THE IMPLEMENTATION OF ENGLISH PROGRAM THROUGH KAHOOT MEDIA IN JEMBER ISLAMIC INSTITUTE (JII)

UNDERGRADUATE THESIS

By :

LAILY MEGAWATI
NIM. T20156020

**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
NOVEMBER 2019**

APPROVAL

THE IMPLEMENTATION OF ENGLISH PROGRAM THROUGH KAHOOT MEDIA IN JEMBER ISLAMIC INSTITUTE (JII)

UNDERGRADUATE THESIS

Presented to
State Institute of Islamic Studies of Jember
In Partial Fulfillment of the Requirements
for Degree of Strata-1
English Education Department
Faculty of Tarbiyah and Teacher Training

By :

LAILY MEGAWATI
NIM. T20156020

Approved by
Supervisor,

As'ari, M.Pd.I.
NIP. 197609152005011004

ii

APPROVAL OF BOARD EXAMINERS

THE IMPLEMENTATION OF ENGLISH PROGRAM
THROUGH KAHOOT MEDIA IN JEMBER ISLAMIC INSTITUTE
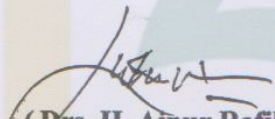## (JII)

UNDERGRADUATE THESIS

Had Been Examined and Approved
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teacher Training
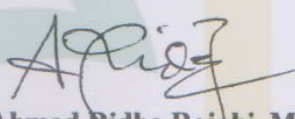English Education Department

Day : Wednesday
Date : 4ᵗʰ December 2019

The Board of Examiners
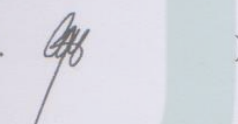
The Chairperson,   The Secretary,

(Drs. H. Ainur Rafik, M.Ag)   (Ahmad Ridho Rojabi, M.Pd)
NIP. 196405051990031005   NIP. 198105242014111002

Member:

1. Dra. Sofkhatin Khumaidah, M.Ed, Ph.D   (1.   )

2. As'ari, M.Pd.I   (2.   )

Approved by
Dean of Faculty of Tarbiyah and Teacher Training
of IAIN Jember

Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 001

iii

MOTTO

<div dir="rtl">

فَإِذَا فَرَغْتَ فَٱنصَبْ ﴿٧﴾
</div>

Meaning: "So, when you have finished (your occupation), devote yourself for Allah's worship.[1] (Ash- Sharh, 94:7)

---
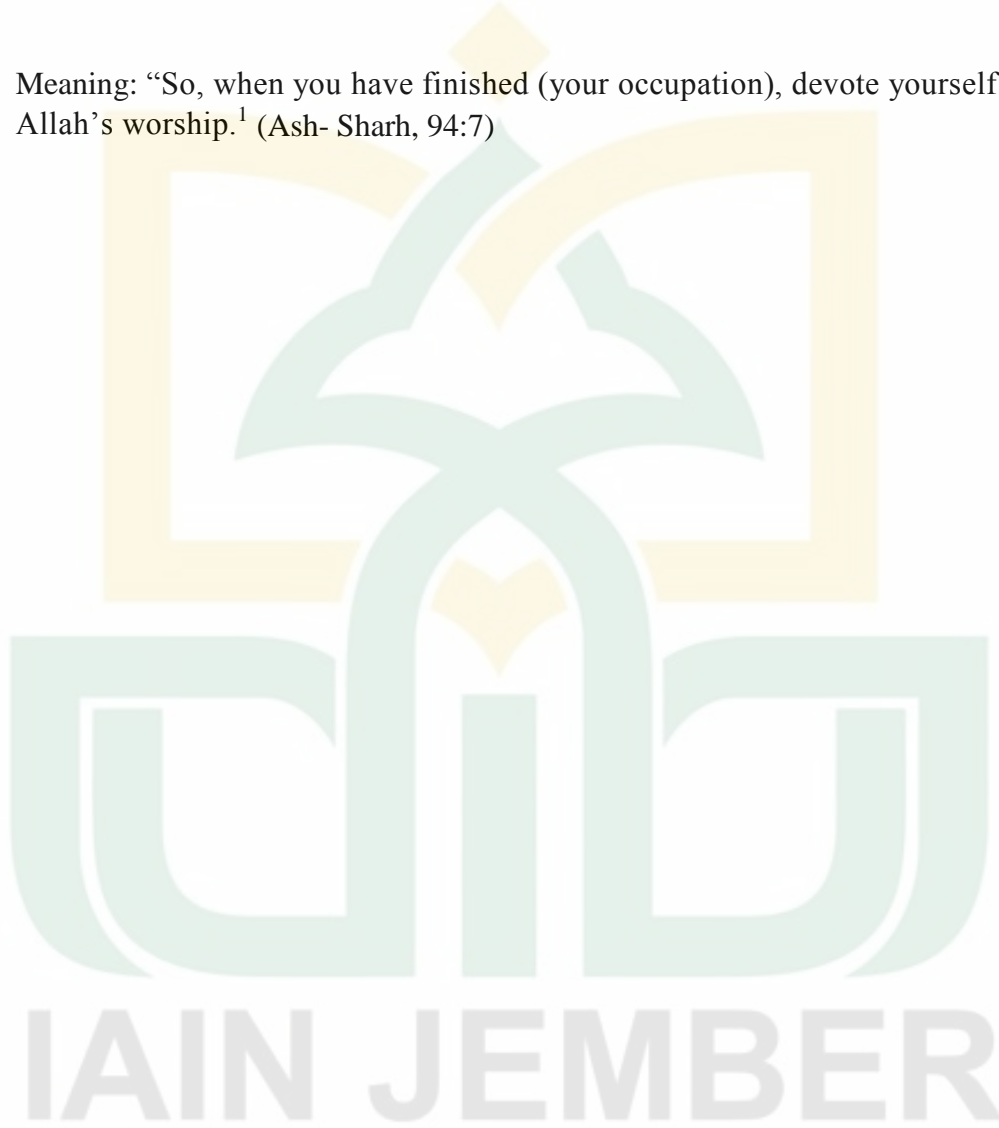
[1] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an*. (Medina: Dar-us Salam Publications, 1996), 841.

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 (M. Mahfud and Kamilah), 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 sister and her husband, Mila Rosita Dewi, S.Pd and Zaki Achmad. My beloved brother, Syarifudin Bahri, S.T who always support during my study. My close friend, Moch. Turdi Mustafa who always stands by me in good and bad time.

3. Beloved friends, the member of HMI IAIN Jember, KOHATI of Jember, KOMSI IAIN Jember AO'14, and also all member of Affection Class who always support to complete my undergraduate thesis.

ABSTRACT

Laily Megawati, 2019: *The Implementation of English Program through Kahoot Media in Jember Islamic Institute (JII)*

Language is a system of communication in speaking and writing used by people of a particular country. Moreover, every country has the national language to be spoken. 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 teachers to support the learning process. In this research, the researcher used kahoot media as learning media.

Moreover, Jember Islamic Institute has an English program to implement the kahoot media. English program is a program designed to train students 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 in Jember Islamic Institute (JII)? 2) What is the learning material through kahoot media in Jember Islamic Institute (JII)? 3) What is the learning method through kahoot media in Jember Islamic Institute (JII)? 4) What is the learning media through kahoot media in Jember Islamic Institute (JII)? 5) What is the learning evaluation through kahoot media in Jember Islamic Institute (JII)?

