

**THE IMPLEMENTATION OF ENGLISH PROGRAM  
THROUGH KAHOOT MEDIA FOR THE PATANI STUDENT  
ASSOCIATION SOUTHERN THAILND IN INDONESIA**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
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JUNE 2023**

**APPROVAL**

**THE IMPLEMENTATION OF ENGLISH PROGRAM  
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ASSOCIATION SOUTHERN THAILND IN INDONESIA**

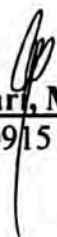
**THESIS**

Presented as partial fulfilment of requirements  
For the degree of Bachelor Education (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

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**THE IMPLEMENTATION OF ENGLISH PROGRAM**  
**THROUGH KAHOOT MEDIA FOR THE PATANI STUDENT**  
**ASSOCIATION SOUTHERN THAILND IN INDONESIA**

**THESIS**

Has been examined and approved in partial  
Fullfilment of the Requirements of Bachelor Degree of Education (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day: Monday  
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## MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ (٧)

Meaning: “So, when you have finished (your occupation), devote yourself for Allah’s worship.<sup>1</sup> (Ash- Sharh, 94:7)



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<sup>1</sup> Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*. (Medina: Dar-us Salam Publications, 1996), 841.

## DEDICATION

In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

In finishing this undergraduate thesis, I got many guidance and motivation from people around me. It is the great honor for me to make dedication to convey my sincere gratitude for people who support me from the beginning until finishing this undergraduate thesis. In this occasion, I presents great honor to:

1. The most special person, my beloved parents (sureeya sueni and aminah darasek), have given their support during my study and my process in writing this research. I thank for their kindness, support and patience.
2. My beloved brothers (nurdeen sueni) who all always support me.
3. All my families who always support me.
4. My beloved friend the big family of universe class.

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## ABSTRACT

**MURANEE SUENI, 2019:** *The Implementation of English Program through Kahoot Media for The Patani Student Association Southern Thailand In Indonesia*

Almost all countries in the world recognize English as an important language including Indonesia. English is very important language to master, the success of achieving English fluency must be prioritized as well. Thus, the learning process must be supported by some factors that pursue the learning success. The factors that support the learning process includes learning media. There are varieties of e-learning media that can be applied by tutors to support the learning process. In this research, the researcher used kahoot media as learning media. The Patani Student Association in Indonesia (HMPI) is an organization whose members are Patani Malays who come to continue their studies in the Republic of Indonesia. Moreover, HMPI has an English program to implement the kahoot media. English program is a program designed to train s in developing English language skills. This English program can be applied through the learning process. The kahoot media is to support learning process in English program.

The focus of the study are: 1) What is the learning objective through kahoot media for The Patani Association Southern Thailand In Indonesia? 2) What is the learning material through kahoot media for The Patani Association Southern Thailand In Indonesia? 3) What is the learning method through kahoot media for The Patani Association Southern Thailand In Indonesia? 4) What is the learning media through kahoot media for The Patani Association Southern Thailand In Indonesia? 5) What is the learning evaluation through kahoot media for The Patani Association Southern Thailand In Indonesia?

The objectives of the study are: 1) To figure out the objective of learning through as kahoot media for The Patani Association Southern Thailand In Indonesia 2) To figure out learning material by using kahoot media for The Patani Association Southern Thailand In Indonesia 3) To figure out the method of learning through as kahoot media for The Patani Association Southern Thailand In Indonesia 4) To figure out media of learning in through kahoot media for The Patani Association Southern Thailand In Indonesia 5) To figure out the learning evaluation by using kahoot media for The Patani Association Southern Thailand In Indonesia.

This study used a qualitative approach. The object of the study for The Patani Association Southern Thailand In Indonesia. To collect the data, the researcher used observation, interview and document review. To analyze the data, this research used data condensation, data display and conclusion drawing.

The result of this research shows that 1) the learning objective made s learning English easily, comfortable and memorable. 2) The learning material through Kahoot media for The Patani Association Southern Thailand In Indonesia is Kartini biography. 3) The learning method through Kahoot media for The Patani Association Southern Thailand In Indonesia is lecture method. 4) The learning media through Kahoot media for The Patani Association Southern Thailand In Indonesia are kahoot and additional media such as, laptop, projector, Wifi or personal network and smartphone. 5) The learning evaluation through Kahoot media for The Patani Association Southern Thailand In Indonesia is formative evaluation.

**Keywords:** *Implementation, English program, Kahoot media and The Patani, Association Southern Thailand In Indonesia(HMPI)*



## ACKNOWLEDGMENT

In the name of Allah, the most Beneficent the Merciful.

All praise be to Allah, the Lord of the worlds, who has bestowed upon me in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allah's Messenger, Prophet Muhammad, his family, his companions, and all of his followers.

It is the great honor for me to make acknowledgement of indebtedness to convey my sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, I have finished this undergraduate thesis. Absolutely it is not an effort by myself only, there are many "hands" which help me. In this occasion, I present great honor to:

1. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of UIN KHAS Jember
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Tutor Training of UIN KHAS Jember.
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4. As'ari, M.Pd.I., as Head of English Education Department of UIN KHAS Jember. as the Supervisor who has patiently given valuable advice and guidance to finalize this research.
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Finally, I realize that this research still has some weakness and mistakes. Thus, I would be grateful to accept any suggestions and corrections from anyone for a better writing.

Jember, 19 June 2023

**MURANEE SUENI**  
NIM. T20166075





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## CHAPTER I

### INTRODUCTION

This chapter discusses a research background, research problems, research objectives, research scope and limitation, research benefit, definition of terms, and research outline.

#### A. Research Background

Language is a system of communication in speaking and writing used by people of a particular country.<sup>6</sup> By this definition, language is a tool to have social interaction. The language could identify the speaker's profile, for example, nationality. Moreover, every country has the national language to be spoken. Hence, to see the people nationality, they could be identified by the language spoken.

As stated above, people communicate by using a language. However, they need the universal language to produce effective communication, because they sometimes only communicate by using their own language. Consequently, they could not communicate successfully with a speaker who does not belong to the language. Hence, English has been determined as an international language which is spoken by people all over the world to have successful interaction between people across the countries.

Almost all countries in the world recognize English as an important language including Indonesia. Therefore, Indonesia makes English as a foreign language in the education curriculum. In addition, this mastering

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<sup>6</sup> Oxford Dictionary, *Oxford Learner's Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2009), 247.

English ability could make the s being capable of competing in international level. Moreover, In Indonesia, English has associated to a requirement in some work fields especially at the foreign company that use English to communicate. Hence, English is very important to learn as it is an international language.

As English is very important language to master, the success of achieving English fluency must be prioritized as well. Thus, the learning process must be supported by some factors that pursue the learning success. The factors that support the learning process includes learning material, learning strategy, and learning media. In this case, tutor as the main role in the learning process has to consider those aspects extremely significant. As a result, learning material and learning strategy seems become the integrated factors that cannot be separated. However, those factors hugely depend on the creativity of the tutors in teaching. Hence, learning media that could improve the tutors' creativity also become the factor determines the learning success.

In this modern era, technology had grown very rapid and more sophisticated. Consequently, this technology development actualize the human activity indirectly. This reality development also influences learning media which is more sophisticated. The learning media that utilized the technology development is electronic media. In fact, electronic learning media (E-learning media) gives big interest for the tutors and s, because the s are more interested to utilize technology device rather than traditional learning device. Hence,



utilizing e-learning media for English learning program is more rational to pursuit learning interest.

There are varieties of e-learning media that can be applied by tutors to support the learning process. The selecting of media must be appropriate based on the need of the learning. In addition, the appropriate media would interact the s to learn, because the inappropriate learning media would influence toward the learning process, such as, the s feel bored and the material delivered is not understood very well. Therefore, tutor must choose appropriate e-learning media which can interact the s in learning. One of the e-learning media that commonly used is Kahoot, because it could make the learning circumstance interesting. In addition, Kahoot is game based learning that include game mostly in the learning. However, this game is only a way to deliver the learning material.

Kahoot is the electronic media that is used occurred from the technological development. Automatically, Kahoot would be useful media for tutors to help the teaching especially in delivering the material. Moreover, it consists of game learning which prevent the boring learning. In this case, Alf Inge Wang stated that game-based learning has positive effect compared to more traditional learning methods.<sup>7</sup> Thus, Kahoot could attract the 's interest to learn. By this reality, this present research discussed the implementation of Kahoot as the e-learning media in an English program.

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<sup>7</sup>Alf Inge Wang, *The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!*, (Thesis, Nowergian University, Norway), 1.

To investigate the Kahoot as a learning media for The Patani Association Southern Thailand In Indonesia, which has English program, is possible to be the object of the research. There are some reasons that could be justifiable: 1) HMPI has an English program, 2) HMPI is supported by the technological device learning, such as, laptop, projector, WiFi, and mobile phone, 3) HMPI still used manual method to teach the s, 4) HMPI s is capable of applying Kahoot media as they ever used this media in the English program.

In this case, the researcher tries to focus on English program that used Kahoot as media. From the description above, the researcher is interested in carrying out the research on “The Implementation Of English Program Through Kahoot Media For The Patani Student Association Southern Thailand In Indonesia”.

## **B. Research Questions**

Research question is the fundamental core of research project, study or review of literature. It is important to make statement of the case that has been explain above, so in order to make it easier finding any possibility of increasing 's reading skill by Kahoot. According to the background of study as previously presented, researcher formulates the research problem as follow :

1. What is the learning objective of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?
2. What is the learning material of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?

3. What is the learning method of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?
4. What is the learning media of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?
5. What is the learning evaluation of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?

### **C. Scope of the Research**

This research investigated the implementation of English program through Kahoot media for The Patani Association Southern Thailand In Indonesia. In addition, this research only observed one meeting of English program learning process. Besides, the researchers set up the limitation of the research, such as:

1. Kahoot is learning media which does not only implement in English teaching, but also other subject materials are possible to implement this media. Thus, the learning objective, learning material, learning method, and learning evaluation would be justifiable based on the subject materials.
2. Kahoot application has some features. However, this research only applied True & False and Quizzes.

#### **D. Research Objectives**

Based on research question mentioned above, the writer states research objectives as follows:

1. To figure out the learning objective of English through Kahoot media for The Patani Association Southern Thailand In Indonesia
2. To figure out learning material in English by using Kahoot media for The Patani Association Southern Thailand In Indonesia
3. To figure out the method of learning in English through Kahoot media for The Patani Association Southern Thailand In Indonesia
4. To figure out learning media in English through Kahoot media for The Patani Association Southern Thailand In Indonesia,
5. To figure out the learning evaluation in English by using Kahoot media for The Patani Association Southern Thailand In Indonesia

#### **E. Research Benefit**

1. For The Patani Association Southern Thailand In Indonesia

This research would help the s to improve and evaluate the teaching learning media in order that the s could comprehend the material.

2. For other researchers

The research would give them important note or it can be reference about English program to develop other learning media for the s.

## F. Definition of Terms

In this part, there are some explanations from the title mentioned in the previous items. The title is “The Implementation English Program through Kahoot Media for the Patani association southern Thailand in indonesia

In order to avoid misunderstanding of the readers, it is important to define the terms as follow:

1. Implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something.<sup>8</sup> Thus, implementation is an action that must occur after the initial thought in order for something to occur.
2. English program is a program where the teacher and the students must learn English. It related to improve the students’ English skill in international standard.<sup>9</sup> So, English program is a process of teaching, guiding, training, giving examples activity of English for s to be able to master English based on the learning objective.
3. Kahoot is a game-based learning platform, used as educational technology in schools and other educational institutions.<sup>10</sup> Based on the explanation above, it can be concluded that English program through Kahoot media is a learning process in English for s to be able master English based on the learning objective by using Kahoot.

<sup>8</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 14

<sup>9</sup> Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge university pers, 2002), 204.

<sup>10</sup> <https://Kahoot.com/schools/how-it-works/>

4. The Patani Student Association in Indonesia (HMPI) is an organization whose members are Patani Malays who come to continue their studies in the Republic of Indonesia.

### **G. Research Outline**

The research result is performed in 5 chapters. First chapter is introduction which consists of research background, research question, scope of the research, research objectives, research benefit, definition of terms and research outline.

The second chapter is review of related literature which consists of theoretical description, and previous research.

The third chapter is research method which consists of research design, research subject, data collecting technique, validity of data, data analysis technique, and research procedures.

The fourth chapter is findings and discussion which consist of research object, finding and discussion.

The fifth chapter is conclusion which consist of conclusion and suggestion

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

In this chapter, the study includes previous researches. These are the previous research to support this study.

