I can show him the document directly. But, if I use the application-based test I can't show them directly, because it's in digital so I have to

		find first my laptop and then I open the file, I show him and sometimes the assessor doesn't want in digital form. The assessor wants the recorder form or document-based proof.
		Then, the advantages of using application-based test are more convenience. The first is it's more convenient for students and the teacher. The second one, it's a real-time assessment. The third one, we can know everything in detail. For example, if one student answer correctly or the other students answer in wrong way we can detect it directly but in paper-based test we have to make an analysis and the analysis is very very to take a long time to do it and it takes a long time to do the teacher administration about evaluation.
9.	Researcher	What applications have been used as an assessment tool in learning English?
10.	Teacher	We have been using various kind of assessment, I mean an internet application such as the first one is hot potatoes, wonder quiz creator, Edmodo, 'Kahoot!', plickercs, mentimeter. But, it needs the teacher's knowledge about IT so the only highly motivated teacher can do it. Why teacher prefer paper-based test because it's easier to prepare for it. While the internet-based test takes a long time to prepare for it.
11.	Researcher	Oh, actually there are many application ma'am. And, how often the application used in the assessment process in learning English?

12.	Teacher	Not always. But, in every basic competence, we use an internet-based test for the pre-requisite test. For example, if we want to teach about recount text, the students have a piece of knowledge about simple past tense then I use the internet-based test. Whatever from pro-Proft, Kuya, my English pages, etc. So, we use that kind of test. It's directly and we can see the weakness and strength of the students. But, in the post-test sometimes we use application-based test but it takes a long time to prepare for it.
13.	Researcher	And how about 'Kahoot!? When 'Kahoot!' utilized as an assessment tool in learning English?
14.	Teacher	Hm, I used the application including 'Kahoot!' for 3 years. As a piece of information that I gave to you, I have used various kind of computer-based testing so I used the application alternately. I started using the application 3 years ago. I often used the application when there is a training teacher in my school, so we do the collaborative project but after that, I can use individually. As we see that SMA N 5 Semarang always receive training teacher I mean that the teacher to be trained in SMA N 5 Semarang to get knowledge and experience about teaching. That's the way I use the application such as i mention before including 'Kahoot!' because as i said that it takes a long time for the preparation so while the teacher administration is so busy and sometimes it takes the teacher time for preparing the evaluation using the application so I taught that time that I

		needed an assistant and then why didn't I ask the training teacher in my schools then we collaborate together. Do we some collaborative activity we made some collaborative preparation to do this kind of activity. So that's why I can utilize various kind application using that kind of assessment.
15.	Researcher	In your opinion, does 'Kahoot!' is effective in assessing students' understanding?
16.	Teacher	Yah, I think so. 'Kahoot!' is effective or rather quite effective. Why I say quite effective? Because the appearance of the LCD doesn't accommodate all the reading text clearly. And actually, based on the result of students there are many students got a score under KKM when assessed using technology. I think it is because the timing is very short.
17.	Researcher	How are students' responses while 'Kahoot!' is utilized to assess their understanding of learning English?
18.	Teacher	Actually, students are happy, self-motivated, excited and then interested when the teacher can use IT in the classroom because the learning in the class will not be boring. There is something new that they can learn from the teacher when the teacher using many kinds of internet-based assessment including 'Kahoot!' and this kind of attitude can motivate them to increase their result or achievement in the test.
19.	Researcher	Does 'Kahoot!' have an effect on classroom dynamic? Please explain!

20.	Teacher	I think that 'Kahoot!' has an effect on classroom dynamic because the students are excited and self-motivated to answer the question and it also increases the attitude of being honest, I mean that they being dependent, not independent to their peers and they can do the test by themselves.