The objectives of the study are: 1) To figure out the objective of learning through as kahoot media in Jember Islamic Institute (JII) 2) To figure out learning material by using kahoot media in Jember Islamic Institute (JII) 3) To figure out the method of learning through as kahoot media in Jember Islamic Institute (JII) 4) To figure out media of learning in through kahoot media in Jember Islamic Institute (JII) 5) To figure out the learning evaluation by using kahoot media in Jember Islamic Institute (JII).

This study used a qualitative approach. The object of the study is Jember Islamic Intitute (JII). 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 students learning English easily, comfortable and memorable. 2) The learning material through Kahoot media in Jember Islamic Institute (JII) is Kartini biography. 3) The learning method through Kahoot media in Jember Islamic Institute (JII) is lecture method. 4) The learning media through Kahoot media in Jember Islamic Institute (JII) are kahoot and additional media such as, laptop, projector, Wifi or personal network and smartphone. 5) The learning evaluation through Kahoot media in Jember Islamic Institute (JII) is formative evaluation.

Keywords: *English program, Kahoot media and Jember Islamic Institute (JII)*

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. Mr. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of IAIN Jember.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember.
3. Mr. As'ari, M.Pd.I., as Head of English Education Department of IAIN Jember as the Supervisor who has patiently given valuable advice and guidance to finalize this research.
4. Mr. Moch. Turdi Mustafa, and the JII's students, thank you for their willingness being informant in my study.
5. All lecturers who have taught in English Education Department IAIN Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

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, November 2019

Laily Megawati
NIM. T2015602

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

LIST OF APPENDICES

1. Statement of Work's Originality

2. Matrix of the Research

3. Research Journal

4. The letter of thesis research

5. The letter of completing research

6. Documentation pictures

7. Biodata

LIST OF TABLES

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.[2] 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

---

[2] Oxford Dictionary, *Oxford Learner's Pocket Dictionary Fourth Edition* (Oxford: Oxford University Press, 2009), 247.

English ability could make the students 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, teacher 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 teachers in teaching. Hence, learning media that could improve the teachers' 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 teachers and students, because the students 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 teachers 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 students to learn, because the impropriate learning media would influence toward the learning process, such as, the students feel bored and the material delivered is not understood very well. Therefore, teacher must choose appropriate e-learning media which can interact the students 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 teachers 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.[3] Thus, Kahoot could attract the student's interest to learn. By this reality, this present research discussed the implementation of Kahoot as the e-learning media in an English program.

---

[3]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, Jember Islamic Institute (JII), which has English program, is possible to be the object of the research. There are some reasons that could be justifiable: 1) JII has an English program, 2) JII is supported by the technological device learning, such as, laptop, projector, WiFi, and mobile phone, 3) JII still uses manual method to teach the students, 4) JII's students 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 IN JEMBER ISLAMIC INSTITUTE (JII)"**

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 student'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 in Jember Islamic Institute (JII)?

2. What is the learning material of English through Kahoot media in Jember Islamic Institute (JII)?

3. What is the learning method of English through Kahoot media in Jember Islamic Institute (JII)?

4. What is the learning media of English through Kahoot media in Jember Islamic Institute (JII)?

5. What is the learning evaluation of English through Kahoot media in Jember Islamic Institute (JII)?

C. **Scope of the Research**

This research investigated the implementation of English program through Kahoot media in Jember Islamic Institute (JII). 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 in Jember Islamic Institute (JII)

2. To figure out learning material in English by using Kahoot media in Jember Islamic Institute (JII)

3. To figure out the method of learning in English through Kahoot media in Jember Islamic Institute (JII)

4. To figure out learning media in English through Kahoot media in Jember Islamic Institute (JII),

5. To figure out the learning evaluation in English by using Kahoot media in Jember Islamic Institute (JII)

E. **Research Benefit**

1. For Jember Islamic Institute (JII)

    This research would help the JII to improve and evaluate the teaching learning media in order that the students 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 students.

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 in Jember Islamic Institute (JII)"

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

1) English program is a process of teaching, guiding, training, giving examples activity of English for students to be able to master English based on the learning objective

2) Kahoot is a game-based learning platform, used as educational technology in schools and other educational institutions. Based on the explanation above, it can be concluded that English program through Kahoot media is a learning process in English for students to be able master English based on the learning objective by using Kahoot.

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

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 KooperatifTipe STAD Ditinjau dari Kerjasama dan Hasil Belajar Siswa Kelas VIII-I SMP Negeri 5 Yogyakarta TahunAjaran 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 Rasita Gloria Barus and TatieSoedewo 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 TatieSoedewo it can be concluded that 95.7% of students stated that the activity of answering questions in this game helped them to understand the material being studied. Furthermore, 92.8% of students stated that their knowledge of the material being studied is increasing.

Table 2.1
Similarities and Differences in 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 Jember Islamic Institute (JII)
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 Student University of IPB	- To figure out English program through Kahoot media. -Held in Jember Islamic Institute (JII)

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 Jember Islamic Institute (JII). 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 students 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 teacher and the students 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 students to achieve certain learning outcomes in guiding, directing, and motivating from the teachers.[5] The activity refers to the teaching and learning process between teacher and students. Thus, learning involves the whole activities, which are experienced by the students 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 teacher to achieve

---

[5]Yunus, Tita, etc, *Pembelajaran Literasi*, (Jakarta: Bumi Kasara, 2018), 171.

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.[6] Hence, the understanding those aspects stated is extremely important for the teacher.

a. Learning Objectives

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

Learning objective is an important component in learning. The learning objective is designed to achieve students' 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 students' behavior after participating the learning activities.

---

[6]Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Pressindo), 16.

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[7]. 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[8].

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[9]:

1) Knowledge Level

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

---

[7]Amiruddin, *Perencanaan Pembelajaran*, (Yogyakarta: Duasatria Offset, 2016), 53.
[8] Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 148.
[9]Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: SinarGrafika Offset, 2011), 35.

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.

b. **Learning Material**

In learning, learning material is one component of the learning system that plays an important role in helping students in achieving learning objective. The learning material is needed by the teacher, so that the teacher 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[10]. 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[11].

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.

c. **Learning Method**

The learning method is a method used by teachers 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 students so that teachers do not only implement one method but various methods.

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 students can achieve the specified

---

[10] Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 271.

[11] Darwin Syah, *Perencanaan System Pengajaran Pendidikan Agama islam* (Jakarta: Gaung Persada Press, 2007), 69.

learning goals. They also said that reading learning could be implemented by creating the learning methods.[12]

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

1) Lecture Method

The lecture method is a way of delivering learning material through oral communication[13]. This method is economic and effective lecture method in conveying information and understanding. However, the students 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 remembered and for giving guides or instructions for other material.

2) Question and Answer Method

In the question and answer method, the teacher generally tries to ask whether students have known certain facts that have been taught. In the teaching-learning process, asking plays an important role, because well-structured questions with appropriate

---

[12]Yunus, et al, *Pembelajaran Literasi* (Jakarta: BumiAksara, 2018), 191.
[13]Winarno Surachman, *Metode Pengajaran Nasional* (Bandung: CV. Jemmars, 1961), 81.

submission techniques will increase student participation in teaching and learning activities.

By using this method, it gives an opportunity for students to express things that are not clear so that the teacher can explain again. However, this method can cause irregularities in the subject matter.[14]

2) Discussion Method

The discussion method is a way of presenting material where the teacher gives the opportunity for students to discuss in order to integrate the opinions and conclusions about the problem[15]. By using this method, the student is active individually and in groups during the learning process. However, it is difficult for the teacher to direct the completion of the discussion.

3) Demonstration and Experiment Method

Demonstration and experiment methods are very effective learning methods in helping students answer questions such as: How to make them? What material is it made up of? How can the truth be known?[16]

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

---

[14]Ibid., 81.

[15]Hasibuan dan Moedjiono, *Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2002), 20.