1. The research conducted by Lime in his thesis entitled "Pemanfaatan Media Kahoot Pada Proses Pembelajaran Model Kooperatif Tipe STAD Ditinjau dari Kerjasama dan Hasil Belajar Siswa Kelas VIII-I SMP Negeri 5 Yogyakarta Tahun Ajaran 2017/2018" Based on the analysis carried out by Lime it can be concluded that the results using Kahoot media in the STAD cooperative model learning process amounted to 86.11%. Based on these percentages, the use of Kahoot media is included in the excellent category.
2. The research conducted by Irma and Dewi Dianasri in their scientific journal entitled "Penggunaan Media KAHOOT! dalam Pembelajaran Struktur Bahasa Inggris Studi Kasus Mahasiswa Sekolah Vokasi IPB" Based on the analysis conducted by Irma Rasita Gloria and Tatje Soedewo it can be concluded that 95.7% of s stated that the activity of answering questions in this game helped them to understand the material being studied. Furthermore, 92.8% of s stated that their knowledge of the material being studied is increasing.

**Table 2.1**  
**Similarities and Differences between Present Research**  
**and Previous Research**

Title	Similarities	Differences	
		The Previous Research	This Research
Pemanfaatan Media Kahoot Pada Proses Pembelajaran Model Kooperatif Tipe STAD Ditinjau dari Kerjasama dan Hasil Belajar Siswa Kelas VIII-I SMP Negeri 5 Yogyakarta Tahun Ajaran 2017/2018	Application of Kahoot's learning media	- To find out the use of Kahoot media results in the cooperative learning process of STAD type  -Held in SMPN 5 Yogyakarta 2017/2018	-To figure out English program through Kahoot media  -Held in Patani s association ( southern Thailand) in Indonesia
Penggunaan Media KAHOOT! dalam Pembelajaran Struktur Bahasa Inggris Studi Kasus Mahasiswa Sekolah Vokasi IPB	Application of Kahoot's learning media	-To find out the use of Kahoot media in learning English structure  - Held in University of IPB	- To figure out English program through Kahoot media.  -Held in Patani s association ( southern Thailand) in Indonesia

The similarity of the present research and two other researches is the implementation of Kahoot as learning media. On the contrary, the differences of the present research and two other researches are the objective research and the object of the research. In addition, the present research is inspired by the two previous researches to have further investigation related to the implementation of English program through Kahoot media at Patani s association (southern Thailand) in Indonesia. Hence, the present research elaborates and extends the use of Kahoot as learning media which focuses on the learning objective, learning material, learning method, learning media, and learning evaluation.

## **B. Theoretical Description**

### **1. English Program**

English program is a program designed to train s in developing English language skills. In the English program, there are many activities that can be carried out such as the development of writing, reading, grammar, and speaking. This English program can be applied through the learning process.

Learning process is a part of activity that includes a tutor and the s of acquiring new knowledge, experience, behavior and skill. To acquire a new knowledge, experience, behavior development and skill, it needs an activity during this learning. Moreover, Yunus et al stated that learning is a part of activities experienced by the s to achieve certain learning

outcomes in guiding, directing, and motivating from the tutor.<sup>7</sup> The activity refers to the teaching and learning process between tutor and s. Thus, learning involves the whole activities, which are experienced by the s during the learning.

To get a success in learning, it must consider several aspects, such as: learning objective, learning material, learning method, learning media and evaluation. Those aspects have to be completed in having in learning process because the aspects above would guide the tutor to achieve success in learning. Moreover, Khalilullah stated that learning have five aspects which are interrelated, those aspects are: learning objective, learning material, learning method, learning media and evaluation.<sup>8</sup> Hence, the understanding those aspects stated is extremely important for the tutor.

#### **a. English Teaching and Learning**

English is the most famous language in the world. Brown in states that language is a system or arbitrary conventionalized vocal, written or gestural symbol that enable members of given community to communicate intelligibly with one other. It means that language is a set of systematic arbitrary symbols and the symbols can be the form of vocal or visual that conveys a meaning.<sup>9</sup>

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<sup>7</sup> Yunus, Tita, etc, *Pembelajaran Literasi*, (Jakarta: Bumi Kasara, 2018), 171

<sup>8</sup>Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Pressindo), 16.

<sup>9</sup> Brown, H. Douglas in Nurul Munfaridah, *English Teaching Learning Process in Homeschooling*, (thesis: IAIN Surakarta, 2017), 23

Based on all the definitions above, English is a system of arbitrary conventionalized signs, vocals, sounds or marks through gestural, oral or written symbols that enable people communicate intelligibly with one other. In the teaching this language includes four skills; reading, writing, listening, and speaking.

In the implementation of English learning. Each educational unit may have some principles that must be considered in the English language teaching. There are:<sup>10</sup>

1) Cognitive principles

It consists of principles. They are :

a) Automatically

The efficiency of second language learning involves a timely movement from the second control of the few language forms in the automatic processing on the relatively unlimited number of language, thinking too much about their forms, and consciously lingering on rules of language all tend to impede the graduation to automaticity.

b) Meaningful learning

Meaningful learning will lead toward better long – term retention than rote learning

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<sup>10</sup> Ibid, 30-31

c) The Anticipation of reward

Human beings are universally driven to act or behave by anticipation of some sort of reward that will ensue as result of the behavior.

d) Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated within the learners

e) Strategic investment

Successful mastery of second language will be due to a large extent to a learners own personal, investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

2) Affective Principles

a) Language Ego

Human being learn to use a second language. They also develop a new mode of thinking, feeling and acting. The new language ego; intertwined with second language , can easily create within the learner a sense of fragility a defensiveness a rising of inhabitation

b) Self Confidences

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

c) Risk Taking

d) The language-culture connection

e) Linguistic principles

It consists of some principles, they are:

- a. The native language effect
- b. Inter Language.
- c. Communicative competence

**b. Learning Objectives**

As stated above, a learning is the stages of activities which includes a tutor and s in having learning process. This learning can interpreted as an effort of tutor to pursue the acquiring knowledge process. Besides, learning is a process that facilitates s to be communicative so that the could speak well. However, the tutor and s supposed to have a guidance to get integrated and systematic learning. To get this learning guidance, the tutor should specify the learning objective. This learning objective would be a media for tutor guidance to achieve the success reading learning.

Learning objective is an important component in learning. The learning objective is designed to achieve s' behavioral changes both cognitive, affective and psychomotor after they get the learning



activities. Moreover, David E. Kapel stated that the learning objective is a change of s' behavior after participating the learning activities.

According to Amiruddin, learning objective is one of aspects that need to be considered in planning learning, because learning objective is the learning activities estuary in achieving the learning success<sup>11</sup>. This learning objective is not only to clarify the direction to be achieved in a learning activity, but also in terms of efficiency which obtained maximum results. The explanation is in line with Muhammad Yaumi, he refers to detail the descriptions of performance which include the knowledge, skills, and attitudes result based on certain standards<sup>12</sup>.

Learning Objectives Taxonomy, in taxonomies, is usually directed at one taxonomy. Benyamin S. Bloom and D. Krathwohl divided the learning taxonomy into three, namely cognitive, affective, and psychomotoric. The cognitive discusses the learning objective related to mental processes such as knowledge, comprehension, implementation, synthesis, and evaluation level. This cognitive section consists of six levels, which are sequentially from the lowest to the highest level. It can be explained as follows<sup>13</sup>:

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<sup>11</sup>Amiruddin, *Perencanaan Pembelajaran*, (Yogyakarta: Duasatria Offset, 2016), 53.

<sup>12</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 148.

<sup>13</sup>Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: SinarGrafika Offset, 2011), 35.

1) Knowledge Level

A person's ability to memorize or repeat the knowledge he has received.

2) Comprehension Level

A person's ability to interpret, translate or express something in his own way about the knowledge he has ever received.

3) Implementation Level

A person's ability to use knowledge in solving various problems that occur in daily life.

4) Synthesis Level

A person's ability to link and unite the various elements and existing knowledge to a new pattern that is more comprehensive.

5) Evaluation Level

A person's ability to make right estimates or decisions based on the criteria or knowledge they have.

**c. Learning Material**

In learning, learning material is one component of the learning system that plays an important role in helping s in achieving learning objective. The learning material is needed by the tutor, so that the tutor has reference material in learning to read. Learning material used can be in the form of a module, which contains material/teaching material to be learned. According to Butcher, Davies, and Highton

learning material is referred to the visual aids, such as handouts, slides/overheads, consist of text, diagrams, pictures and also other media such as audio, video, and animation<sup>14</sup>. In addition, learning material is one of the learning resources that contains messages in the concepts, principles, definitions, content or context, data and facts, processes, values, abilities and skills<sup>15</sup>.

Based on the explanation above, the learning material is a set of materials that are systematically prepared for learning needs such as, printed materials, visual aids, audio, video, multimedia, and animation which contain messages in the concepts, principles, definitions, content or context. Printed material is the most commonly needed in learning, because it would record the material learning data to guide the learning process. One of well-used printed media is module, because in learning, handout would save the text material.

#### **d. Learning Method**

The learning method is a method used by tutors in achieving learning objectives. The efforts to implement learning can be pursued by creating learning methods. However, the learning method must be relevant to the needs and conditions of s so that tutors do not only implement one method but various methods.

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<sup>14</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 271.

<sup>15</sup> Darwin Syah, *Perencanaan System Pengajaran Pendidikan Agama islam* (Jakarta: Gaung Persada Press, 2007), 69.

The explanation above is similar to the Yunus et al statement regarding learning reading method; they said that learning reading requires the right method so that s can achieve the specified learning goals. They also said that reading learning could be implemented by creating the learning methods.<sup>16</sup>

From the explanation above, it can be concluded that the one who determines, chooses, and creates various learning reading method is the tutor, because the tutor has the close relation to the in learning so that they understands the conditions and needs of s. Some examples of learning methods that tutor mostly implement are:

1. Lecture Method

The lecture method is a way of delivering learning material through oral communication<sup>17</sup>. This method is economic and effective lecture method in conveying information and understanding. However, the s tend to be passive and unsuitable for the skills and attitudes development. The lecture method is suitable for conveying new information, information that is sufficiently reed and for giving guides or instructions for other material.

2. Question and Answer Method

In the question and answer method, the tutor generally tries to ask whether s have known certain facts that have been taught. In

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<sup>16</sup>Yunus, et al, *Pembelajaran Literasi* (Jakarta: BuSawikaksara, 2018), 191.

<sup>17</sup>Winarno Surachman, *Metode Pengajaran Nasional* (Bandung: CV. Jemmars, 1961), 81.

the teaching-learning process, asking plays an important role, because well-structured questions with appropriate submission techniques will increase participation in teaching and learning activities.

By using this method, it gives an opportunity for s to express things that are not clear so that the tutor can explain again. However, this method can cause irregularities in the subject matter.<sup>18</sup>

### 3. Discussion Method

The discussion method is a way of presenting material where the tutor gives the opportunity for s to discuss in order to integrate the opinions and conclusions about the problem<sup>19</sup>. By using this method, the is active individually and in groups during the learning process. However, it is difficult for the tutor to direct the completion of the discussion.

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<sup>18</sup>Ibid., 81.

<sup>19</sup>Hasibuan dan Moedjiono, *Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2002), 20.

#### 4. Demonstration and Experiment Method

Demonstration and experiment methods are very effective learning methods in helping s answer questions such as: How to make them? What material is it made up of? How can the truth be known?<sup>20</sup>

The advantage of this method is reducing some mistakes compared to just reading a book because s have obtained a clear picture of their observations. However, not everything can be demonstrated in class.

#### 5. Field Trip Method

Field trips as a teaching method that invites s to study outside the classroom under the guidance of the tutor to go to a place that can learn certain things.<sup>21</sup>

By applying this method, s can answer questions by seeing, hearing, trying, and proving directly with the object. However, the places visited are difficult to go through and if field trips are carried out often it disrupts the smoothness of the learning plan.

There is no perfect learning method, each of the learning methods has advantages and disadvantages. So the tutor supposed not only to use one method in the learning process. The tutor can use more than one method so that learning objectives are achieved.

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<sup>20</sup>Winarno Surachmad, *Metode Pengajaran Nasional* (Bandung: CV. Jemmars, 1961), 85.

<sup>21</sup>Hasibuan dan Moedjiono, *Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2002), 92.

#### d. Learning Media

Media as a tool in the learning process that can not be denied, because each subject matter has varying degrees of difficulty. In this case, the media could actualize the s' understanding of the material. The creative use of media will enable s to learn better and can improve their learning outcomes. Therefore, using media in learning can support the learning material understanding.

Moreover, Khalilullah stated that the media is needed which actualize the s material understanding. The difficulty of the material delivered could be simplified by utilizing the learning media.<sup>22</sup> Other opinion also states that learning media improves the quality of learning.<sup>23</sup>

From the explanation above, the media is tools that can help the tutor to deliver the learning material. Thus, the media serves as delivering media from the tutor to s. Learning media that can be used in teaching English a lot, as well as learning media.

1) The Various types of learning media are:<sup>24</sup>

- a) Whiteboard
- b) Flashcard
- c) Over Head Transparency (OHP)
- d) Opaque Projector

<sup>22</sup>Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Persindo), 16.