Appendix 3

<div align="center">

The Observation Check List 1

Date: Wednesday, 27th March 2019

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Observation Guidelines for Teacher

Teacher   : Grace Yeh Shiang, S.Pd, M.Si

Class   : XI IPS 2

	Classification	Aspects of the observation	Yes	No
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	
2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	

		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.		√
3.	The end of an assessment process using 'Kahoot!'.	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM)		√

Appendix 4

Observation Guidelines for Students

The Observation Check List 1

Date: Wednesday, 27th March 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 2

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.	√	
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	
		Students really happy Students are excited when	√	

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		their name on the five top scores.		
		Students are enthusiastic to continue to the next question	√	
		Students give a positive response when the teacher explains the correct answer in each question.		√
3.	The end of the assessment process using 'Kahoot!'	Students who get first place is happy.	√	
		Students give feedback at the end of the quiz	√	

Appendix 5

Observation Guidelines for Teacher

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 2

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	

2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	
		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.		√
3.	The end of an assessment process using 'Kahoot!.	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM).		√

Appendix 6

Observation Guidelines for Students

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 2

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.		√
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	

		Students are excited when their name on the five top scores.	√	
		Students are enthusiastic to continue to the next question	√	
		Students give a positive response when the teacher explains the correct answer in each question.		√
3.	The end of the assessment process using 'Kahoot!'	Students who get the first place is happy	√	
		Students give feedback at the end of the quiz	√	

Appendix 7

Observation Guidelines for Teacher

<center>The Observation Check List I</center>

<center>Date: Tuesday, 2nd April 2019</center>

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPA 1

No.	Classification	Aspects of the observation	Yes	
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	

2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	
		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.	√	
3.	The end of an assessment process using 'Kahoot!'	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM)		√

Appendix 8

Observation Guidelines for Students

The Observation Check List I

Date: Tuesday, 2nd April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPA 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.	√	
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	

		Students are excited when their name on the five top scores.	√	
		Students are enthusiastic to continue to the next question		√
		Students give a positive response when the teacher explains the correct answer in each question.	√	
3.	The end of the assessment process using 'Kahoot!'	Students who get the first place is happy	√	
		Students give feedback at the end of the quiz	√	

Appendix 9

Observation Guidelines for Teacher

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPA 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	

2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	
		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.		√
3.	The end of an assessment process using 'Kahoot!'	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM).		√

Appendix 10

Observation Guidelines for Students

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPA 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.	√	
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	

		Students are excited when their name on the five top scores.	√	
		Students are enthusiastic to continue to the next question		√
		Students give a positive response when the teacher explains the correct answer in each question.	√	
3.	The end of the assessment process using 'Kahoot!'	Students who get the first place is happy	√	
		Students give feedback at the end of the quiz		√

Appendix 11

Observation Guidelines for Teacher

The Observation Check List I

Date: Tuesday, 2nd April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	

2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	
		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.		√
3.	The end of an assessment process using 'Kahoot!'	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM).		√

Appendix 12

Observation Guidelines for Students

The Observation Check List I

Date: Tuesday, 2nd April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.	√	
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	
		Students are excited when their name on the five top scores.	√	

		Students are enthusiastic to continue to the next question	√	
		Students give a positive response when the teacher explains the correct answer in each question.	√	
3.	The end of the assessment process using 'Kahoot!'	Students who get the first place is happy	√	
		Students give feedback at the end of the quiz		

Appendix 13

Observation Guidelines for Teacher

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process.	The teacher prepares students' to follow the assessment process.	√	
		The teacher instructs students to prepare their mobile phone.	√	
		The teacher makes sure the student's phone is connected to the internet.	√	
		The teacher explains how to play 'Kahoot!'.	√	
		The teacher connects the computer with the LCD so that all students can see the quiz.	√	
		The teacher tells students the total questions.		√
		The teacher gives a game PIN to students.	√	
		The teacher checks students' who have joined the quiz.	√	
		The teacher starts the online quiz used 'Kahoot!'.	√	

2.	The assessment process using 'Kahoot!'	The teacher makes sure the students consider the time in answering the question.	√	
		The teacher shows the result of students.	√	
		The teacher shows the scoreboard for each question.	√	
		The teacher explains the correct answer for each question.		√
3.	The end of an assessment process.	The teacher shows the result of students.	√	
		The teacher instructs students to give feedback at the end of the quiz.	√	
		The teacher gives additional assignments for the students who get a result under minimum completeness criteria (KKM).		√