[16]Winarno Surachmad, *Metode Pengajaran Nasional* (Bandung: CV. Jemmars, 1961), 85.

4) Field Trip Method

Field trips as a teaching method that invites students to study outside the classroom under the guidance of the teacher to go to a place that can learn certain things.[17]

By applying this method, students 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 teacher supposed not only to use one method in the learning process. The teacher can use more than one method so that learning objectives are achieved.

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 students' understanding of the material. The creative use of media will enable students 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 students material understanding. The difficulty of the

---

[17]Hasibuan dan Moedjiono, *Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2002), 92.

material delivered could be simplified by utilizing the learning media.[18]

Other opinion also states that learning media improves the quality of learning.[19]

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

1) The Various types of learning media are:[20]

   a) Whiteboard

   b) Flashcard

   c) Over Head Transparency (OHP)

   d) Opaque Projector

   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.[21] There are three

---

[18]Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Persindo), 16.

[19]ZainalAqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif)* (Bandung: YramaWidya, 2017), 51.

[20]Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: AswajaPersindo), 99.

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.

ZainalAqib in his book entitled model-model media danstrategipembelajarankontekstual (Inovatif) mention some of the benefits using learning media, namely:[22] conforming material delivery, learning is clearer and more interesting, the learning process is more interaction, 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 teacher to be a more positive and productive.

d. **Learning Evaluation**

In education, after the teacher finished those four stages of learning, the teacher evaluates the student so that the teacher know the level of ability and success of students in learning. In addition, learning evaluation can be useful for teachers to know the effectiveness of

---

[21]ZainalAqib, *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif)* (Bandung: YramaWidya, 2017), 59.
[22]Ibid., 59.

learning and weaknesses in using media, materials, and methods. Thus, learning evaluation is an assessment process carried out by teachers measure the student success in learning.

According Nitko and Brookhat, they stated that evaluation is a process of determining values related to the performance and students' participation.[23] 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.

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.[24]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.

---

[23]Mansyur et al, *Asesmen Pembelajaran di Sekolah,* (Yogyakarta: Pustaka Pelajar, 2015), 9.
[24] Muhammad Yaumi, *Prinsip-prinsip Desain Pembelajaran,* (Jakarta: Fajar Interpratama Mandiri, 2014), 297.

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.[25] 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 teacher could change the learning method to improve its effectiveness and appeal. Winkel stated that the formative evaluation is tests during the learning process so the students and teachers get information (feedback) about the progress which has been achieved.[26]

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 students to measure the student behavior.[27]

---

[25]Mansyur, *Asesmen Pembelajaran Di Sekolah*, (Yogyakarta:PustakaPelajar, 2015), 14
[26]Ibid., 14.
[27]Zainal Arifin, *Evaluasi Pembelajaran,* (Jakarta Pusat: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI), 130.

According to Zainal Arifin, there are several important elements, namely :[28] 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 students. Third, a test is used to measure the student behavior. Fourth, students' test results need to be scored.

The test can be divided into two types, namely[29]:

(a) Teacher-made test

Teacher-made test is a test that are prepared by the teacher who will use the test. This test is usually used for daily, formative, and general (summative) tests. The teacher-made test is intended to measure the level of students understanding toward the subject that has been delivered. Teacher-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

[28]Ibid., 130.
[29]Ibid., 131.

experiments on sizable and representative samples. A standard test is a test that is observed repeatedly to a large group of students, 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 students in three aspects, namely, the position of learning, learning progress, and diagnostics.

(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.[30]

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 teacher to know the learning quality by affective manner. This technique can be measured by observation, interview, attitude scale and others.

---

[30]Ibid., 179.

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 student'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.[31] Summative evaluation is directed at successful achievement of the goals set and demonstrated by student work.

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.[32] 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

---

[31]Mansyur, *Asesmen Pembelajaran Di Sekolah*, (Yogyakarta:PustakaPelajar, 2015), 15.
[32] Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 310.

allow user accesses via a web browser.[33] 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 million teachers and 49 million students that have played[34]. 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 students and the teachers, because Kahoot emphasizes learning styles that involve the relationship of active roles and the participation of students during learning.[35]

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

---

[33] https://Kahoot.com/schools/how-it-works/

[34] https://Kahoot.com/schools/how-it-works/

[35] Harlina and Ahmad, *Pembelajaran Interaktif Berdasarkan Aplikasi Kahoot dalam Pengajaran abad Ke-21,* (Seminar Rantau, 2017)

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 teachers and https://Kahoot.it/ for the students. 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 students to do various exercises due to the availability of various animations, graphic illustrations and colors that add to realism[36].

The steps to operate Kahoot as learning media for the teacher are:[37]

1) Visiting https://Kahoot.com/ as the web source link and clicking "sign in" on home page menu;

---

[36]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2013)
[37] https://www.smkn2kuripan.sch.id/cara-memainkan-Kahoot-kuis-untuk-pembelajaran-di-kelas-bagian-3/
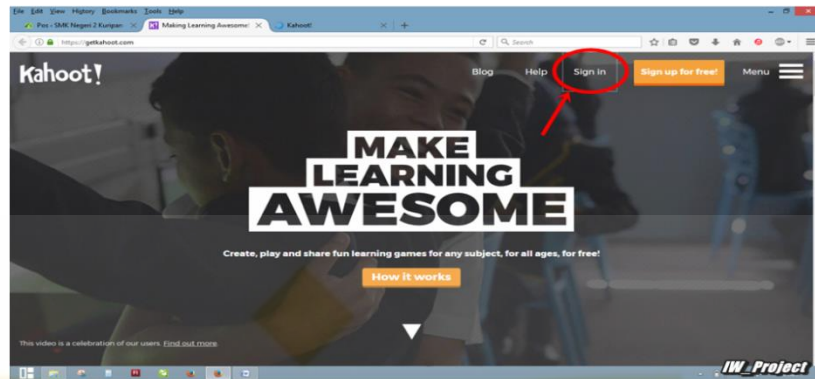
Figure 2.1 The Home Page Menu of Kahoot

2) Inserting the email and password in "sign in" page;
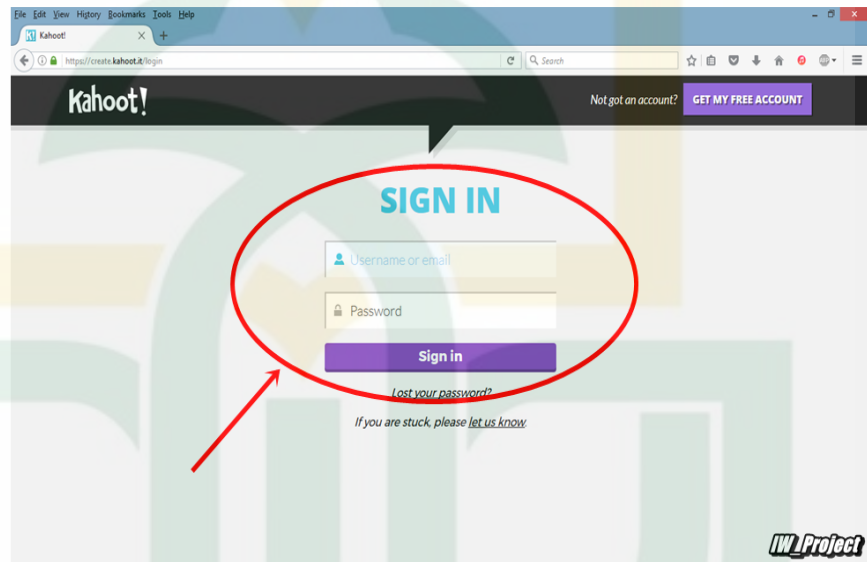
Figure 2.2 Sign in Page