<sup>23</sup>ZainalAqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif)* (Bandung: Yrama Widya, 2017), 51.

<sup>24</sup>Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: AswajaPersindo), 99.



- e) Slide
- f) E-learning

From the various types of learning media above, the present research used E-learning (Electronic Learning) as a learning media. E-learning based learning media makes easier to learn and teach, because the media is more flexible to use. The examples of E-learning media are radio, television, film, internet computers, etc.

The development of an e-learning model needs to be carefully designed according to the intended purpose.<sup>25</sup> There are three possibilities in the development of internet-based learning, namely the web course, web-centric course and web-enhanced course. The web course is the use of the internet for educational purposes, where students and instructors are completely separate and there is no need for face-to-face meetings. Web-centric is the use of the internet that combines distance learning with face to face (conventional). The web-enhanced course is the use of internet to support the quality of learning carried out in the classroom. The learning media also has some benefits in teaching English.

Zainal Aqib in his book entitled *model-model media dan strategi pembelajaran kontekstual (Inovatif)* mention some of the benefits using learning media, namely:<sup>26</sup> conforming material delivery, learning is clearer and more interesting, the learning process is more interaction,

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<sup>25</sup>ZainalAqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif)* (Bandung: Yrama Widya, 2017), 59.

<sup>26</sup>Ibid., 59.

time and energy efficiency, improving the quality of learning outcomes, learning can be done anytime and anywhere, cultivating a positive attitude towards learning processes and materials, increasing the role of tutor to be a more positive and productive.

#### **e. Learning Evaluation**

In education, after the tutor finished those four stages of learning, the tutor evaluates the so that the tutor knows the level of ability and success of s in learning. In addition, learning evaluation can be useful for tutors to know the effectiveness of learning and weaknesses in using media, materials, and methods. Thus, learning evaluation is an assessment process carried out by tutors measure the success in learning.

According Nitko and Brookhat, they stated that evaluation is a process of determining values related to the performance and s' participation.<sup>27</sup> The focus of evaluation in this context is the individual learning achievement. This perspective shows that evaluation is a process of determining the achieved learning objectives. Learning evaluation can be done in various ways according to the needs of the assessment. The following is the kind of learning evaluation.

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<sup>27</sup>Mansyur et al, *Asesmen Pembelajaran di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2015), 9.

## 1) The Type of Learning Evaluation

According to Dick and Carey, they divide learning evaluation into two types namely, formative evaluation and summative evaluation.

### a) Formative Evaluation

According to Dick formative evaluation is the process of collecting data about a product during its development. Its purpose is to improve the product prior to its final production. This concept can be applied to the development of small unit to instruction or an entire multimedia training system.<sup>28</sup> Nwlink defines formative evaluation is evaluation (sometimes referred to as internal) is a method for judging the worth of program while the program activities are forming in progress.

Mansyur, Harun and Suratno also explained that formative evaluation is an evaluation that is carried out at the end of each discussion of a particular topic. This formative evaluation aims to determine the success learning process based on the learning objective.<sup>29</sup> Test strategy of formative evaluation can be in the form of quizzes to find some difficult material understanding.

According to Tesmer, formative evaluation is an evaluation of the strengths and weakness of learning so that the tutor could change the learning method to improve its

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<sup>28</sup> Muhammad Yaumi, *Prinsip-prinsip Desain Pembelajaran*, (Jakarta: Fajar Interpratama Mandiri, 2014), 297.

<sup>29</sup>Mansyur, *Asesmen Pembelajaran Di Sekolah*, (Yogyakarta:PustakaPelajar, 2015), 14

effectiveness and appeal. Winkel stated that the formative evaluation is tests during the learning process so the s and tutors get information (feedback) about the progress which has been achieved.<sup>30</sup>

In evaluating, there are two techniques that can be used, including tests and non-test:

(1) Test

Test is a technique or method used in the framework of measurement activities, in which there are various questions such as multiple choice, true & false, make & match and essay. The test must be answered by s to measure the behavior.<sup>31</sup>

According to Zainal Arifin, there are several important elements, namely:<sup>32</sup> First, the test is a method or technique that is systematically arranged and used in the framework of measurement activities. Second, in the test, there are various questions and statements or a series of tasks that must be answered and finished by s. Third, a test is used to measure the behavior. Fourth, s' test results need to be scored.

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<sup>30</sup>Ibid., 14.

<sup>31</sup>Zainal Arifin, *Evaluasi Pembelajaran*, (Jakarta Pusat: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI), 130.

<sup>32</sup>Ibid., 130.

The test can be divided into two types, namely<sup>33</sup>:

(a) Tutor-made test

Tutor-made test is a test that are prepared by the tutor who will use the test. This test is usually used for daily, formative, and general (summative) tests. The tutor-made test is intended to measure the level of s understanding toward the subject that has been delivered. Tutor-made test is temporary, which means that they only apply at certain times and certain situations.

(b) Standardized Test

Standardized test is a test that already have a high degree of validity and reliability based on the experiments on sizable and representative samples. A standard test is a test that is observed repeatedly to a large group of s, and the items are relevant and have high distinguishing features. In addition, standardized test has been classified based on the age and class level.

The standard test aims to measure the ability of s in three aspects, namely, the position of learning, learning progress, and diagnostics.

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<sup>33</sup>Ibid., 131.

## (2) Non-test

Non-test can be used if you want to know the quality of the processes and products of a job and matters relating to the affective domain, such as attitudes, interests, talents, motivations, and others.<sup>34</sup>

The children attitudes change and growth in psychology can only be measured by non-test techniques, such as observation, interviews, attitude scales, and others. In other words, many learning processes and outcomes can only be measured by non-test techniques. The non-test technique is used by the tutor to know the learning quality by affective manner. This technique can be measured by observation, interview, attitude scale and others.

### b) Summative Evaluation

According to Mansyur, Harun, and Suratno, summative evaluation is an evaluation conducted at the end of one unit includes more than one subject and intended to determine the 's extent have been able to move from one unit to the next. Winkel defines summative evaluation as the use of tests at the end of a certain teaching period which includes several lessons taught in one semester.<sup>35</sup> Summative evaluation is directed at successful achievement of the goals set and demonstrated by work.

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<sup>34</sup>Ibid., 179.

<sup>35</sup>Mansyur, *Asesmen Pembelajaran Di Sekolah*, (Yogyakarta:PustakaPelajar, 2015), 15.

According to Nwlink, summative evaluation (sometimes referred to as external) is a method of evaluating the learning. Muhammad Yaumi also believes that summative evaluation is the process of collecting data and information in order to make a decision to accept or reject a learning result.<sup>36</sup> If summative evaluation is a process-oriented valuation method, summative evaluation is a method for assessing the results of all activities.

## 2. Kahoot

### a. Definition of Kahoot

Kahoot is a game-based learning platform, used as educational technology in schools and other educational institutions. The learning game of Kahoot is multiple choices and true & false questions which allow user accesses via a web browser.<sup>37</sup> Kahoot can also be interpreted as an interactive learning media, because Kahoot can be used in teaching and learning activities such as holding pre-tests, post-tests, practice questions, mastering material, remedial, enrichment, and others.

Historically, Kahoot was designed by Johan Brand, Jamie Brooker and Morten Versvik in joint project with Norwegian University of Technology and Science on March 2013. This website was totally opened on September. A year after, Kahoot had 1.5

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<sup>36</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpretama Mandiri, 2014), 310.

<sup>37</sup> <https://Kahoot.com/schools/how-it-works/>

million tutors and 49 million s that have played<sup>38</sup>. This phenomenon brought up a perspective that Kahoot became a modern and interested learning media in couple years.

In addition, Kahoot is an alternative choice from a variety of learning media that makes the learning process fun and enjoyable for the s and the tutors, because Kahoot emphasizes learning styles that involve the relationship of active roles and the participation of s during learning.<sup>39</sup>

Based on the description above, it can be concluded that Kahoot is one of the game based learning media contains discussions, surveys, quizzes and jumble. Kahoot can be used in teaching and learning activities such as holding pre-tests, post-tests, and practice exercises, mastering material, remedial, enrichment, and others.

#### **b. How to Operate Kahoot**

Kahoot can be played in groups and individually. The Kahoot website has two addresses namely <https://Kahoot.com/> for the tutors and <https://Kahoot.it/> for the s. Kahoot access is free for users, including the built-in features. The implementation of Kahoot as a learning media requires Laptop or Computer, internet network, projector, and smartphone. By the use of Laptop or computer, the learning process could be more active and interested. Moreover, Azhar Arsyad believes that learning using a computer can stimulate s

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<sup>38</sup><https://Kahoot.com/schools/how-it-works/>

<sup>39</sup>Harlina and Ahmad, *Pembelajaran Interaktif Berdasarkan Aplikasi Kahoot dalam Pengajaran abad Ke-21*, (Seminar Rantau, 2017)



to do various exercises due to the availability of various animations, graphic illustrations and colors that add to realism<sup>40</sup>.

The steps to operate Kahoot as learning media for the tutor are:<sup>41</sup>

- 1) Visiting <https://Kahoot.com/> as the web source link and clicking “sign in” on home page menu;

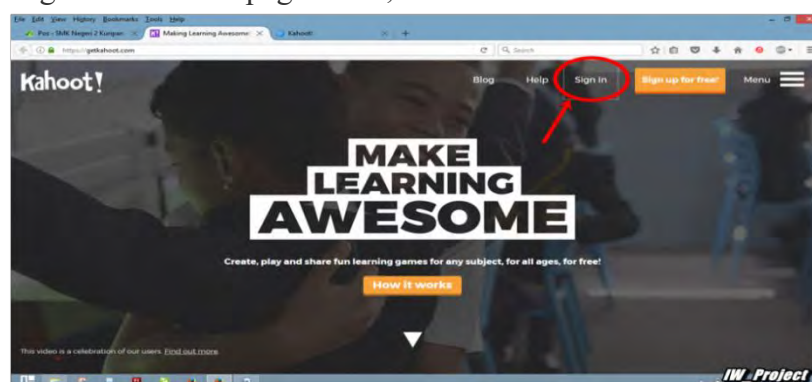


Figure 2.1 The Home Page Menu of Kahoot

- 2) Inserting the email and password in “sign in” page;

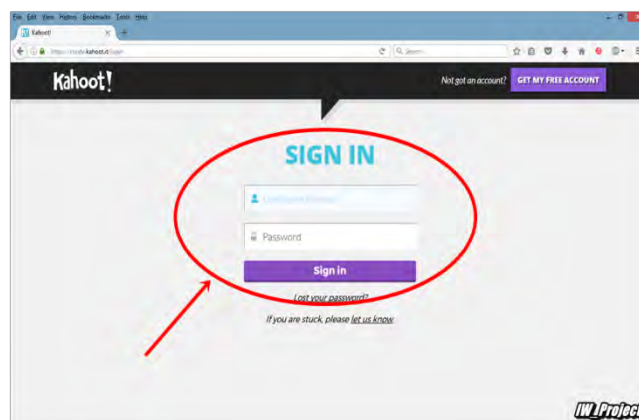


Figure 2.2 Sign in Page

<sup>40</sup>Azhar Arsyad, *Media Pembelajaran*, ( Jakarta: PT Raja Grafindo Persada, 2013)

<sup>41</sup> <https://www.smkn2kuripan.sch.id/cara-memainkan-Kahoot-kuis-untuk-pembelajaran-di-kelas-bagian-3/>

- 3) Clicking “my Kahoot” menu on the top left to create the quiz and continue to play Kahoot quiz;

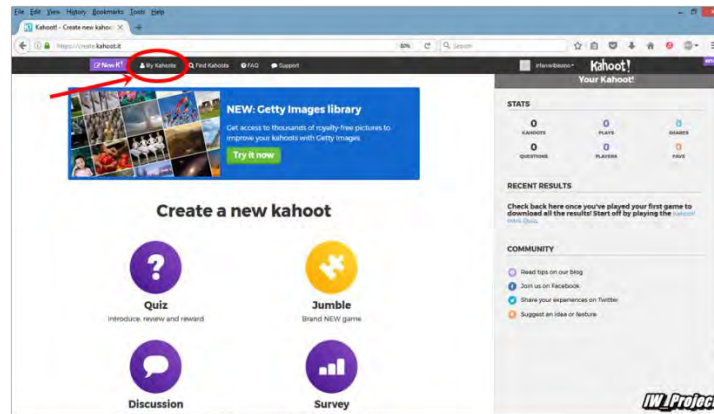


Figure 2.3 “My Kahoot” Menu Page

- 4) Clicking the “play” button to start the quiz;