Appendix 14

Observation Guidelines for Students

The Observation Check List II

Date: Tuesday, 9th April 2019

Teacher: Grace Yeh Shiang, S.Pd, M.Si

Class: XI IPS 1

No.	Classification	Aspects of the Observation	Result	
			Yes	No
1.	The preparation for doing the assessment process	All of the students have a device to access 'Kahoot!'.	√	
		Students prepare themselves to follow the assessment process.	√	
		Students write game PIN and their name on 'Kahoot!'	√	
2.	The assessment process using 'Kahoot!'	Students start to follow the assessment process through 'Kahoot!'	√	
		Students enjoy the assessment process through gamification tool of 'Kahoot!' in learning English.	√	
		Students compete with their friends in answering the question to get the best score.	√	
		Students are happy when their answer is correct.	√	
		Students are excited when their name on the five top scores.	√	

		Students are enthusiastic to continue to the next question	√	
		Students give a positive response when the teacher explains the correct answer in each question.	√	
3.	The end of the assessment process using 'Kahoot!'	Students who get the first place is happy	√	
		Students give feedback at the end of the quiz		√

Lesson Plan for First Meeting.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA NEGERI 5 SEMARANG
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas /Semester : XI/Genap
Tahun Ajaran : 2018/2019
MateriPokok : Surat Pribadi (Personal Letter)
AlokasiWaktu : 8 JP (4 X Pertemuan)
Pertemuan ke : 3

A. Kompetensi Inti

KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)	
Kompetensi Sikap Spiritual yang ditumbuh kembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.	
KI PENGETAHUAN (KI 3)	KI KETERAMPILAN (KI 4)
KI3:Memahami ,menerapkan, dan menganalisis pengetahuan faktual,konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya, dan humaniora	KI4:Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	3.6.1. Mengidentifikasi fungsi sosial sebuah teks berbentuk surat pribadi. 3.6.2. Membedakan fungsi sosial beberapa teks berbentuk surat pribadi 3.6.3. Mengidentifikasi struktur teks surat pribadi. 3.6.4. Menganalisis struktur teks pribadi. 3.6.5. Mengidentifikasi Unsur Kebahasaan teks surat pribadi. 3.6.6. Menganalisis Unsur Kebahasaan teks surat pribadi.

4.6 Teks surat pribadi
    4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
    4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
	4.6.1.1 Menemukan informasi tertentu dari surat pribadi.
	4.6.1.2 Menentukan gambaran umum dari surat pribadi
	4.6.1.3 Menemukan makna kata/ frase/ kalimatdari surat pribadi
	4.6.1.4 Menentukan pikiran pokok dari suatu paragraf surat pribadi
	4.6.2.1 Menyusun percakapan tentang surat pribadi.
	4.6.2.2 Menyusun surat pribadi

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model *Presentation, Practice and Production* (PPP) yang dipadukan dengan pendekatan saintifik yang menuntun peserta didik untukmengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya

3. Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

D. Materi Pembelajaran

1. Materi pembelajaran regular

- Fungsi Sosial: Menjalin kedekatan hubungan antar pribadi.
- StrukturTeks: Tempat dan tanggal- Penerima-Sapaan – Isi surat- Penutup
- Unsur Kebahasaan :
  - ✓ Ungkapan keakraban yang lazim digunakan untuk surat pribadi
  - ✓ Tata Bahasa yang meliputi Singural-Plural, Tenses, Articles
  - ✓ Intonasi, ejaan, tandabaca.

2. Materipembelajaran remedial

- Melakukan pengulangan konsep teks surat pribadi

3. Materipembelajaranpengayaan

- Peserta didik diminta untuk saling berkirim surat dengan teman sekelas.
- Peserta didik yang menerima surat berkewajiban untuk memeriksa surat temannya berdasarkan ketentuan yang sudah dipelajarinya.
- Secara berkelompok peserta didik membuat naskah dan memainkan drama sesuai cerita yang dibaca.

E. MetodePembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : PPP (*Presentation, Practice and Production*)

1. Pertemuan Ke-3 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan **Orientasi** ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** ❖ Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya, ❖ Mengingatkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. **Motivasi** ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. **Pemberian Acuan** ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberita3ukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	**15 menit**

Kegiatan Inti		
Sintak Model Pembelajaran	**KegiatanPembelajaran**	**60 menit**
Presentation	1. Guru menayangkan contoh sebuah surat pribadi sambil mengingatkan kembali	

		pada peserta didik akan fungsi sosial dan struktur teks surat pribadi.	
		2. Guru menjelaskan bahwa peserta didik nantinya akan membuat surat pribadi, namun sebelumnya mereka akan menganalisis unsur kebahasaan surat pribadi.	
		3. Guru meminta peserta didik mengidentifikasi unsur-unsur kebahasaan pada contoh surat pribadi.	
Practice		4. Peserta didik diberikan beberapa penggal kalimat yang belum selesai dan diminta untuk meneruskan penggalannya dengan frasa yang tersedia.	
		5. Guru dan peserta didik mengkonfirmasi jawaban.	
		6. Peserta didik diberikan dua buah surat pribadi yang berbeda namun keduanya bercampur menjadi satu.	
		7. Peserta didik secara berkelompok dapat memisahkan menjadi dua buah surat yang bermakna.	
		8. Peserta didik mempresentasikan hasil diskusinya di depan kelas.	
		9. Guru dan peserta didik mengkonfirmasi jawaban.	
		10. Peserta didik bersama dengan guru melengkapi sebuah bagan dengan informasi berdasarkan pertanyaan yang dijukan.	
		11. Peserta didik bersama-sama dengan guru melengkapi sebuah surat pribadi dengan informasi yang sudah mereka kumpulkan pada bagan.	
		12. Secara berpasangan peserta didik mencoba menyusun surat pribadi	

	berdasarkan panduan yang telah diberikan.	
Production	13. Peserta didik menyusun surat pribadi untuk temannya.	

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap peserta didik dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup - Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. - Melakukan Post-Test dengan menggunakan "Kahoot" - Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). - Mengagendakan pekerjaan rumah. - Menyampaikan rencana pembelajaran pada pertemuan berikutnya	**15 menit**

F. Media/alat, Bahan, danSumberPembelajaran

1. **Media/alat**
   a. BahanTayang
   b. Laptop
   c. Media LCD projector

2. **SumberBelajar**
   a. Teks Peserta didik,
   b. Buku Pegangan Guru,
   c. Modul/bahan ajar,
   d. Sumber internet,
   e. Sumber lain yang relevan

G. Langkah-langkah Pembelajaran
   Indikator Pencapaian Kompetensi
   3.6.5. Mengidentifikasi Unsur Kebahasaan teks surat pribadi.
   3.6.6. Menganalisis Unsur Kebahasaan teks surat pribadi.
   4.6.2.2. Menyusun surat pribadi.
H. Penilaian, Pembelajaran Remedial danPengayaan
   1. **Teknik Penilaian**
      a. **Penilaian KompetensiPengetahuan**
         1) Tes Tertulis
            a) Pilihan ganda
            b) Uraian/esai
         2) Tes Lisan
      b. **Penilaian Kompetensi Keterampilan**
         1) Proyek, pengamatan, wawancara'
            ✦ *Mempelajari buku teks dan sumber lain tentang materi pokok*
            ✦ *Menyimak tayangan/demo tentang materi pokok*
            ✦ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*
         2) Portofolio / unjuk kerja
            ✦ *Laporan tertulis individu/ kelompok*
         3) Produk
   2. **InstrumenPenilaian**
      a. PertemuanPertama (Terlampir)
      b. PertemuanKedua (Terlampir)
      c. …
   3. **PembelajaranRemedialdanPengayaan**
      a. **Remedial**
         ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
         ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

✦ *Melakukan pengulangan konsep teks surat pribadi*

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

✦ *Peserta didik diminta untuk saling berkirim surat dengan teman sekelas.*

✦ *Peserta didik yang menerima surat berkewajiban untuk memeriksa surat temannya berdasarkan ketentuan yang sudah dipelajarinya.*

✦ *Secara berkelompok peserta didik membuat naskah dan memainkan drama sesuai surat yang dibaca*

Mengetahui   Semarang, 2 Januari 2018

Kepala SMA Negeri 5 Semarang   Guru Mata Pelajaran

(Dr. Titi Priyatiningsih, M.Pd)   (Grace Yeh Shiang S. Pd.,M.Si.)