3) Clicking "my Kahoot" menu on the top left to create the quiz and continue to play Kahoot quiz;
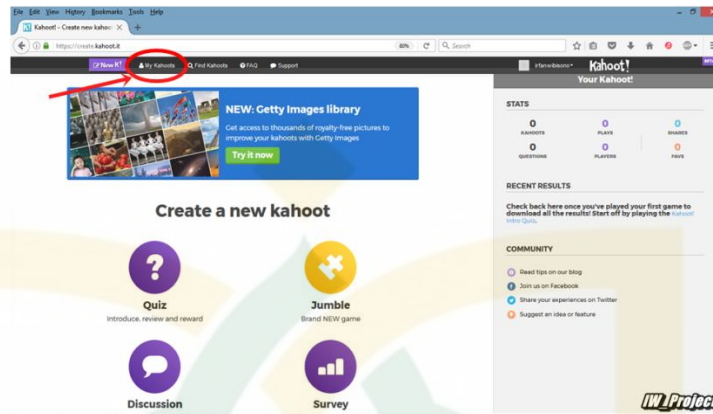
Figure 2.3 "My Kahoot" Menu Page

4) Clicking the "play" button to start the quiz;
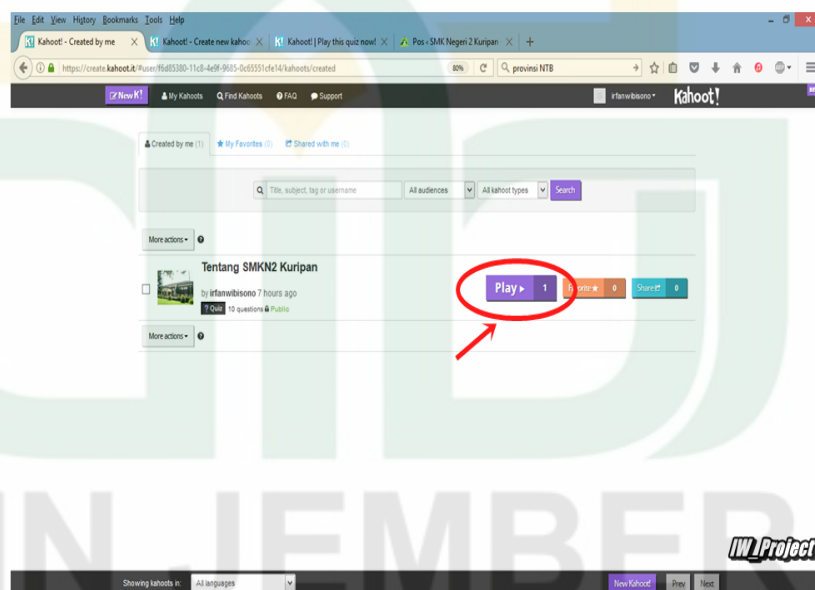
Figure 2.4 The "Play Button" Page

5) Choosing one of the game modes (Classic or Team Mode) to decide whether the game would be played as individual or group;
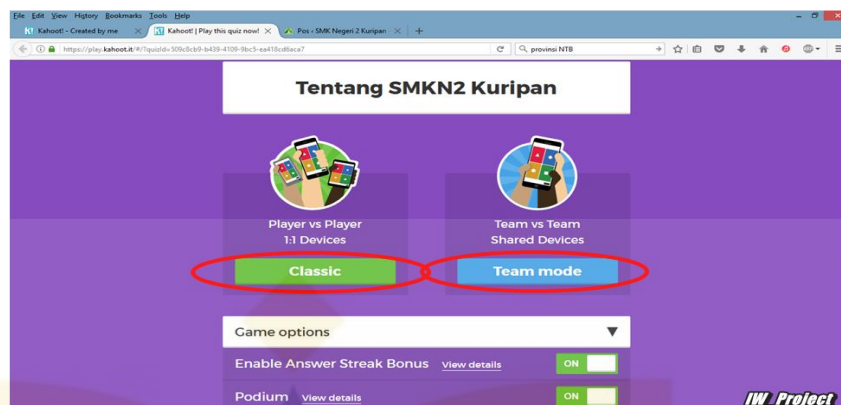
Figure 2.5 The "Classic and Team Mode" Page

6) Receiving the pin for students access to play game;
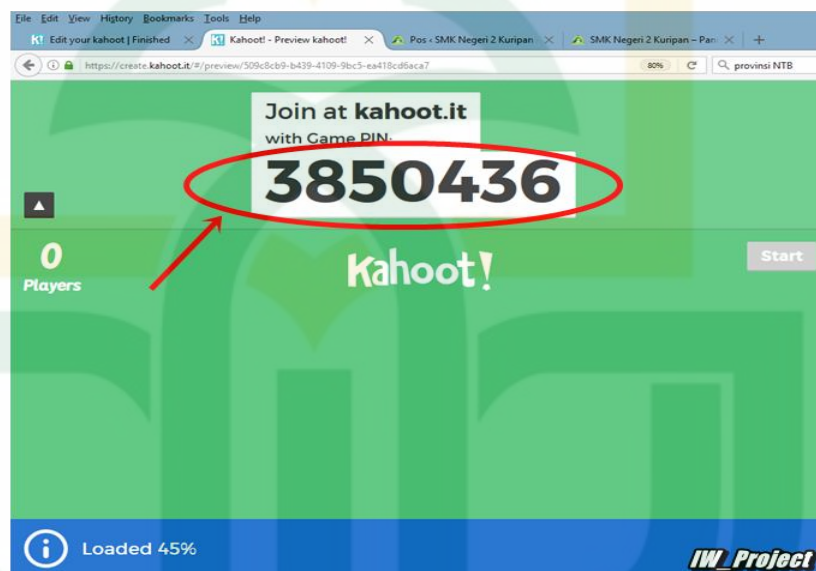
Figure 2.7 The "Kahoot PIN" Page

7) Giving the pin for the students in order that the students 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 student's achievement;
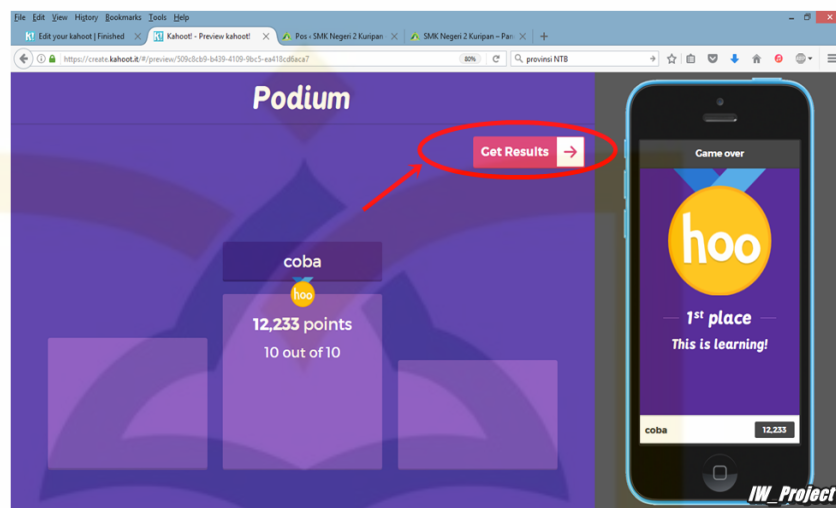
Figure 2.8 The Example of Final Scores Display

12) Saving the final scores in Microsoft Excel App.