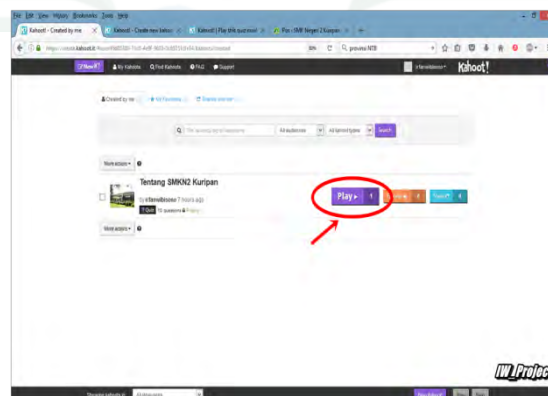


Figure 2.4 The “Play Button” Page

- 5) Choosing one of the game modes (Classic or Team Mode) to decide whether the game would be played as individual or group;



Figure 2.5 The “Classic and Team Mode” Page

6) Receiving the pin for s access to play game;

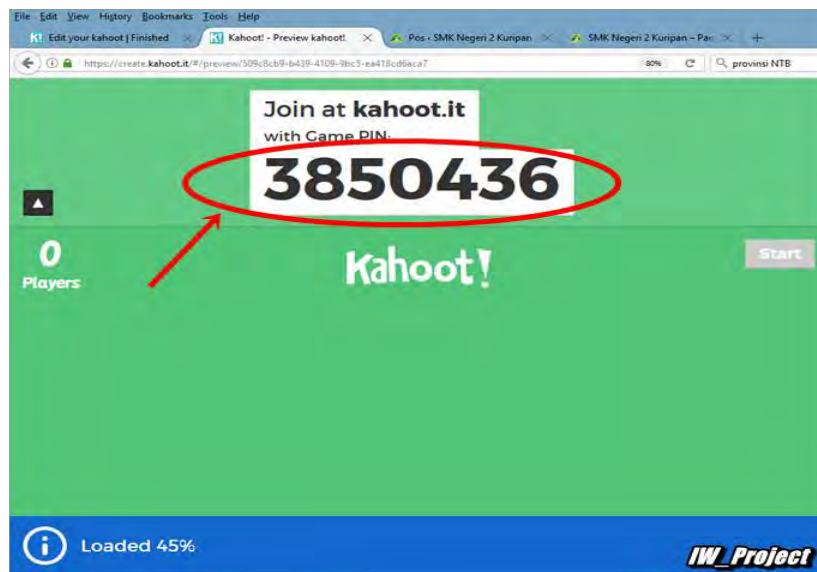
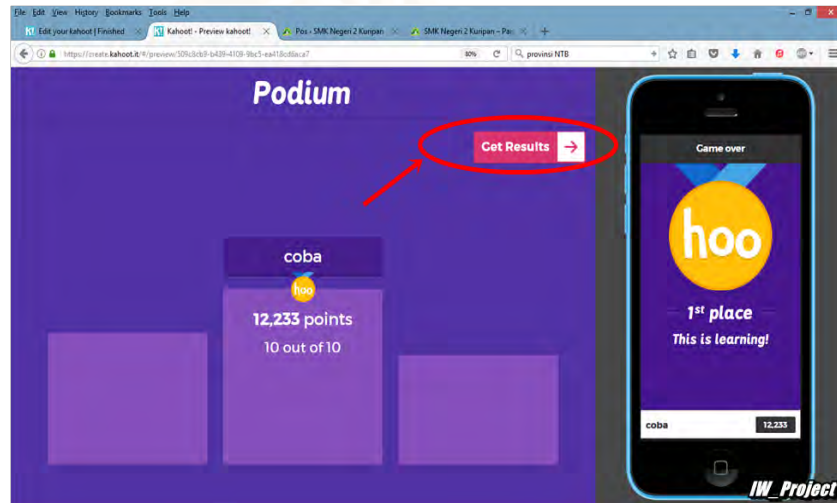


Figure 2.7 The “Kahoot PIN” Page

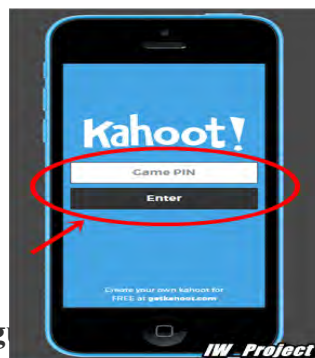
- 7) Giving the pin for the s in order that the s could play the game;
- 8) Playing the game;
- 9) Discussion the answer in each questions;
- 10) Analyzing the result in each questions;

11) Receiving the final score to evaluate 's achievement;



**Figure 2.8** The Example of Final Scores Display

12) Saving the final scores in Microsoft Excel App. Meanwhile, the steps to operate Kahoot for s are:



**Fig** **S**

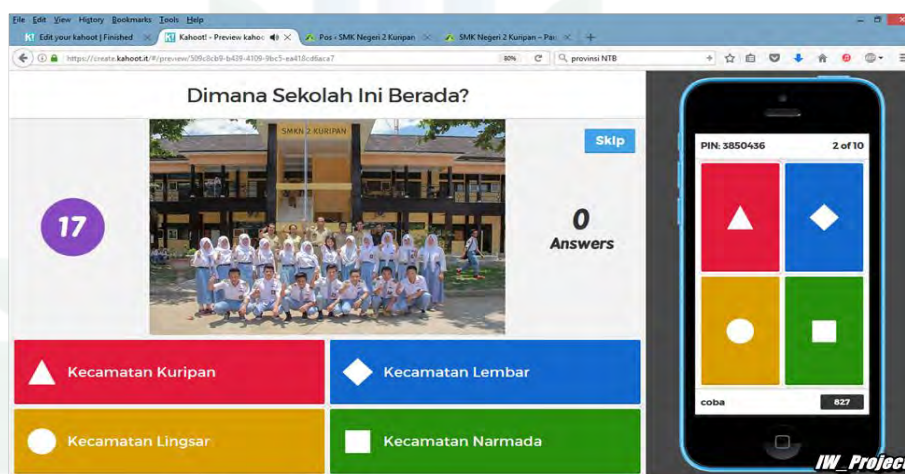
13) Visiting <https://Kahoot.it/> link for s;

14) Inserting the pin which had been given by the tutor;

15) Playing the quiz by answering the questions

### c. The Quizzes Feature of Kahoot

Kahoot also provided some features that could support the learning, such as creating quizzes by playing, reporting, and analyzing. The user could define the type of question and set the time to answer the question. In addition, the answer will be displayed by a different color or image (see figure 2.10). s choose the colors to answer the



**Figure 2.10 The Question and Answer Display**

Meanwhile, the report and analytics would help the tutor to evaluate and measure the s understanding on the material given. This report also presented the best to the lower understanding. Hence, the tutor could directly know how the 's understanding individually with electronic report. In fact, electronic report would create an effective report for the tutors rather than the manual report that should be in handwriting which could spend a lot of time.

#### d. Kahoot's Strengths and Weaknesses

Kahoot as learning media has advantages that are beneficial for its users, especially for tutors and students. Here are the advantages of Kahoot:<sup>42</sup>

##### 1) Stimulate Interest

Kahoot could increase the enthusiasm of students to answer the questions given by the tutor. They compete to answer questions, because they are curious about their answers and scores. Therefore, Kahoot inspires students to study harder.

##### 2) Observe the student's interest

Kahoot is used to see how the students understand the material that has been given by the tutor and see the progress of students towards learning objectives.

##### 3) Attract the student's interest in learning

Kahoot can enlarge students' knowledge and stimulate their reactions on tutor's explanation. In addition, the students feel that learning is easier, because Kahoot makes classroom arrangements fun.

However, Kahoot also has some weaknesses. Here are the weaknesses of Kahoot:

##### 1) Some tutors do not know how to operate the technology;

##### 2) School facilities do not support the use of Kahoot;

<sup>42</sup> <https://alfredliubana40.wordpress.com/2019/05/05pengertian-da-manfaat-Kahoot>



- 3) Kahoot implementation is not optimal, because limited class hours in school;
- 4) Some tutors do not have the time to organize and arrange learning designs by Kahoot.

### 3. The Patani Student Association in Indonesia (HMPI)

The Patani Student Association (South Thailand) in Indonesia (HMPI) was established on the 5<sup>th</sup> July 2012 in Jember, the Unitary State of the Republic of Indonesia, by students from Patani. The name of the HMPI organization has ups and downs from generation to generation as a challenge and obstacles to Patani Malays who come to continue their studies in the Republic Indonesia. HMPI is also a forum for conveying missions to the Malay community and generally so that the suffering of the Patani Malay people can be recognized in the eyes of the world. On the other hand, the organization has the most essential and fundamental goals, namely: a container that prepares or produces cadres as a struggle for thought or in other words intellectuality and mental readiness capable of defending the fate of the people Patani Malays.<sup>43</sup>

HMPI has three institutions namely institutions legislature or Member Deliberative Assembly (MPA). They are executive institutions or executive staff HMPI (SPH) and Fartenitas or HMPI Fraternity Council (MPH). And institutions Executives who act as operators to move the wheels of the organization in accordance with goals and objectives.

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<sup>43</sup> AD ART HMPI, 2022

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study used a qualitative research method. It is a method to discuss and understand the meaning of individuals or groups of people who are described to social problems or welfare.<sup>44</sup> Also, the qualitative research is mostly interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences<sup>45</sup>. Meanwhile, various qualitative research methods consist of case studies, ethnography, grounded phenomenological theory, narrative research. They are often called naturalistic research methods because their researches are carried out in natural conditions (natural settings).

In this study, the researcher used phenomenological research because this design appropriated with this current research that it described on the phenomenon according to the field as the research location The Patani Association Southern Thailand In Indonesia. It meant the result of this research was described from some activities which was at the beginning of this research such on the preliminary study, then when the strategy was conducted and applied the instruments that was used and until at the end of this research in analyzing the data.

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<sup>44</sup>John W.Creswell, *Reseach Design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2014), 4.

<sup>45</sup>Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Alfabeta, 2016), 16.



## B. Research Subject

In this part, researcher delivers type of data and source of data. This description consist of what data were collected, who would be the informant or research subject, how to collect data, and captured in order to guarantee the validity of data.<sup>46</sup>

This research used purposive sampling technique. This technique is choosing research subject based on the consideration and specific data.<sup>47</sup>

Below are the research subject that has been decided:

### 1. The leader of The Patani Association Southern Thailand In Indonesia

Researcher chose the leader of The Patani Association Southern Thailand In Indonesia as the key informant who would give information about the whole of reading learning. The key informant should be ready to share the information about reading learning to the researcher, and frequently being asked by researcher to get whole description of research problem.<sup>48</sup>

### 2. The tutor of For The Patani Association Southern Thailand In Indonesia

Researcher chose the Tutor as the main informant. Main informant must be people who know about the whole technic and problem specification in the learning process.<sup>49</sup>

### 3. The members of The Patani Association Southern Thailand In Indonesia

<sup>46</sup> IAIN Jember, *Pedoman Penulisan Karya Ilmiah* (Jember, IAIN Jember Press, 2108), 46.

<sup>47</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 216.

<sup>48</sup> Ade Heryana, *Informan dan Pemilihan Informan dalam Penelitian Kualitatif* (Thesis, Universitas Esa Unggul, Jakarta), 5.

<sup>49</sup> *Ibid.*, 6.

Researcher chose 2 out of 25 members. The s as the supporting informants were be able to give additional information as the complete analysis in qualitative.<sup>50</sup>

### C. Data Collecting Technique

In this research, there are three techniques to collect the data, these are:

#### 1. Observation

Observation has a specific character as one of data collecting technique that different from interview and questioner. Observation is also communication with natural objects in research which is not limited in communication with people.<sup>51</sup>

Observation method is data collecting technique which the researcher must be on the spot to observe things related to room, place, people, activities, things, time, events, purpose, and feeling. It does not all have to be observed by researcher but relevant data. Under the circumstances of the object that will be scrutinized, observation can be classified as two; participant and non-participant observation.

In this research, researcher used non-participant observation. As for the data obtained using this observation technique was the condition occurred in English Program. Thus, the result of observation activities extended the achievement that the researcher wanted. In this research, the observation was conducted on the objective conditions of HMPI and

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<sup>50</sup>Ibid., 6.

<sup>51</sup> Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2003), 165.

during the implementation of English program through kahoot as the media.

## 2. Interview

According to Esterberg in Sugiyono's book states that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic<sup>52</sup>.

In this research interview, the interview guide used is only an outline of the problems to be stated. In addition, the interviewer in this method dominantly listen the responses of the interview. The researcher conducted to the leader, tutor and 2 members of The Patani Student Association Southern Thailand In Indonesia. As for the techniques of interview in this research, it was meant to dig up information and get data on:

- a. The learning objective in English program through Kahoot as media in For The Patani Student Association Southern Thailand In Indonesia,
- b. The learning material or the kind of learning material in English program through Kahoot as media in For The Patani Student Association Southern Thailand In Indonesia,
- c. The learning method using Kahoot as media in For The Patani Student Association Southern Thailand In Indonesia,

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<sup>52</sup>Ibid., 316.