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   **: SMA NEGERI 5 SEMARANG**
Mata Pelajaran   **: Bahasa Inggris (Wajib)**
Kelas /Semester   **: XI/Genap**
Tahun Ajaran   **: 2018/2019**
Materi Pokok   **: Surat Pribadi (Personal Letter)**
AlokasiWaktu   **: 8 JP (4 X Pertemuan)**
Pertemuan ke   **: 2**

A.   Kompetensi Inti

KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)	
Kompetensi Sikap Spiritual yang ditumbuh kembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.	
KI PENGETAHUAN (KI 3)	KI KETERAMPILAN (KI 4)
KI3:Memahami ,menerapkan, dan menganalisis pengetahuan faktual,konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni,budaya, dan humaniora	KI4:Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)
4.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.	4.6.1. Mengidentifikasi fungsi sosial sebuah teks berbentuk surat pribadi. 4.6.2. Membedakan fungsi sosial beberapa teks berbentuk surat pribadi 4.6.3. Mengidentifikasi struktur teks surat pribadi. 4.6.4. Menganalisis struktur teks pribadi. 4.6.5. Mengidentifikasi Unsur Kebahasaan teks surat pribadi. 4.6.6. Menganalisis Unsur Kebahasaan teks surat pribadi.

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4.7 Teks surat pribadi
    4.6.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya
    4.6.4 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
	4.6.1.5 Menemukan informasi tertentu dari surat pribadi.
	4.6.1.6 Menentukan gambaran umum dari surat pribadi
	4.6.1.7 Menemukan makna kata/ frase/ kalimatdari surat pribadi
	4.6.1.8 Menentukan pikiran pokok dari suatu paragraf surat pribadi
	4.6.2.3 Menyusun percakapan tentang surat pribadi.
	4.6.2.4 Menyusun surat pribadi

C. TujuanPembelajaran

Melalui kegiatan pembelajaran menggunakan model *Presentation, Practice and Production* (PPP) yang dipadukan dengan pendekatan saintifik yang menuntun peserta didik untukmengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

4. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan

memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya

5. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya

6. Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

D. Materi Pembelajaran

1. Materi pembelajaran regular

- Fungsi Sosial: Menjalin kedekatan hubungan antar pribadi.
- StrukturTeks: Tempat dan tanggal- Penerima-Sapaan – Isi surat- Penutup
- Unsur Kebahasaan :
  - ✓ Ungkapan keakraban yang lazim digunakan untuk surat pribadi
  - ✓ Tata Bahasa yang meliputi Singural-Plural, Tenses, Articles
  - ✓ Intonasi, ejaan, tandabaca.

2. Materi pembelajaran remedial

- Melakukan pengulangan konsep teks surat pribadi

3. Materi pembelajaran pengayaan

- Peserta didik diminta untuk saling berkirim surat dengan teman sekelas.
- Peserta didik yang menerima surat berkewajiban untuk memeriksa surat temannya berdasarkan ketentuan yang sudah dipelajarinya.
- Secara berkelompok peserta didik membuat naskah dan memainkan drama sesuai cerita yang dibaca

E. Metode Pembelajaran

1. Pendekatan   : Scientific Learning
2. Model Pembelajaran   : PPP (*Presentation, Practice and Production*)

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F. Media/alat, Bahan, danSumberPembelajaran
   a. Media/alat
   a. BahanTayang
   b. Laptop
   c. Media LCD projector
   b. Sumber Belajar
   a. Teks Peserta didik,
   b. Buku Pegangan Guru,
   c. Modul/bahan ajar,
   d. Sumber internet,
   e. Sumber lain yang relevan
G. Langkah-langkah Pembelajaran
   Indikator Pencapaian Kompetensi
   3.6.4.   Menganalisis struktur teks pribadi
   4.6.1.1   Menemukan informasi tertentu dari surat pribadi
   4.6.1.2   Menentukan gambaran umum dari surat pribadi
   4.6.1.3   Menemukan makna kata/frasa/kalimat dari surat pribadi
   4.6.1.4   Menentukan pikiran pokok dari suatu paragraf surat pribadi

1. Pertemuan Ke-2 (2 x 45 menit)	Waktu
Kegiatan Pendahuluan Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin. ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. ❖ Mengingatkan kembali materi prasyarat dengan bertanya.	15 Menit

❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

❖ Mengajukan pertanyaan.