Meanwhile, the steps to operate Kahoot for students are:

1) Visiting https://Kahoot.it/ link for students;

2) Inserting the pin which had been given by the teacher;
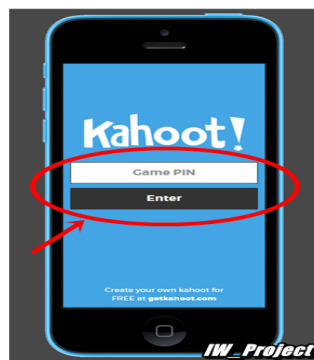
Figure 2.9 Log in page for students

3) 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). Students choose the colors to answer the question.
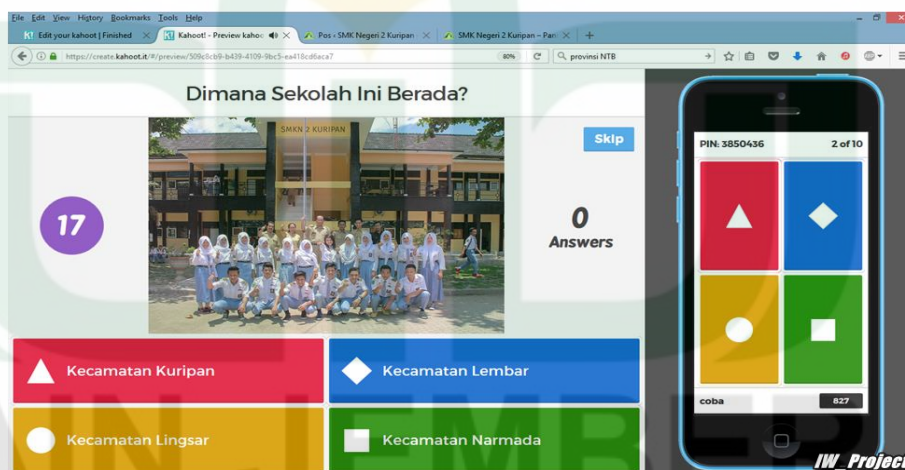
Figure 2.10 The Question and Answer Display

Meanwhile, the report and analytics would help the teacher to evaluate and measure the students understanding on the material given. This report also presented the best student to the lower student understanding. Hence, the teacher could directly know how the student's understanding

individually with electronic report. In fact, electronic report would create an effective report for the teachers 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 teachers and students. Here are the advantages of Kahoot:[38]

1) Stimulate Student Interest

Kahoot could increase the enthusiasm of students to answer the questions given by the teacher. They competes to answer question, 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 teacher 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 teacher's explanation. In addition, the students feel that learning is easier, because Kahoot makes classroom arrangements fun.

---

[38] https://alfredliubana40.wordpress.com/2019/05/05pengertian-da-manfaat-Kahoot

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

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

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

3) Kahoot implementation is not optimal, because limited class hours in school;

4) Some teachers do not have the time to organize and arrange learning designs by Kahoot.
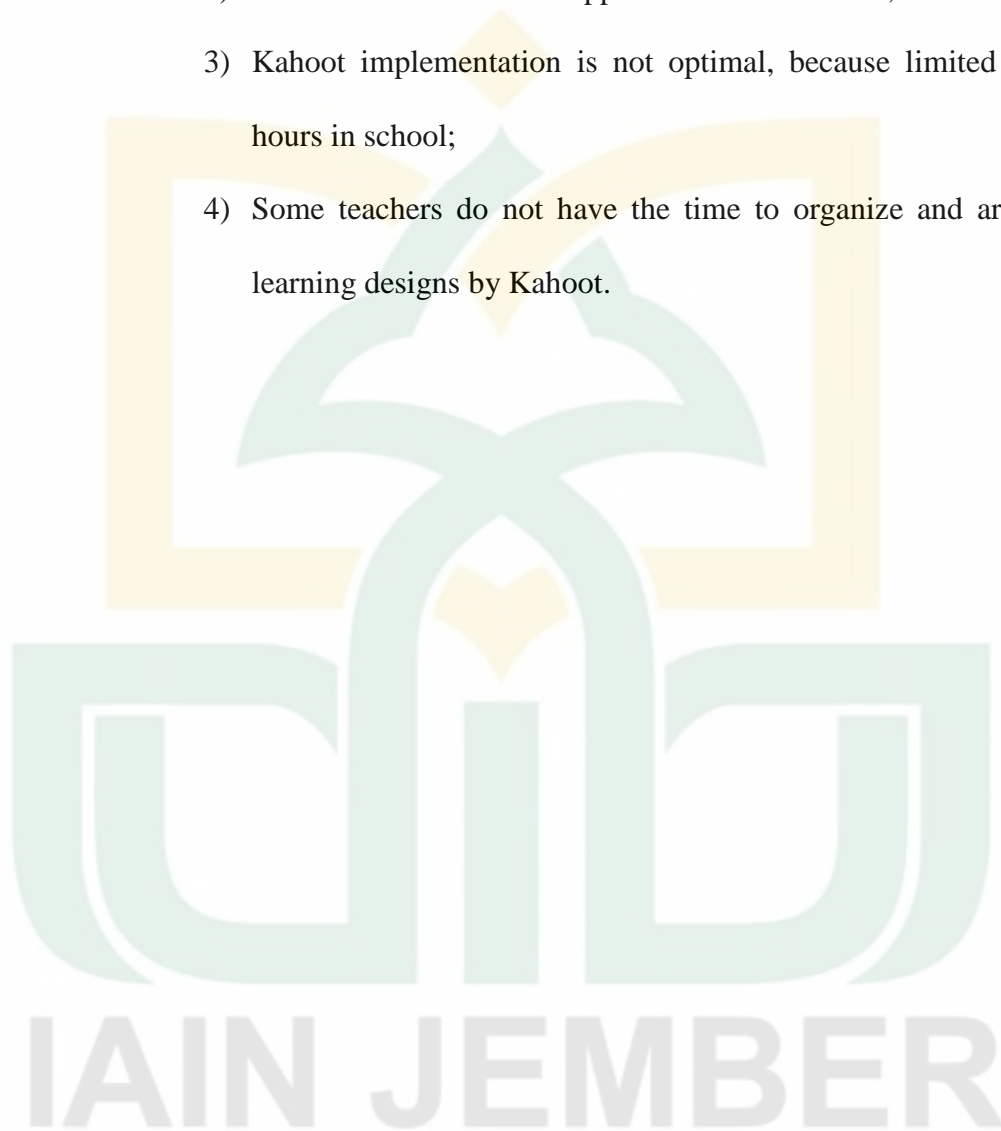
CHAPTER III

METHODOLOGY

A. Research Design

This study uses a qualitative research methods. The qualitative research methods is a method to discuss and understand the meaning of individuals or groups of people who are ascribed to social problems or welfare.[39] The Qualitative researchers are mostly interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences[40]. Meanwhile, various qualitative research methods consist of case studies, ethnography, grounded phenomenological theory, narrative research. Qualitative research methods are often called naturalistic research methods because their researches are carried out in natural conditions (natural settings).

In this study, the researcher uses phenomenological research in which the research is inspired from several phenomena that exist in the surrounding environment. According to Sugiyono, phenomenological research is a qualitative strategy in which the researcher identified the essence of human experience about phenomenon as describe by participants in a study.[41]

This qualitative research process involves the main efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from themes that are specific to the theme of a common

---

[39]John W.Creswell, *Reseach Design Pendekatan Kualtitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2014), 4.

[40]Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Alfabeta, 2016), 16.
[41]Ibid., 14.

theme, and interpreting the meaning of data. The final report for this study has a flexible structure or framework. On the other hand, qualitative methods are used to obtain deep data, the data that contain meaning. The meaning is the actual data which has valuable sense instead of the visible data. Therefore, the qualitative research does not emphasize meaning.