- d. The learning media in English program through Kahoot media in For The Patani Student Association Southern Thailand In Indonesia,
- e. The learning evaluation in English program through Kahoot as media in For The Patani Association Southern Thailand In Indonesia

### 3. Document Review

The document is a record of events that have passed. Documents are writing form, pictures, or monumental works from someone. The document research is a complement to the use of observation and interview methods in qualitative research. The results of the research are also increasingly credible as supported by photographs or works. The data are obtained from:

- a. The profile and history of For The Patani Student Association Southern Thailand In Indonesia
- b. The data of leader and tutor in For The Patani Association Southern Thailand In Indonesia
- c. The data of members in For The Patani Student Association Southern Thailand In Indonesia
- d. The module of For The Patani Association Southern Thailand In Indonesia

#### **D. Validity of Data**

The study can be accounted for and trusted by all the need to be held on the validity of the data. The purpose is to prove that what researcher has observed in the field. To test the validation of research, the method of validity

data is essential to use. Triangulation is the legitimacy of data that used. The type of triangulation used by the researcher in this research was source triangulation and triangulation technique. The source triangulation was meant to test the credibility of the data by checking the data that had been obtained through multiple sources. The triangulation technique is a method to examine the credibility of data by checking data in the same source with different technique.<sup>53</sup>

After the data was collected from non-participant observation, interview on one by one interview, focus group interviews, and document review, the researcher needed to compare all the instruments. Then, in this research for example where the data of interview gave the positive perception related kahoot media because it was supported by the result of observation. So, it was validated by the other data.

#### **E. Data analysis technique**

This study used data analysis from Miles, Huberman and Saldana models, that is analyzed data by three steps: data condensation, data display, and conclusion drawing/ verification. Data condensation referring to the process of selecting, focusing, simplifying, abstracting, and transforming. In more detail, will be applied as follows.<sup>54</sup>

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<sup>53</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 274.

<sup>54</sup> Matthew, B. Miles dkk, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.

In this research, the researcher wrote summaries of what had been obtained from the data collection involved the purpose, the material, the steps and the evaluation of teaching English through kahoot media. After that, the researcher simplified the result of summary to be used in data display.

### 2. Data Display

The next step is to present the data. In the qualitative research, the presentation of data can be done in the form of brief description, charts, tables, graphs, etc. Thus, it will be easier to understand what is happening and can plan further work based on what has been understood.

In this research the organizing the data had been obtained in the descriptive form. The data in this stage was organized through obtaining the data that had been taken. Then the researcher described the results of the contents of the data in drawing an verifying conclusions.

### 3. Conclusion drawing/ Verification

The third step is drawing conclusions and verification. The findings can be in the form of a description of an object that was previously still unclear so that after being examined it becomes clearer, it

can be a causal or interactive relationship, hypothesis or theory. Thus, the conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning.

Furthermore, the conclusion was drawn after the collected data had been presented and an in-depth understanding of the data had been faced, then the researcher verified the data by checking the data correlation to what data had been presented with new data to be used as conclusions of the purpose, the material, the method, media, and the evaluation of teaching English through Kahoot media.

#### **F. Research procedures**

The steps of research outline the planning of research done by researcher, beginning with the introductory study, the study of design, the actual research, and the writing of the report. The steps of this research are as follow:

1. Pre field research stage
  - a. Arrange research design

In compiling the plan, the researcher established the plan by follows the title of research, the reason of the research, the focus of the research, the purpose of the research, the benefits of research, the object of research and the strategy used.

b. Choose the research location

The researcher chose the research field and the research field for this research was at The Patani Student Association Southern Thailand In Indonesia (HMPI).

c. Permit processing

In permit processing, before conducting the research that the researcher took license in advance to the campus and visited to the research field in getting permission, then took a stage of research.

d. Assess the stage of the field

After getting the permission, the research began to explore to know better the background of the research object in order to make it easier for the researcher in digging up the data.

e. Prepare research instrument

After the stages above done, the last stage was preparing the instrument needed before conducting the research

2. Field research stage

In this stage, the data of this research was carried out. In carrying out the data, the researcher collected the data by three methods, they were observation, interviews and document review.

3. Post field research

a. Analyze data based on the research procedure

b. Arrange or serve the data which formed in report.

c. Revise there port



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Object of Research

In this section, it describes the general description of the research object and sub-section supporting the discussion focus under the research. The description of the research object is as follows:

##### 1. The Patani Student Association Southern Thailand In Indonesia (HMPI) History

The Patani Student Association (South Thailand) in Indonesia (HMPI) was established on the 5<sup>th</sup> July 2012 in Jember, the Unitary State of the Republic of Indonesia, by students from Patani. The name of the HMPI organization has ups and downs from generation to generation as a challenge and obstacles to Patani Malays who come to continue their studies in the Republic Indonesia. HMPI is also a forum for conveying missions to the Malay community and generally so that the suffering of the Patani Malay people can be recognized in the eyes of the world. On the other hand, the organization has the most essential and fundamental goals, namely: a container that prepares or produces cadres as a struggle for thought or in other words intellectuality and mental readiness capable of defending the fate of the people Patani Malays.<sup>55</sup>

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<sup>55</sup> Document review, 15<sup>th</sup> May 2023

## 2. The Patani Student Association Southern Thailand In Indonesia (HMPI) Profile

Name : The Patani Student Association Southern  
Thailand In Indonesia(HMPI)

Address

Street : Semeru street, Perum. lembah permai No.1B

Sub-district : Sumpster

Regency : Jember

Province : East Java

Postal Code : 68125

Email : HMPIjember2012@gmail.com

### 3. Vision and Mission

This sub-chapter presents the vision and mission for The Patani Association Southern Thailand In Indonesia:

#### a. Vision

Making the organization a forum for building cadres, creating active, creative and productive people..

#### b. Mission

- 1) Create the HMPI as a container.
- 2) Sharpen s' minds in achieving HPMI's aspirations.
- 3) Dare to act for the progressive HMPI.
- 4) Organizing activities that are Islamic, creative and intellectual.

- 5) Strengthening relationships between people and honing self-quality through the HMPI program.

#### **4. Geographical Location of the The Patani Student Association Southern Thailand In Indonesia (HMPI)**

The Patani Student Association Southern Thailand In Indonesia (HMPI) is located on Mastrip street, 73 Sumber Sari District, Jember Regency. Geographically The Patani Association Southern Thailand In Indonesia (HMPI) has the following restrictions:

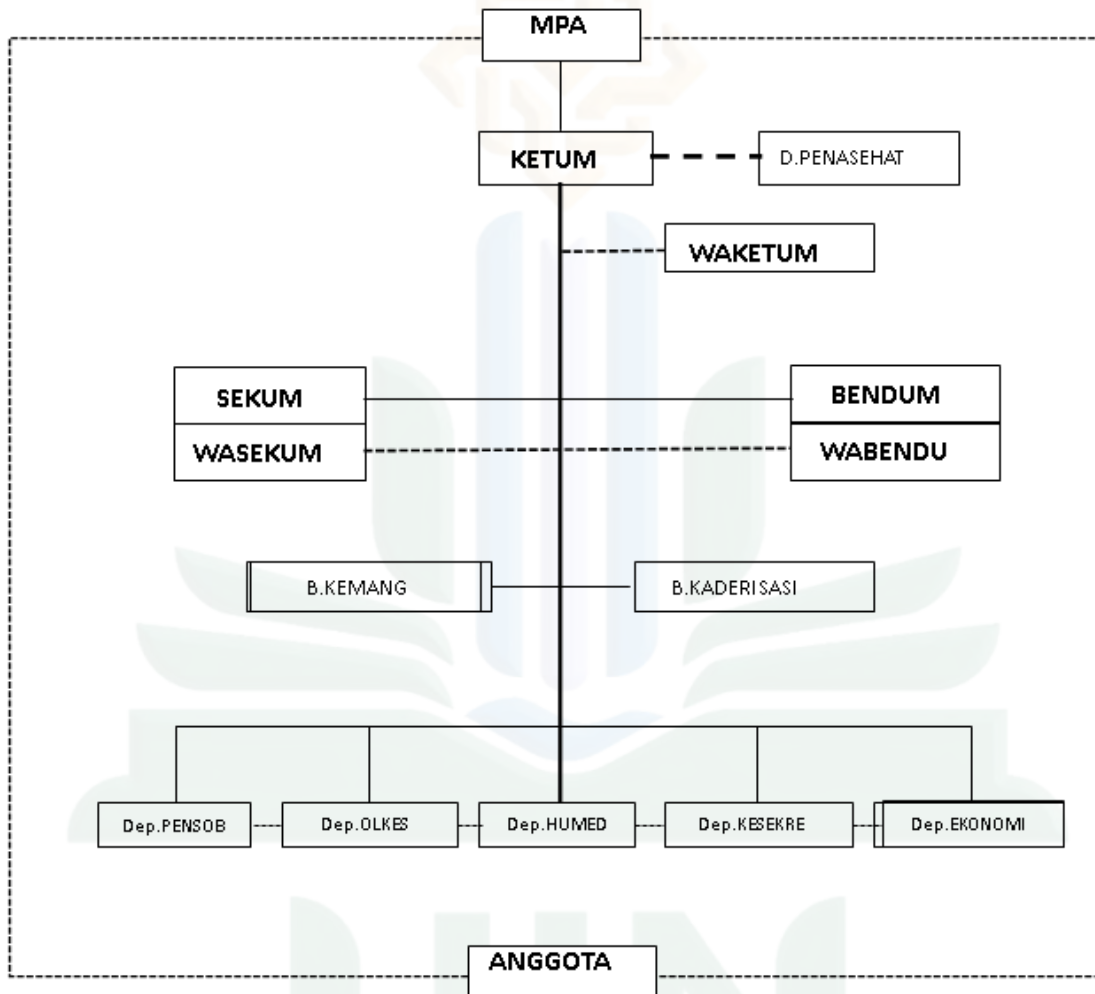
North	: Homes
South	: Highway
West	: Department store
East	: Highway

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## 5. The organization structure



### Keterangan:

	: Garis Komando
	: Garis Koordinasi
	: Garis Inspiratif
<b>KETUM</b>	: Ketua Umum
<b>WAKETUM</b>	: Wakil Ketua Umum
<b>SEKUM</b>	: Sekretaris Umum
<b>WASEKUM</b>	: Wakil Sekretaris Umum
<b>BENDUM</b>	: Bendahara Umum
<b>WABENDUM</b>	: Wakil Bendahara Umum
<b>B.KEMANG</b>	: Wakil Bendahara Umum
<b>B.KADERISASI</b>	: Bidang Kemahasiswaan dan Keanggotaan
<b>D.PENSOB</b>	: Bidang Kemahasiswaan dan Keanggotaan

➤ **Advisor Lecturer / Organization Management**

1. Dr. Akhmad Taufiq, S.S., M.Pd
2. As'ari M.Pd.i

➤ **Management Staff of HMPI (SPH)**

1. **Main Leader** : Hilmi Bin Abdulmalik
2. **Wakil Leader Umum** : Suhe Bin Komaruding
3. **Secretary I** : M.Hilmee Bin Hj.Husen
4. **Secretary II** : Bukhori Bin Ahmad
5. **Treasurer I** : Amru Bin Abdulkarim
6. **Treasurer II** : Samihah Binti Hasan

➤ **Special fields**

1. **Special fields of kemahasiswaan dan keanggotaan (kemang)**

- Leader** : Muhammadjihaddudin Bin Anusaruan  
**Secretary** : Faisol Bin Usman

2. **Special fields Of Kaderisasi :**

- Leader** : Abas Bin Abdullah  
**Secretary** : Maruwan Bin Usman

➤ **Departments :**

(1) **Department of education and social culture (PENSOB) :**

- Leader** : Wae-asae Bin Wae-useng  
**Secretary** : Hafit Bin Usman  
**Treasurer** : Chesuraida Binti Ismael

**(2) Department Of Sport And Health (OLKES) :****Leader** : Ni'areefeen Bin Ni'amidin**Secretary** : Fateemah Binti Nasoree**(3) Media And Relations Department (HUMED) :****Leader** : Muhammadnawawi Bin Abdulrahman**Secretary** : Nurhana Binti Syamsuddin**(4) Secretary Department (KESEKRE) :****Leader** : Asuwan Bin Ma'ropi**Secretary** : Zulfa Binti Abdulrasyid**(5) Economic Department (EKONOMI) :****Leader** : Faiz Bin Ubaidillah**Secretary** : Firhan Bin Maktar**6. The Data for The members of Patani Association Southern Thailand  
In Indonesia (HMPI) s****Table 4.2****The Data for The members of Patani Association Southern Thailand In  
Indonesia (HMPI) s**

<b>No</b>	<b>Name</b>	<b>TA</b>	<b>Gender</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Sorfiyah ama	2018	female
2	Muna kalupae	2018	female
3	Araya doroni	2018	female
4	nuree uma	2018	female

5	Masitoh raweang	2018	female
6	Komariyah yosoh	2018	Female
7	Ruwaida amak	2018	Female
8	Kifli dakseng	2018	male
9	Affan merah	2018	Male
10	Utaibah kolek	2018	Male
11	Ilham kabok	2018	Male
12	Ihsan baka	2018	male
13	Ayura jehdauh	2018	Female
14	Sofia domak	2018	Female
15	Asmah mamu	2018	Female
16	Wanida saleah	2018	Female
17	Ismael sideh	2018	Male
18	Usman muk	2019	Male
19	Masnah daka	2019	Female
20	Anita tayeh	2019	Female
21	Marina tayeh	2019	Female
22	Royale kuruh	2019	Male
23	Surachat benwan	2019	Male
24	Kausar alee	2019	Female
25	Bassam nuwattana	20199	Male

## 7. The Facilities and infrastructure

**Table 4.3**

**The Facilities and infrastructure for The Patani Student Association  
Southern Thailand In Indonesia**

No	Types of Room and Goods	Condition
1	Musholla	Good
2	Classroom	Good
3	Dormitory	Good
4	Library	Good
5	Projector	Good
6	WiFi	Good
7	Whiteboard	Good
8	Laptop	Good
10	Parking Area	Good
11	Toilet	Good

### B. Finding

In the previous chapter, the researcher used interview, observation and document review as the data collection techniques. Some data had been obtained through three techniques directly from The Patani Association Southern Thailand In Indonesia (HMPI) Jember.