Pemberian Acuan

❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.

❖ Pembagian kelompok belajar.

❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Presentation	1. Guru menanyakan contoh sebuah surat pribadi sambil mengingatkan kembali pada peserta didik akan fungsi social dan struktur teks surat pribadi. 2. Peserta didik diberikan surat pribadi yang diacak susunannya. 3. Bersama dengan kelompoknya, peserta didik menyusun kembali surat pribadi yang acak susunannya sesuai dengan struktur teks	60 Menit

		yang telah dipelajari peserta didik.	
	4.	Peserta didik mempresentasikan hasil diskusinya.	
	5.	Guru dan peserta didik mengkonfirmasi jawaban yang benar.	
Practice	6.	Peserta didik diberikan sebuah surat pribadi dan membacanya dengan seksama.	
	7.	Peserta didik secara berpasangan menjawab pertanyaan bacaan.	
	8.	Guru dan peserta didik menemukan gagasan utama beberapa paragraf yang diambil dari beberapa surat berbeda.	
	9.	Peserta didik menemukan gagasan utama beberapa paragraf yang diambil dari beberapa surat berbeda.	
	10.	Peserta didik melengkapi sebuah surat pribadi dengan kata-kata yang tepat.	
	11.	Peserta didik membaca sebuah surat pribadi dan menjawab pertanyaan bacaan.	
	12.	Peserta didik mencari kata-kata tertentu di bacaan yang memiliki arti yang sama dengan kata-kata yang diberikan oleh guru.	
Production	13.	Peserta didik menyusu surat pribadi untuk teman sekelasnya.	
Catatan :			

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Selama pembelajaran berlangsung, guru mengamati sikap peserta didik dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)	
Kegiatan Penutup ❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ❖ Melakukan post-test dengan menggunakan 'Kahoot!' ❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan). ❖ Mengagendakan pekerjaan rumah. ❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 menit

H. Penilaian, Pembelajaran Remedial dan Pengayaan
1. **Teknik Penilaian**
   a. **Penilaian KompetensiPengetahuan**
      1) Tes Tertulis
         a) Pilihan ganda
         b) Uraian/esai
      2) Tes Lisan
   b. **Penilaian Kompetensi Keterampilan**
      1) Proyek, pengamatan, wawancara'
         ✦ *Mempelajari buku teks dan sumber lain tentang materi pokok*
         ✦ *Menyimak tayangan/demo tentang materi pokok*
         ✦ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*
      2) Portofolio / unjuk kerja
         - *Laporan tertulis individu/ kelompok*
      3) Produk

2. **InstrumenPenilaian**
   a. Pertemuan Pertama (Terlampir)
   b. Pertemuan Kedua (Terlampir)
   c. …
3. **PembelajaranRemedialdanPengayaan**
   a. **Remedial**
   ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
   ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.
   - *Melakukan pengulangan konsep teks surat pribadi*
   b. **Pengayaan**
   ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
   ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
   ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
   - *Peserta didik diminta untuk saling berkirim surat dengan teman sekelas.*
   - *Peserta didik yang menerima surat berkewajiban untuk memeriksa surat temannya berdasarkan ketentuan yang sudah dipelajarinya.*
   - *Secara berkelompok peserta didik membuat naskah dan memainkan drama sesuai surat yang dibaca.*

   -

Mengetahui   Semarang, 2 Januari 2019
Kepala SMA Negeri 5 Semarang   Guru Mata Pelajaran

(Dr. Titi Priyatiningsih, M.Pd)   (Grace Yeh Shiang S. Pd.,M.Si.)
NIP. 19610130 198403 2 005   NIP. 19630224 200701 2 002

Appendix 17
Students' feedback after assessed using 'Kahoot!'