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.[42]

This research used purposive sampling technique. This technique is choosing research subject based on the consideration and specific data.[43] Below are the research subject that has been decided:

1. The Staff of Jember Islamic Institute (JII)

    Researcher chose the academic and personal director of Jember Islamic institute 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.[44]

---

[42] IAIN Jember, *Pedoman Penulisan Karya Ilmiah* (Jember, IAIN Jember Press, 2108), 46.

[43]Sugiyono, *Metode Pnelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 216.

[44] Ade Heryana, *Informan danPemilihan Informan dalam Penelitian Kualitatif* (Thesis, UniversitasEsaUnggul, Jakarta), 5.

2. The English Teacher of Jember Islamic Institute (JII)

    Researcher chose the English teacher as the main informant. Main informant must be people who know about the whole technic and problem specification in the learning process.[45]

3. The Students of Jember Islamic Institute (JII)

    Researcher chose 2 out of 25 students. The students as the supporting informants were be able to give additional information as the complete analysis in qualitative.[46]

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.[47]

    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.

---

[45]Ibid., 6.
[46]Ibid., 6.
[47] Sugiyono, *Metode Penelitian Administrasi* (Bandung: Alfabeta, 2003), 165.

In this research, researcher used non-participant observation. As for the data obtained using this observation technique was the condition occurred in English Program.

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[48].

An interview is used as data collection techniques while researchers conducting a preliminary study to find problems and want to know things from respondents who are more in-depth. This data collection technique bases on self-reports, or at least on personal knowledge and beliefs. In this study, it used semi-structure interview.

According to Dornyei, semi-structure interview offers a compromise between the two extremes: Although there is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interview is encouraged to elaborate the issues raised in an exploratory manner.[49] In other words, the researcher provided a guidance and direction. However, the researcher also allowed the participants to elaborate on certain issues.

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

---

[48]Ibid., 316.

[49] Dornyei. Z, *Research methods in applied linguistics*. (Oxford: Oxford University Press, 2007)

dominantly listen the responses of the interview. 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 Jember Islamic Institute (JII),

b. The learning material or the kind of learning material in English program through Kahoot as media in Jember Islamic Institute (JII),

c. The learning method using Kahoot as media in Jember Islamic Institute (JII),

d. The learning media in English program through Kahoot media in Jember Islamic Institute (JII),

e. The learning evaluation in English program through Kahoot as media in Jember Islamic Institute (JII)

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 Jember Islamic Institute (JII)

b. The data of staff and teacher in Jember Islamic Institute (JII)

c. The data of students in Jember Islamic Institute (JII)

    d. The module of Jember Islamic Institute (JII)

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.[50]

E. Data analysis technique

This study uses 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:[51]

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full

---

[50]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 274.
[51] Matthew, B. Miles dkk, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10.

40

corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this study described as follows:

a. Selecting

According to Miles, Huberman and Saldana, researcher must act selectively, that is determining which dimension are more important, relationship which ones might be more meaningful, and as consequences, what informant which can be collected and analyzed.

b. Focusing

Miles, Huberman and Saldana states that focusing data is a form of pre-analysis. At this stage, researcher focus on the data related to the formulation of research problems. This stage is continuation of the data selecting stage. Researcher only limit data based on the formulation of the problem.

c. Abstracting

Abstracting is an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. On this stage, the collected data is evaluated especially those relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this study are further simplified and transformed in various ways, namely through selection, through summary or brief description, classifying data in one broader pattern, and so on.

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.

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.

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

   b. Choose the research location

   c. Observe the condition of field

2. Field research stage

   a. Apprehend background and objective of research

   b. Seek for data source

    c.   Participate actively, complete the data and collect data

3. Post field research

    a.   Analyze data based on the research procedure

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

    c.   Revise the report

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. Jember Islamic Institute (JII) Profile

Name   : Jember Islamic Institute

Address

Street   : Mastrip, No. 73

Sub-district   : Sumbersari

Regency   : Jember

Province   : East Java.

Portal Code   : 68121

Email   : jemberislamicinstitute@gmail.com

Instagram   : jii_official

2. Jember Islamic Institute (JII) History

Jember Islamic Institute of Islamic Students Association (JII-HMI) of Jember Branch which is well-known as Pondok Tahfidz JII is a Cadre House and Qur'an memorizing cottage for university student which implements A modern system by balancing *ukhrawi*-oriented and *Duniawi*-oriented activities.

43

This institution was founded in 25th August 2018 coincides on 13 Dhu al-Hijjah 1439 H.

It was started by delegating the 4 best cadres of the Islamic Student Association (HMI) of Jember Branch, include: Hidayati, Ritna Ilmalasari, M. Abdul Hakim, and M. Nailul Jamil, to MONASH INSTITUTE (MI) located in Semarang, Java The middle which also focus on memorizing Al-Quran and cadre improvement process. The MI founder and caregiver, Dr. H. Mohammad Nasih, gave direction and mentored the four best cadres in the form of the establishment preparation, establishment process, and post-establishment follow-up. In fact, Mr. Nasih also actively contributed as an Advisory Board to realize the Islamic boarding school system nowadays which continues to progress.

The JII coaching design is to provide Al-Qur'an learning facilities with a target maximum of 4 Years. Qur'an memorizing cottage was established in the personal context and organizational training in general. It does not lead at all to certain interest groups such as existing community organizations, for example: NU, Muhammadiyah, LDII, etc. All activities are based on the Qur'an and Sunnah without fanaticism of certain groups which will potentially make the mindset in certain groups. Qur'an memorizing cottage brings together anyone who intends and determined to be best human being.

The concept of developing Pondok Tahfidz JII is to prepare Advanced Cadres who are able to contribute and have a positive influence on their living

environment, especially for all People and Nation. There are self-development classes in additional education which include: Arabic Language Education, Irobul Qur'an, English Class, Journalism, Hadrah Group and Extracurricular Training that is able to prepare these Advanced Cadres become "Muslim Intellectual Professionals" according to their interests and talents. Therefore, there are standards for learning Tahfidz Qur'an and Education. There are also rewards given to students who meet the targets set by the institution.

3. **Vision and Mission**

   This sub-chapter presents the vision and mission of Jember Islamic Institute (JII):

   a. Vision

   Become an educational institution and human resource development based on the Qur'anic sciences in order to produce a great scholar generation.

   b. Mission

   1) Educating Muslim intellectual who are independent, visionary, spirited leaders who are guided by Qur'an.

   2) Realizing the superior and competitive educational institutions and human resources.

   3) Become a human resource producing institution that has soft skills and leadership capabilities with national and public mission.

4. Geographical Location of the Jember Islamic Institute

Jember Islamic Institute (JII) is located on Mastrip street, 73 Sumbersari District, Jember Regency. Geographically Jember Islamic Institute (JII) has the following restrictions:

North   : Homes

South   : Highway

West   : Department store

East   : Highway

5. Jember Islamic Institute (JII) Organizational Structure

Figure 4.1.