The following data refers to the study focus, they are: 1) the learning objective, 2) the learning material, 3) the learning method, 4) the learning media, and 5) the learning evaluation.



## 1. The Learning Objective of English program through Kahoot Media for The Patani Association Southern Thailand In Indonesia.

This sub-chapter reveals the findings which were found during the research. This finding is related to the learning objectives of English Program at The Patani Association Southern Thailand In Indonesia (HMPI). In this English program, the tutor implemented Kahoot as the learning media. Thus, the finding refers to the learning objectives which were through Kahoot as the learning media.

In addition, to collect the learning objectives data, there were two informants who were in the data collection. They were the English program tutor and HMPI's .

The tutor stated that:

“By using Kahoot media, learning English was easy, the s did not get bored to learn, and they could memorize the material of reading text effectively. The purpose of English program itself is to educate s who are broad-minded which make them superior and competitive human resources”<sup>56</sup>

The excerpt reveals that the tutor has several learning objective through Kahoot. The first objective is to make s learning English easily. The second is to make s comfortable in learning and, the third is to make s memorizing the material.

It is supported by Alif's statement, he stated that:

“In my opinion, learning English by using Kahoot was very helpful, because it was easy for us to memorize what we had learnt and discussed earlier through the Kahoot, because Kahoot could create spontaneous reactions to answer the question in the game. I did not get

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<sup>56</sup>Anucha, Interview, Jember, September 3<sup>rd</sup>, 2019.

bored. I enjoyed the learning. I had many challenges to answer the question”<sup>57</sup>

According to the interview, Alif was easy to re what they had learnt by using Kahoot or he can eliminate the difficulty in reing the material. In addition, he enjoyed the learning.

In addition, it is relevant with the observation, the researcher saw that the s are comfortable in learning. Most of them are enthusiastic to learn English. So, the s are easy to learn English. Moreover, they can memorize the material, because most of them can answer the question correctly.<sup>58</sup>

Based on the interview above, it can be concluded that the learning objective through Kahoot media made s learning English easily, comfortable and memorable.

## **2. The Learning Material of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia (HMPI)**

Learning material is a set of materials that are systematically prepared for learning needs. This material is taken from handout, visual aids, audio, video, multimedia, and animation which contain messages in the concepts, principles, definitions, content or context. Technically, the learning material can be designed as a representation of the tutor's explanation in front of the class and serves as a guide to learning activities including the targets and objectives to be achieved. The English program of HMPI had some materials used by the tutor in teaching.

<sup>57</sup> Alif, Interview, Jember, September 3<sup>rd</sup>, 2019.

<sup>58</sup> Observation, Jember, September 1<sup>st</sup>, 2019.

The tutor stated that:

“The material about RA. Kartini biography. It is contained the date of birth, the family background of Kartini, the educational background, and the Kartini’s appreciation. I used handout in this learning, where I browsed through the internet”<sup>59</sup>

According to the interview, it shows that the tutor used handout. In this case, the handout about the RA. Kartini life story. It is contained the date of birth, the family background of Kartini, the educational background, and the Kartini’s appreciation. In addition, the handout was gotten from internet.

The observation presents that during the learning process, the tutor explained the material based on the handout. This material was reading material that contains RA. Kartini biography.

Based on the interview and observation, this suggests that the learning material is only about the RA. Kartini Biography. It contains the date of birth, the family background of Kartini, the educational background, and the Kartini’s appreciation.

### **3. The Learning Method of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia (HMPI)**

The learning method is a method used by tutors in achieving learning objectives. The efforts to implement learning can be pursued by creating learning methods. However, the learning method must be relevant to the needs and conditions of s so that tutors do not only implement one method

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<sup>59</sup> Anucha, Interview, Jember, September 1<sup>st</sup>, 2019.

but various methods. Thus, the finding refers to the learning method through Kahoot as the learning media.

Furthermore, there are two informants to collect the data of learning method through Kahoot media. They are the English program tutor and one of the s.

The tutor said that:

“The learning steps are: 1) I distributed the text about RA. Kartini. 2) I asked the s to read it with a duration of 5 minutes. 3) I explained the content of text paragraph by paragraph carefully until the s really understand. 4) I to login to the Kahoot account to start using Kahoot media. 5) I asked the s to login by using Google and typing their Kahoot username on Google, 6) I asked the s to choose "Play Kahoot! - Enter PIN here!" So s can play using Kahoot by entering the PIN they get from me. 7)The s started and we played Kahoot as their learning media”<sup>60</sup>

The interview above can be concluded that in the delivery material, the tutor explained paragraph by paragraph until the s understood. After s are understood, the tutor give instruction to use Kahoot media.

It is strengthen with Hilmi’s statement, she said that:

“First, Mr. Anucha explained about the RA. Kartini text, he explained it per paragraph until we understood what was contained in the text. After that Mr. Anucha continued using Kahoot, he gave us the instruction how to use Kahoot itself, we were enjoyed by using Kahoot. It’s fun and the tutor give us reinforcement about the material, after all it done the tutor gives the conclusion”<sup>61</sup>

The excerpt reveals that the tutor give explanation carefully until the s understand. Then, he also continue the learning process through Kahoot media. Hence, the s enjoy with the learning process.

<sup>60</sup> Anucha, Interview, Jember, September 1<sup>st</sup>, 2019

<sup>61</sup> Sawika, Interview, Jember, September 3<sup>rd</sup>, 2019

Moreover, this observation presents that English learning by using Kahoot media carried out in sequence as follows: 1) The tutor distributed RA. Kartini's text. 2) The s read it for 5 minutes as a whole. 3) The tutor explained per paragraph to s until s understood about the RA.Kartini text content. 4) Then the tutor used Kahoot as learning media. 5) The s followed all instructions given by tutor, 6) Tutor provides reinforcement to s regarding their text reading. 7) Conclusion.

Based on the observations result and interview above, it can be concluded that the learning steps in English program by using Kahoot media, namely 1) the tutor distributed RA.Kartini text to all s. 2) The s read the text for 5 minutes as a whole. 3) The tutor explained per paragraph to s until s understood about the RA.Kartini text content. 4) Then the tutor used Kahoot as learning media in teaching. 5) The s followed all the instructions given by the tutor. 6) The tutor provided reinforcement to s regarding the text that they have read. 7) The tutor and s provided conclusions about the RA. Kartini text that has been submitted.

#### **4. The Learning Media English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia**

Media is a tool in the learning process that cannot be denied, because each subject matter has varying degrees of difficulty. In this case, the media could actualize the s' understanding of the material. The creative use of media will enable s to learn better and improve their learning outcomes. Therefore, using media in learning can support the learning material

understanding. The English program of HMPI used some media in teaching.

The following is the interview result between the researcher and the informant:

The tutor stated that:

“I used Kahoot media to teach English, Kahoot is game based learning or e-learning. I not only use Kahoot but also some additional media, such as projector, smartpone, laptop, WiFi or personal network.”<sup>62</sup>

The statement reveals that the tutor applied Kahoot as the learning media. However, there are several additional media to support this Kahoot implementation.

It is similar with the Alif’s statement, he stated that:

“Mr. Anucha used laptop for tutor, projector, WiFi, and smartpone for the s during the learning.”<sup>63</sup>

The excerpts reveal that the tutor operated a laptop, used projector, WiFi and the s operated the smartpone as long as the learning process.

The observation present that the tutor maximally used the additional media very well so that the Kahoot media was applied very properly. He utilizes technology development as the additional learning media in order that the learning process runs well.

Based on the interview and observation, the tutor needs several additional media such as laptop, projector, WiFi, and smartpone to support Kahoot media in this learning in order to maximally Kahoot implementation in teaching.

<sup>62</sup> Anucha, Interview, Jember, September 1<sup>st</sup>, 2019

<sup>63</sup> Alif, Interview, Jember, September 3<sup>rd</sup>, 2019

## 5. The Learning Evaluation of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia

Educational evaluation is the process of determining decisions about an object being evaluated. So the evaluation provides information to determine the achievement of learning outcomes in order to improve the quality of teaching and learning process. Furthermore, the finding refers to the learning evaluation in teaching through Kahoot media.

The following is the interview result between the researcher and the informant. The tutor said that:

“To achieve the learning objective, the evaluation was arranged. The evaluation applied at the end of the explanation after we had learnt about the text. The evaluation formed as questions such as multiple choice and true & false which are arranged by the me. I applied Kahoot to present the questions. The s can play Kahoot after I explained the material. Then, when the s played Kahoot, I could see which s had answered the question correctly.”<sup>64</sup>

According to the interview, the tutor applied the evaluation at the end of the explanation by question form in multiple choice and true & false. The questions made by the tutor based on the text that they have learnt. In addition, the questions presented through Kahoot as media.

It is strengthen with Hilmi’s explanation, she said that:

“Mr. Anucha gave questions related to RA. Kartini's text where he used Kahoot as a media and we answered the questions. The questions gave after he explained about the text. It was very challenging for me because there was a limited time to answer the questions. We could see the score result directly in Kahoot after answered the questions. I think it could make me enthusiastic and not bored.”<sup>65</sup>

<sup>64</sup> Anucha, Interview, Jember, September 1<sup>st</sup>, 2019

<sup>65</sup> Sawika, Interview, Jember, September 3<sup>rd</sup>, 2019

The excerpt reveals that the tutor makes the question according to the text. He gives it at the end of the explanation. Moreover, the s are challenged to the questions because they have limited time to answer.

It is strengthen with the observation, the researcher can analyze that the evaluation is formative evaluation, where the tutor gives questions about RA. Kartini text through the Kahoot media. After the tutor explained the material, he applied Kahoot to evaluate the s understanding.

Based on the interview and the observation above, the learning evaluation in this English program is formative evaluation where the tutor gives the questions. They are multiple choice and true & false about RA.Kartini through the Kahoot media. It is made by tutor. In addition, the s are challenging to answer.