Appendix 18

Interview with the English's Teacher (Mrs. Grace Yeh Shiang)

Appendix 19
The Assessment Process using 'Kahoot!' Application

Preparation for doing the assessment process through gamification tool of 'Kahoot!'.
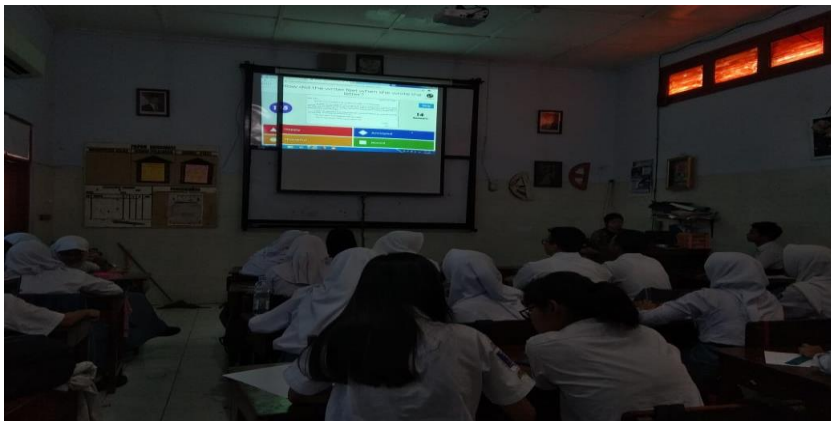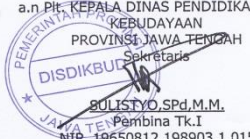
The process of assessment through gamification tool of 'Kahoot!'.
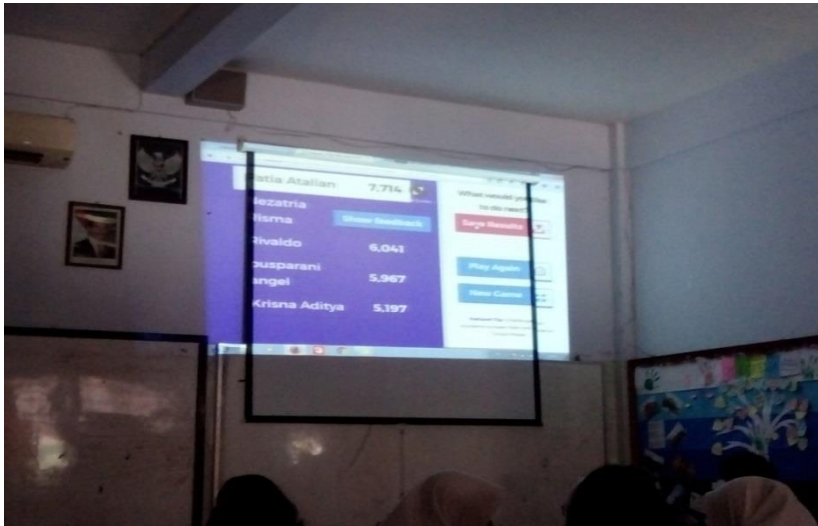
The end of the assessment process through gamification tool of 'Kahoot!'.

Appendix 21

Research Permission from the Central Java provincial education and culture office.

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan Pemuda Nomor 134 Semarang Kode Pos 50132 Telp. 024-3515301
Faksimile 024-3520071 Laman http : www.jatengprov.go.id
Surat Elektronik disdikbud@jatengprov.go.id

Semarang, 14   Maret 2019

Nomor   : 070/04769
Lampiran : -
Perihal   : Izin Penelitian
            a.n Abiq Zakia

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan,
UIN Walisongo
di –
            SEMARANG.