Jember Islamic Institute (JII) Organizational Structure
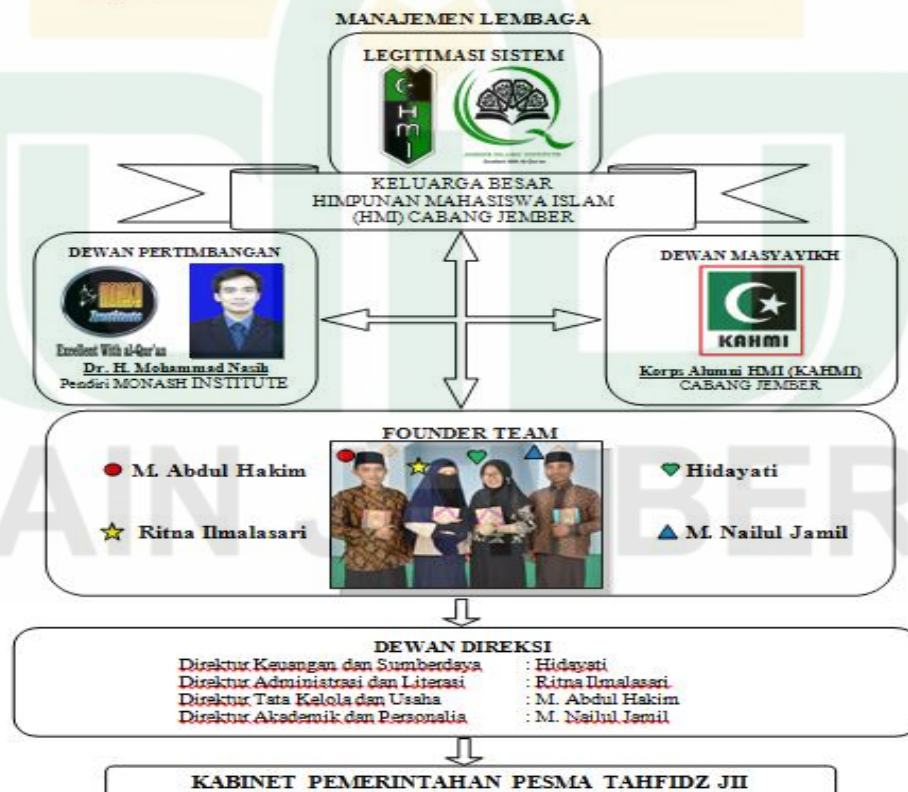
6. The Data of Coach and Teacher

Table 4.1
The Data of Coach and Teacher of Islamic Institute Jember (JII)

No	Name	Position
1	Dr. H. Mohammad Nasih	Officer
2.	Ritna Ilmalasari	Administration and Literacy Director
3	Nailul Jamil	Academic and Personnel Director
4	M. Abdul Hakim	Governance and Business Director
5	Hidayati	Finance and Resources Director
6	Ust. Halim	Arabic Teacher
7	Moch. Turdi Mustafa	English Teacher
8	Redi. H Hidayati	Journalistic Teacher
9	Ust. Iqbal Thamrin	Tahfidz Teacher

7. The Data of Jember Islamic Institute (JII) Students

Table 4.2
The Data of Jember Islamic Institute (JII) Students

No	Name	TA	Gender
1	2	3	4
1	Ahmad Jailani	2018	Male
2	Ahmad Rosyid Ridlo	2018	Male
3	Ahmad Shodiqi	2018	Male
4	Alif Syahilna Amir	2018	Male
5	Alviani Yaumi S.	2018	Female
6	Bella Meydiana P.	2018	Female
7	Devina Amalia	2018	Female
8	Feby Pratista A.	2018	Female
9	M. Fauzan Jauhari	2018	Male
10	M. Hafid Izzuddin A.	2018	Male
11	Muhammad Nafil R.	2018	Male
12	Nafissatus Shofiyyah	2018	Female

1	2	3	4
13	Rozin Rozaina	2018	Female
14	Shofa Alfia	2018	Female
15	Sumiati	2018	Female
16	Virda Agustin Ratika P.	2018	Female
17	Rizky Dwi Pangestu	2018	Male
18	Taufiqur Rahman	2019	Male
19	Zuhrotul Qolbi	2019	Female
20	Nur Masnunah	2019	Female
21	Listia Diafadila	2019	Female
22	Agus Fathurrohim	2019	Male
23	M. Razin Ayatul Hayy	2019	Male
24	Nur Fadhilah	2019	Female
25	M Ali Gufron	20199	Male

8. **The Facilities and infrastructure**

Table 4.3
The Facilities and infrastructure of Jember Islamic Institute (JII)

No	Types of Room and Goods	Condition
1	Auditorium	Good
2	Musholla	Good
3	Classroom	Good
4	Field	Good
5	Dormitory	Good
6	Library	Good
7	Office	Good
8	Projector	Good
10	WiFi	Good
11	Whiteboard	Good
12	Laptop	Good
13	Cooperative	Good
14	Parking Area	Good
15	Toilet	Good

9. **The Daily Activity of Jember Islamic Institute (JII)**

Table 4.4
The Daily Activity Schedule

No	Time	Activity
1	04.15 – 04.45	Subuh prayer
2	04.45 – 05.15	Islamic learning
3	05.15 – 06.00	Recitation submission
4	06.00 – 07.00	Morning sport
5	08.00 – 09.00	Personal Activity (Lecture, Breakfast, etc)
6	09.00 – 11.00	(Optional) Muroja'ah / Memorizing Al-Quran
7	11.30 – 12.00	Dzuhur prayer
8	12.00 – 15.00	Personal activity
9	15.00 – 15.30	Ashar prayer
10	15.30 – 16.00	Murojaah / Memorizing Al-Quran
11	16.00 – 17.00	(Optional) Entrepreneurship Training
12	17.00 – 18.00	Maghrib Prayer
13	18.00 – 19.00	Recitation submission / Murojaah
14	19.00 – 19.30	Isya' Prayer
15	19.30 – 21.00	Personal development classes based on the schedule a. Monday : English Class b. Tuesday : *I'robul* Quran c. Wednesday : Journalistic Class d. Thursday : *Tahlil* and *Tiba'* e. Friday : Discussion and Islamic Study f. Sunday : English Class

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 Jember Islamic Institute (JII) 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 in Jember Islamic Institute (JII).

This sub-chapter reveals the findings which were found during the research. This finding is related to the learning objectives of English Program at Jember Islamic Institute (JII). In this English program, the teacher 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 teacher and JII's student.

The teacher stated that:

> "By using Kahoot media, learning English was easy, the students 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 students who are broad-minded which make them superior and competitive human resources" [51]

---

[51]Turdi, Interview, Jember, September 3rd, 2019.

The excerpt reveals that the teacher has several learning objective through Kahoot. The first objective is to make students learning English easily. The second is to make students comfortable in learning and, the third is to make students 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 bored. I enjoyed the learning. I had many challenges to answer the question"[52]

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

In addition, it is relevant with the observation, the researcher saw that the students are comfortable in learning. Most of them are enthusiastic to learn English. So, the students are easy to learn English. Moreover, they can memorize the material, because most of them can answer the question correctly.[53]

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

---

[52] Alif, Interview, Jember, September 3rd, 2019.
[53] Observation, Jember, September 1st ,2019.

2. **The Learning Material of English Program through Kahoot Media in Jember Islamic Institute (JII)**

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 teacher'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 JII had some materials used by the teacher in teaching.

The teacher 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"[54]

According to the interview, it shows that the teacher 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 teacher explained the material based on the handout. This material was reading material that contains RA. Kartini biography.

---

[54] Turdi, Interview, Jember, September 1st , 2019.

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 in Jember Islamic Institute (JII)**

The learning method is a method used by teachers 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 students so that teachers do not only implement one method 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 teacher and one of the students.