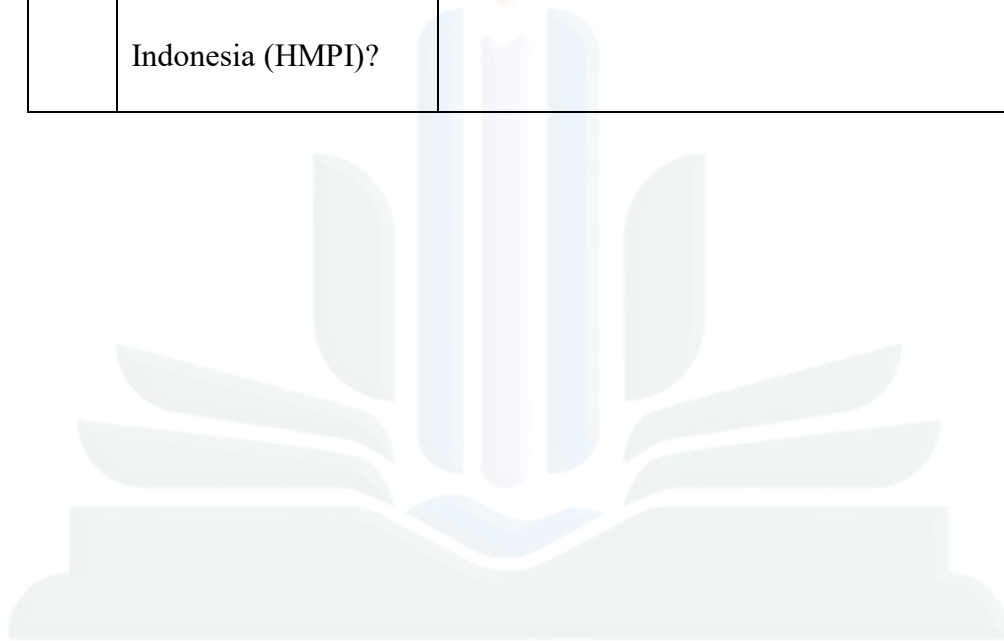
**Table 4.5**  
**The Findings Result**

No	Research Question	Findings
1	What is the learning objective through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI)?	a. The learning objective is to learn English easily b. The s are comfortbale c. The s are memorable
2	What is the learning material through Kahoot media for The	a. The date of birth of RA. Kartini, b. The family background of Kartini, c. The educational background,



	Patani Association Southern Thailand In Indonesia (HMPI)?	d. The Kartini's appreciation.
3	How does the tutor implement the learning method through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI)?	<p>a. The tutor distributed RA. Kartini's text to all s.</p> <p>b. The s read it for 5 minutes as a whole.</p> <p>c. The tutor explained per paragraph to s until s understand about the RA.Kartini text content.</p> <p>d. Then the tutor used Kahoot as learning media to improve their reading skills.</p> <p>e. The s followed all instructions given by tutor.</p> <p>f. Tutor provides reinforcement to s regarding their text reading.</p> <p>g. Conclusion.</p>
4	What is the learning media through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI)?	<p>a. Kahoot media</p> <p>b. The additional media such as laptop, projector, WiFi, and smartphone</p>
5	What is the learning	a. Formative evaluation

	evaluation through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI)?	b. The evaluation in the question form such as multiple choice and true & false. c. The questions made by tutor.
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### C. Discussion

This section contains the researcher's opinion, the correlation between categorizes and dimensions, the findings and the previous findings, with interpretation and explanation in findings of field.<sup>66</sup>

#### 1. The Learning Objective of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia.

Based on findings, the learning objective through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI) were: 1) the learning objective is to learn English easily, 2) the s feel comfortable, 3) the s can memorize the material.

The findings of the learning objective is one of the important aspects that need in the implementation of learning. In every learning implementation, it has an objective that should be completed. It helps the s memorize what have they learned and making them comfortable. Then, the s are easy to learn English.

It is in line with Amiruddin explanation that the learning objective is one of aspects that need to be considered in planning learning, because leaning objective is the learning activity estuary in achieving the learning success. It is not only to clarify the direction to be achieved in learning activity, but also in term of efficiency which obtained maximum result.<sup>67</sup>

In addition, Benyamin S.Bloom and D. Krattwohl explain that learning objective divided three level, there are: cognitive, affective and

<sup>66</sup> Tim Penyusun IAIN Jember, *Pedoman Karya Tulis IISawikah* (Jember: IAIN Press, 2018), 77.

<sup>67</sup> Amiruddin, *Perencanaan Pembelajaran*, (Yogyakarta, Dua Satria Offset, 2016), 53.

psychomotoric. The cognitive discusses the learning objective related to mental processes such as knowledge. The knowledge level is a person's ability to memorize or repeat the knowledge that they have received.<sup>68</sup>

According to the findings and theory about learning objective, the leaning objective for The Patani Association Southern Thailand In Indonesia it is in line with the formula of learning objective in order to learn English easily, creating relaxed and enjoyed learning to avoid boring learning and the s easy to memorize the materials that they have learned.

## **2. The Learning Material of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia.**

The findings of learning material through Kahoot media for The Patani Association Southern Thailand In Indonesiawere module and printed material. It is related to the learning reading that contain about the date of birth, the family background of Kartini, the educational background, and the Kartini's appreciation.

The findings of learning material are the component of learning system that becomes an important role in helping s to achieve learning objective. It is needed by the tutor and the s, because it can help the learning process run well. By the learning material, the tutor has reference material in learning to read. It can be in the form of module and printed material.

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<sup>68</sup> Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: Sinar Grafika Offset, 2011), 35.

Thus, the findings are in line with the Butcher, Davies, and Hington's opinion that learning material is referred to the visual aid, such as module, slides/ overheads, text, diagrams, pictures.<sup>69</sup> Moreover, the learning material is one of the learning resources that contains message in the concepts, principle, definition, content or context, data and fact, process, values, abilities and skill.<sup>70</sup>

In summary, learning materials of this study as mentioned above, is a handout or text which contains RA.Kartini Biography. This finding is relevant to the theory mentioned above, because this has text reading which is used in the learning.

### **3. The Learning Method of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia.**

The findings reveals that at the point c, the tutor applied lecture method as the learning method. The tutor chose the learning method based on the learning objective. The learning method must be relevant to the needs and conditions of s. The learning method in the English program of HMPI is based on the learning objective in order to be successful learning.

In addition, the findings are in line with Yunus's statement, they said that learning requires the right method so the s can achieve the specified learning goals. The tutor determines, chooses and creates various learning

<sup>69</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta: Fajar Interprtama Mandiri, 2014), 271.

<sup>70</sup> Darwin Syah, *Perencanaan System Pengajaran Pendidikan Agama Islam*, (Jakarta: Gaung Persada Press, 2007), 69.

method. One of learning method is lecture method, it is a way of delivering learning material through oral communication<sup>71</sup>

Thus, the findings above has correlation with the theory. This thoery refers to the way of delivering learning material through oral communication is included in lecture method. The tutor also chooses the learning method in accordance with the learning objective.

#### **4. The Learning Media of English Program through Kahoot Media in Patani association (Southern Thailand) in (HMPI).**

The findings present, the learning media used for the English program for The Patani Association Southern Thailand In Indonesia s were a Kahoot media and additional media such as laptop, projector, WiFi, and smartphone which are categorized as the E-learning media. In this case, Kahoot had been arranged by the tutor so that s easily understand the material explained by the tutor and the learning objectives are achieved. In addition, the tutor also used additional media such as: reading paper, projectors, gadgets, laptops, and WiFi. The additional media used are mostly E-learning based media.

According to Zainal Aqib, E-learning is a form of learning that utilizes electronic technology (radio, television, film, computers, internet, etc.). He also explained that the development of e-learning models needs to be carefully designed based on the learning objectives. This theory is similar to the learning media which was applied by Hilmi as HMPI tutor

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<sup>71</sup> Yunus, et al, *Pembelajaran Literasi* (Jakarta: Bumi Aksara, 2018), 191.

where the media is e-learning based media and also designed in advance to suit the learning objectives.

In addition, Khalilullah stated that the media is needed which actualize the s material understanding. The difficulty of the material delivered could be simplified by utilizing the learning media.<sup>72</sup>

The findings above are relevant with the theory that the Kahoot media applied by Hilmi. He also used additional media to support Kahoot such as laptop, projector, WiFi, and smartphone. In addition, he has set up the feature of Kahoot media before applying it in order to achieve the learning objectives.

##### **5. The Learning Evaluation of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia.**

Based on the findings in learning evaluation through Kahoot media for The Patani Association Southern Thailand In Indonesia, there were some conclusion: 1) formative evaluation, 2) the evaluation in the question form such as multiple choice and true & false, 3) it made by the tutor. The tutor evaluates the s so that the tutor knows the level of ability and success of s in learning.

It is in line with the Mansyur, Harun and Suratno explanation, they explained that formative evaluation is an evaluation that is carried out at the end of each discussion of a particular topic. This formative evaluation

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<sup>72</sup> Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Persindo), 16.B

aims to determine the success learning process based on the learning objective.<sup>73</sup>

Moreover, the learning evaluation has two technical in carried out the values, namely: 1) test, and 2) non-test.<sup>74</sup> Based on the findings above the researcher can analyze that the tutor used technic of test in carried out the score.

In addition, test is a technique or method used in the measurement framework activities, in which there are various questions such as multiple choice, true & false, make & match and essay. The test must be answered by s to measure aspects of behavior.<sup>75</sup>

Moreover, the tutor create the questions according to the text that they have read. It is in line with Mansyur theory about the tutor-made test. It is a test that are prepared by the tutor who will use the test. This test is usually used for daily, formative, and general (summative) tests.<sup>76</sup>

The findings above are related to the theory of learning evaluation that the evaluation applied by Hilmi. He applied at the end of the explanation. He made the evaluation in the question form such as multiple choice and true & false. He also used technic of test.

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<sup>73</sup> Mansyur, et al, *Asesmen Pembelajaran Di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2015), 14.

<sup>74</sup> ZainalArifin, *EvaluasiPembelajaran*, (Jakarta Pusat: DirektoratJenderalPendidikan Islam Kementerian Agama RI), 130.

<sup>75</sup> Ibid., 130.

<sup>76</sup> Ibid., 131.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that has been done and data analysis about The Implementation of English Program through Kahoot Media for The Patani Association Southern Thailand In Indonesia (HMPI), the conclusions are:

1. The learning objective through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI) was to make the s learning English easily, comfortably and memorably.
2. The learning material through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI) is R. A. Kartini biography which contains the date of birth, the family background of Kartini, the educational background, and the Kartini's appreciation.
3. The learning method through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI) is lecture method.
4. The learning media are Kahoot, laptop, projector, Wifi or personal network, and smartphone.
5. The learning evaluation through Kahoot media for The Patani Association Southern Thailand In Indonesia (HMPI) is formative evaluations, which use technique test such as multiple choice and true & false.

## B. Suggestion

This research highlights that the s could learn English easily, comfortably, and memorably by implementing Kahoot media. However, this undergraduate thesis needs further research to find other benefits of implementing Kahoot media in learning, because this media is still very new in education and this Kahoot media can also be explored more widely.

Besides, the researcher gives several suggestions for the institution and the tutor of English program at The Patani Association Southern Thailand In Indonesia (HMPI):

1. The officer for The Patani Association Southern Thailand In Indonesia (HMPI)

The officer should provide better facilities in order that the learning occur maximally. Especially, in e-Learning process.

2. The Tutor for The Patani Association Southern Thailand In Indonesia (HMPI)

The tutor should keep on improving the teaching quality by attending instructional media training in order to improve the teaching quality.

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pembelajaran-di-kelas-bagian-3/](https://www.smkn2kuripan.sch.id/cara-memainkan-Kahoot-kuis-untuk-pembelajaran-di-kelas-bagian-3/)

## Appendix 1

**STATEMENT OF WORKS ORIGINALITY**

I honestly declared that this theswas, which I have written, does not contain plagiarwasm, except all information contained in this paper which was derived from the work of other had been given an award by citing the name of the source author correctly. All the contents of this undergraduate theswas are fully the responsibility of the author.

Jember, 19<sup>th</sup> June 2023

The Researcher

## Appendix 2

## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD
The implementation of english program Through kahoot media For the patani association southern thailand In indonesia	<ol style="list-style-type: none"> <li>1. What is the learning objective of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?</li> <li>2. What is the learning material of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?</li> <li>3. What is the learning method of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?</li> <li>4. What is the learning media of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?</li> <li>5. What is the learning evaluation of English through Kahoot media for The Patani Association Southern Thailand In Indonesia?</li> </ol>	<p>Independent variable: kahoot media</p> <p>Dependent variable: English Program</p> <p>Sub variable:  <ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Implementation</li> <li>3. Evaluation</li> </ol> </p>	<ol style="list-style-type: none"> <li>1. Objective of learning</li> <li>2. Material of learning</li> <li>3. Method of learning</li> <li>4. Media of learning</li> <li>5. Evaluation of learning</li> </ol> <p>The student are able to identify nouns</p> <p>The student are able to identify verbs</p> <p>The student are able to identify adjectives</p>	Respondent : the patani association southern thailand In indonesia	<ol style="list-style-type: none"> <li>1. Research Design Using qualitative research</li> <li>2. Research Area association southern thailand In indonesia</li> <li>3. Research Subject the patani and tutor association southern thailand In indonesia</li> <li>4. Collecting data, data condensation, data display, drawing conclusions/ verification.</li> <li>5. The validity of the data used triangulation of sources and techniques</li> </ol>



## Appendix 3

## RESEARCH JOURNAL ACTIVITY

Name : Murnee Sueni  
 NIM : T20166075  
 Title : The Implementation of The English Program Through Kahoot Media in Patani Students Association (Southern Thailand) in Indonesia

No.	Day/Date	Activity	Initials
1.	Saturday, 3 <sup>th</sup> May 2023	The researcher gives a "Surat Permohonan Penelitian to the organization and interviewed with the Leader	<i>CS</i>
2.	Tuesday, 8 <sup>th</sup> May 2023	The researcher discussed about lesson plan with the Leader	<i>CS</i>
3.	Wednesday, 14 <sup>th</sup> May 2023	The researcher implements the action (first meeting)	<i>DM</i>
4.	Thursday, 15 <sup>th</sup> May 2023	The researcher implements the action (second meeting)	<i>MX</i>
5.	Friday, 16 <sup>th</sup> May 2023	The researcher implements the action (third meeting)	<i>CS</i>
6.	Saturday, 19 <sup>th</sup> May 2023	The researcher gives a test to the members of Patani Students Association	<i>CS</i>
7.	Sunday, 24 <sup>th</sup> May 2023	The researcher asks for a letter of research finishing	<i>CS</i>

Patani, 24<sup>th</sup> May 2023



## Appendix 4

**LESSON PLAN**

Place : The Patani Student Association Southern Thailand In  
Indonesia

Subject/Material : Descriptive text

Kind of text : review Text

Duration : 90 minutes

**A. CORE COMPETENCE (KOMPETENSI INTI)**

KI 1 : Appreciate and inspire the religion that they believe.