Memperhatikan surat Saudara nomor B-1518/Un.10.3/D.1/TL.00/03/2019 tanggal 5 Maret 2019 perihal Izin penelitian dan rekomendasi penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor 070/4021/04.2/2019 tanggal 11 Maret 2019 dengan ini Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah menyambut baik dan menyetujui Izin Penelitian dari :

Nama	:	**Abiq Zakia**
NIM	:	**1503046027**
Prodi	:	**Pendidikan Tarbiyah dan Keguruan**
Judul	:	The Interactive Assessment Through Gamification Tool of 'Kahoot!' in Learning English. (a Study at Second Grade of SMA N 5 Semarang
Tempat	:	SMA Negeri 5 Semarang
Waktu	:	19 Maret s.d. 19 April 2019

Sehubungan dengan hal tersebut, kami minta perhatian Saudara hal-hal sebagai berikut :
1. Agar yang bersangkutan segera berkoordinasi dengan Kepala Sekolah SMA Negeri 5 Semarang;
2. Selama melaksanakan penelitian agar tidak mengganggu proses belajar mengajar dan membebani kepada sekolah;
3. Apabila telah selesai segera menyerahkan laporan hasil penelitian kepada Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;

Demikian untuk menjadikan maklum dan atas perhatiannya disampaikan terima kasih.

a.n Plt. KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN
PROVINSI JAWA TENGAH
Sekretaris

SULISTYO,SPd,M.M.
Pembina Tk.I
NIP. 19650812 198903 1 015

Tembusan :
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah sebagai laporan;
2. Kepala Bidang PSMA Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;
3. Kepala Sekolah SMA Negeri 5 Semarang;
4. Pertinggal.

Appendix 22

Proof of Research

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 5 SEMARANG
Jl. Pemuda 143, ☎ 3543998 – 3544295 Semarang, 50132
E-mail : sman5smg@gmail.com, Website : www.sman5smg.com

SURAT KETERANGAN
Nomor: 800 / 503 / 2019

Yang bertandatangan di bawah ini :

Nama : Dr. Titi Priyatiningsih, M.Pd.
NIP : 19610130 198403 2 005
Jabatan : Kepala SMA Negeri 5 Semarang
Pangkat / Gol. : Pembina Utama Muda / IV-c
Alamat : Jl. Pemuda No. 143 Semarang

Menerangkan dengan sebenarnya, bahwa :

Nama : **Abiq Zakia**
NIM : 1503046027
Universitas : UIN Walisongo Semarang
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi : S1
Waktu Penelitian : 19 Maret 2019 s.d. 19 April 2019
Guru Pembimbing : Grace Yeh Shiang, S.Pd. M.Si.

Telah selesai melaksanakan penelitian di SMA Negeri 5 Semarang, untuk memenuhi Tugas Akhir Mahasiswa (Skripsi) dengan judul:

"The Interactive Assessment through Gamification Tool of 'Kahoot!' in Learning English."
(A Study at Second Grade of SMA N 5 Semarang)

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 18 April 2019
Kepala Sekolah,

Dr. Titi Priyatiningsih, M.Pd.
NIP. 19610130 198403 2 005

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Appendix 23

TOEFL Certification

The TOEFL Preparation Test certificate issued by the Language Development Center, State Islamic University Walisongo, Ministry of Religious Affairs, certifying that ABIQ ZAKIA (Date of Birth: April 26, 1998; Student Reg. Number: 1503046027) achieved the following scores: Listening Comprehension: 48, Structure and Written Expression: 49, Reading Comprehension: 46, TOTAL SCORE: 477.

Appendix 24

IMKA Certification

CURRICULUM VITAE

Name   : Abiq Zakia

Place and Date of Birth   : Kudus, 26th April 1998

Students Number   : 1503046027

Home Address   : Ds. Kutuk RT 08 RW 04 Kec.
                              Undaan Kab. Kudus

Current Address   : Ringin Sari gang 3 RT 01 RW 09
                              Purwoyoso Ngaliyan Semarang

Mobile Phone   : 081578878886 / 0895426266567

E-mail   : Abiqzakiya8@gmail.com

Education Background   :

1. Elementary School   : MI NU Miftahul Falah
2. Junior High School : MTs Negeri 1 Kudus
3. Senior High School : MAN 2 Kudus
4. University   : UIN Walisongo Semarang

Semarang, ...2019

Researcher,

Abiq Zakia

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