KI 2 : Appreciate and inspire honest attitude, responsibility,  
tolerance, good manners to

interact affectively in their social environment and culture.

KI 3 : knowing knowledge (factual, conceptual, and procedural)  
based on their

curiousness about knowledge, technology, culture about  
phenomenon and visible event.

KI 4 : Trying, processing, and presenting in a concrete realm  
(using, parsing, arranging, modifying, and making) and  
abstract domains (writing, reading, counting, drawing,  
and making) in accordance with what was learned in  
school and other sources in the same perspective  
/theory.



## B. Main Competence and Indicator

Main Competence	Indicator
<p>3.1 compare social function, text structure, and linguistic elements of several spoken and descriptive texts write by giving and asking for pertinent information with descriptions of people, animals, and things, really short and simple, according to context its use</p>	<p>3.1.1 Analyzing social functions from descriptive texts write by giving and asking for pertinent information with descriptions of people.</p> <p>3.1.2 Analyzing the structure text of descriptive texts write by giving and asking for pertinent information with descriptions of people.</p> <p>3.1.3 Analyzing linguwastic elements from descriptive texts write by giving and asking for pertinent information with descriptions of people.</p>

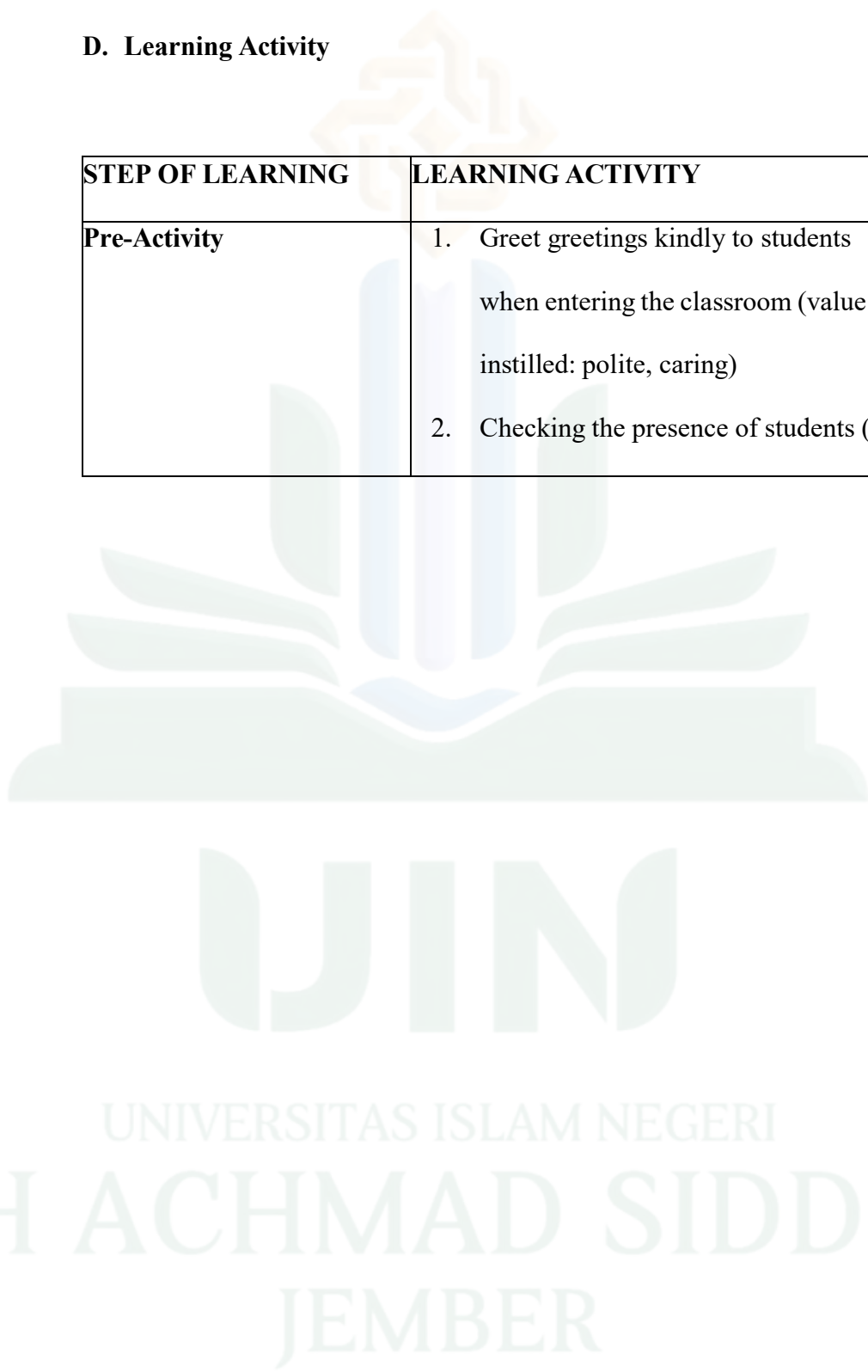
### C. Material of Learning

#### **Raden Ajeng Kartini**

Raden Ajeng Kartini or commonly referred to as R.A Kartini is a national hero for women's emancipation. She is well-known for the letters "Habis Gelap Terbitlah Terang" which contains her ideals in fighting for the rights of Indonesian women. R.A Kartini was born on April 21, 1879 in Jepara, Central Java. She is the daughter of a nobleman Raden Mas Adipti Ario Sosroningrat who served as the Regent of Jepara at that time. Of all her siblings, Kartini is the eldest daughter. She attended ELS (Europees Lagere School) until the age of 12. At this school, she studied Dutch. From that school, she became fluent in Dutch. She also began to write letters to correspondence friends from the Netherlands, one of whom was Rosa Abendanon. These letters were later recorded as "Habis Gelap Terbitlah Terang". Kartini was interested in the progress of European women's thinking. She has high aspirations to promote and glorify Indonesian women. Shortly thereafter, she married to the regent of Rembang, K.R.M. Adipati Ario Singgih Djodhiningrat, on 12 November 1903. Her husband really understands and supports her goal of realizing women's emancipation. Finally, she established a school for women at the east of the gate of the Rembang Regency office which is now used as the Scout Building.

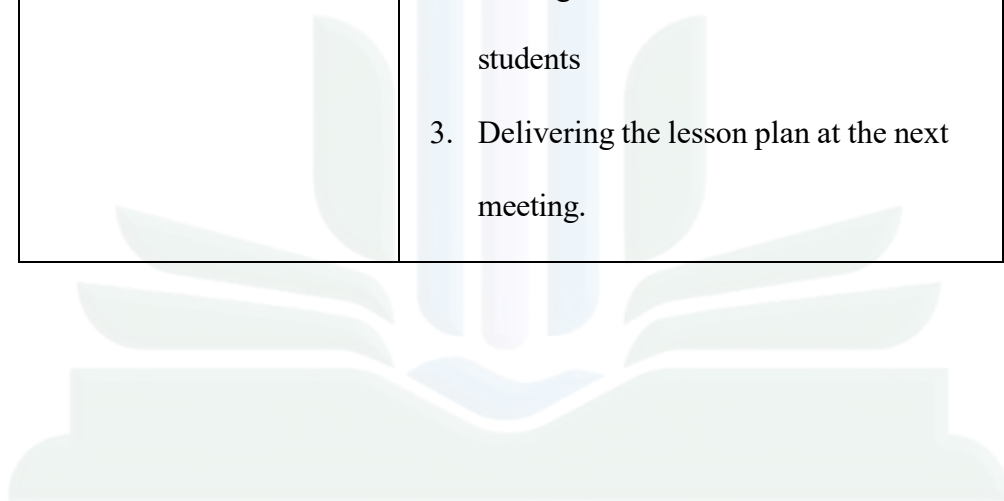
#### D. Learning Activity

STEP OF LEARNING	LEARNING ACTIVITY	Time
Pre-Activity	<ol style="list-style-type: none"> <li>1. Greet greetings kindly to students when entering the classroom (value instilled: polite, caring)</li> <li>2. Checking the presence of students (the</li> </ol>	5'



	<p>value instilled: dwascipline, diligence)</p> <ol style="list-style-type: none"> <li>3. Linking material / competencies to be learned with character</li> <li>4. Deliver the learning objectives at the meeting that day</li> </ol>	
<b>Whilst-Activity</b>		
<p>Observing (Stimulation)</p>	<ol style="list-style-type: none"> <li>1. Students listen to various examples of descriptive text given by the tutor.</li> <li>2. Students learn to determine key ideas, detailed information and certain information about descriptive text.</li> </ol>	
<p>Questioning (Problem Statement)</p>	<ol style="list-style-type: none"> <li>1. In the guidance and direction of the tutor, students question, among others, the differences in various sentences about descriptive text in English with those in Indonesia Language..</li> <li>2. Students question function, generic structure, and linguwastic elements in the descriptive text.</li> </ol>	
<p>Experimenting/Exploring (Data Collection)</p>	<ol style="list-style-type: none"> <li>1. Tutor gives the text based on the material</li> <li>2. Students write sentences about descriptive text simply by paying</li> </ol>	

	attention to social functions, structure and elements of language with coherence (based on text given)	
<b>Post-Activity</b>	<ol style="list-style-type: none"> <li>1. Students and Tutor reflect on the activities that have been carried out.</li> <li>2. Tutor gives the written test to the students</li> <li>3. Delivering the lesson plan at the next meeting.</li> </ol>	



**UIN**

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ  
JEMBER**

## E. ASSESSMENT

Rubrics :

REMARKS	SCORE
correct answer, correct grammar, correct spelling correct	5
answer, inappropriate grammar, correct spelling correct	4
answer, error grammar, correct spelling	3
correct answer, error grammar, error spelling	2
error answer, error grammar, error spelling no	1
answer	0





## Appendix 5



**HIMPUNAN MAHASISWA PATANI (SELATAN THAILAND)  
DI INDONESIA (HMPI) JEMBER**

هېمپونن مهاسيسوا پاتاني (سلتان - تايلانډ) د انډونيزيا

Sekretariat: Jalan Semeru Gang Lembalpermai no.1B Kel.Sumber Sari, Kec.Sumber Sari, Kab.Jember,  
Telp. ( 089683488848 ), kode pos : 68121, e-mail : HMPJb12@gmail.com, Facebook Page: HMPI Report.

Nomor : 56/SEKUM/HMPI/JBR/V/2023

Lamp : 1 (Satu) lembar

Perihal : **Laporan Selesai Penelitian**

Kepada Yth. Dosen Pembimbing  
UIN KHAS Jember

Di

Tempat/Tanah air

*Assalamu'alaikum Wr.Wb.*

Salam satu Patani, salam satu HMPI, salam sejahtera teriring do'a Semoga kita senantiasa dalam lindungan Allah SWT. Dan sukses dalam menunaikan aktivitas sehari-hari, amin.

Bahwa mahasiswa jurusan Bahasa Inggris dengan identitas:

Nama : Muranee Sueni

NIM : T20166075

Program Studi: Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian tentang **The Implementation Of English Program Through Kahoot Media For The Patani Member Association Southern Thailand In Indonesia** di organisasi **HIMPUNAN MAHASISWA PATANI (SELATAN THAILAND) DI INDONESIA (HMPI)** sejak bulan Februari 2023 sampai Mei 2023.

Demikian surat Laporan selesai penelitian ini kami sampaikan, atas perhatian dan partisipasi Bapak/Ibu Pembimbing, kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Jember, 02 Mei 2023 M.

**KETUA UMUM HMPI JEMBER**

Hilmi Bin Abdulmalik  
NIA : 0919206

**SEKRETARIS UMUM HMPI JEMBER**

Muabamadhilmi Bin Hj.Hussen  
NIA : 0919197

## Appendix 6

**DOCUMENTATION**

Image 1. Conducting the Observation



Image 2. Teaching and learning process



## Appendix 7

**RESEARCHER'S BIODATA****PERSONAL INFORMATION**

Name : Muranee Sueni  
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Gender : female  
Place and Date Of Birth : Songkla Thailand , 5<sup>th</sup> July 1997  
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Nationality : Thailand  
Major : English Education Program  
Institution : UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

**EDUCATIONAL BACKGROUND**

NO.	SCHOOL/INSTITUTE	PERIOD	MAJOR
1.	Boribal school	2002-2004	-
2.	Longkuan chool	2004-2010	-
3.	Sengprathip wittaya mulaniti school	2010-2016	-
4.	UIN KHAS Jember	2016-2023	English Education Program



**UIN**

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JEMBER**