The teacher said that:

> "The learning steps are: 1) I distributed the text about RA. Kartini. 2) I asked the students to read it with a duration of 5 minutes. 3) I explained the content of text paragraph by paragraph carefully until the students really understand. 4) I to login to the Kahoot account to start using Kahoot media. 5) I asked the students to login by using Google and typing their Kahoot username on Google, 6) I asked the students to choose "Play Kahoot! - Enter PIN here!" So students can play using Kahoot by entering the PIN they get from me. 7)The students started and we played Kahoot as their learning media"[55]

---

[55] Turdi, Interview, Jember, September 1st , 2019

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

It is strengthen with Mia's statement, she said that:

> "First, Mr. Turdi explained about the RA. Kartini text, he explained it per paragraph until we understood what was contained in the text. After that Mr. Turdi continued using Kahoot, he gave us the instruction how to use Kahoot itself, we were enjoyed by using Kahoot. It's fun and the teacher give us reinforcement about the material, after all it done the teacher gives the conclusion"[56]

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

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

---

[56] Mia, Interview, Jember, September 3rd , 2019

text for 5 minutes as a whole. 3) The teacher explained per paragraph to students until students understood about the RA.Kartini text content. 4) Then the teacher used Kahoot as learning media in teaching. 5) The students followed all the instructions given by the teacher. 6) The teacher provided reinforcement to students regarding the text that they have read. 7) The teacher and students provided conclusions about the RA.Kartini text that has been submitted.

4. **The Learning Media English Program through Kahoot Media in Jember Islamic Institute (JII)**

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 students' understanding of the material. The creative use of media will enable students to learn better and improve their learning outcomes. Therefore, using media in learning can support the learning material understanding. The English program of JII used some media in teaching.

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

The teacher 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, smartphone, laptop, WiFi or personal network."[57]

The statement reveals that the teacher 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. Turdi used laptop for teacher, projector, WiFi, and smartphone for the students during the learning."[58]

The excerpts reveal that the teacher operated a laptop, used projector, WiFi and the students operated the smartphone as long as the learning process.

The observation present that the teacher 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 teacher needs several additional media such as laptop, projector, WiFi, and smartphone to support

---

[57] Turdi, Interview, Jember, September 1st, 2019
[58] Alif, Interview, Jember, September 3rd , 2019

Kahoot media in this learning in order to maximally Kahoot implementation in teaching.

5. **The Learning Evaluation of English Program through Kahoot Media in Jember Islamic Institute (JII)**

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 teacher 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 students can play Kahoot after I explained the material. Then, when the students played Kahoot, I could see which students had answered the question correctly."[59]

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

It is strengthen with Mia's explanation, she said that:

---

[59] Turdi, Interview, Jember, September 1st, 2019

"Mr. Turdi 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."[60]

The excerpt reveals that the teacher makes the question according to the text. He gives it at the end of the explanation. Moreover, the students 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 teacher gives questions about RA.Kartini text through the Kahoot media. After the teacher explained the material, he applied Kahoot to evaluate the students understanding.

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

---

[60] Mia, Interview, Jember, September 3rd , 2019

Table 4.5
The Findings Result

No	Research Question	Findings
1	What is the learning objective through Kahoot media in Jember Islamic Institute (JII)?	a. The learning objective is to learn English easily b. The students are comfortbale c. The students are memorable
2	What is the learning material through Kahoot media in Jember Islamic Institute (JII)?	a. The date of birth of RA. Kartini, b. The family background of Kartini, c. The educational background, d. The Kartini's appreciation.
3	How does the teacher implement the learning method through Kahoot media in Jember Islamic Institute (JII)?	a. The teacher distibuted RA. Kartini's text to all students. b. The students read it for 5 minutes as a whole. c. The teacher explained per paragraph to students until students understand about the RA.Kartini text content. d. Then the teacher used Kahoot as learning media to improve their reading skills. e. The students followed all instructions given by teacher. f. Teacher provides reinforcement to students regarding their text reading. g. Conclusion.
4	What is the learning media through Kahoot media in Jember Islamic Institute (JII)?	a. Kahoot media b. The additional media such as laptop, projector, WiFi, and smartphone
5	What is the learning evaluation through Kahoot media in Jember Islamic Institute (JII)?	a. Formative evaluation b. The evaluation in the question form such as multiple choice and true & false. c. The questions made by teacher.

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.[61]

1. **The Learning Objective of English Program through Kahoot Media in Jember Islamic Institute (JII).**

   Based on findings, the learning objective through Kahoot media in Jember Islamic Institute (JII) were: 1) the learning objective is to learn English easily, 2) the students feel comfortable, 3) the students 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 students memorize what have they learned and making them comfortable. Then, the students 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

---

[61] Tim Penyusun IAIN Jember, *Pedoman Karya Tulis Ilmiah* (Jember: IAIN Press, 2018), 77.

achieved in learning activity, but also in term of efficiency which obtained maximum result.[62]

In addition, Benyamin S.Bloom and D. Krattwohl explain that learning objective divided three level, there are: cognitive, affective and 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.[63]

According to the findings and theory about learning objective, the leaning objective in Jember Islamic Institute (JII) 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 students easy to memorize the materials that they have learned.

2. **The Learning Material of English Program through Kahoot Media in Jember Islamic Institute (JII).**

The findings of learning material through Kahoot media in Jember Islamic Institute (JII) were 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.

---

[62] Amiruddin, *Perencanaan Pembelajaran,* (Yogyakarta, Dua Satria Offset, 2016), 53.
[63] Hamzah B. Uno, *Perencanaan Pembelajaran,* (Jakarta: Sinar Grafika Offset, 2011), 35.

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

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.[64] 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.[65]

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.

---

[64] Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta: Fajar Interprtama Mandiri, 2014), 271.

[65] Darwin Syah, *Perencanaan System Pengajaran Pendidikan Agama Islam*, (Jakarta: Gaung Persada Press, 2007), 69.

3. **The Learning Method of English Program through Kahoot Media in Jember Islamic Institute (JII).**

The findings reveals that at the point c, the teacher applied lecture method as the learning method. The teacher chose the learning method based on the learning objective. The learning method must be relevant to the needs and conditions of students. The learning method in the English program of JII 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 students can achieve the specified learning goals. The teacher determines, chooses and creates various learning method. One of learning method is lecture method, it is a way of delivering learning material through oral communication [66]

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 teacher also chooses the learning method in accordance with the learning objective.

---

[66] Yunus, et al, *Pembelajaran Literasi* (Jakarta: Bumi Aksara, 2018), 191.

4. **The Learning Media of English Program through Kahoot Media in Jember Islamic Institute (JII).**

The findings present, the learning media used for the English program of Jember Islamic Institute (JII) students 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 teacher so that students easily understand the material explained by the teacher and the learning objectives are achieved. In addition, the teacher 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 Moch. Turdi Mustafa as JII's teacher 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 students material understanding. The difficulty of the material delivered could be simplified by utilizing the learning media.[67]

The findings above are relevant with the theory that the Kahoot media applied by Moch.Turdi Mustafa. 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 in Jember Islamic Institute (JII).**

Based on the findings in learning evaluation through Kahoot media in Jember Islamic Institute (JII), 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 teacher. The teacher evaluates the students so that the teacher knows the level of ability and success of students 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

---

[67] Khalilullah, *Media Pembelajaran Bahasa Arab*, (Yogyakarta: Aswaja Persindo), 16.B

evaluation aims to determine the success learning process based on the learning objective.[68]

Moreover, the learning evaluation has two technical in carried out the values, namely: 1) test, and 2) non-test.[69] Based on the findings above the researcher can analyze that the teacher 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 students to measure aspects of student behavior.[70]

Moreover, the teacher create the questions according to the text that they have read. It is in line with Mansyur theory about the teacher-made test. It is a test that are prepared by the teacher who will use the test. This test is usually used for daily, formative, and general (summative) tests.[71]

The findings above are related to the theory of learning evaluation that the evaluation applied by Moch. Turdi Mustafa. He applied at the

---

[68] Mansyur, et al, *Asesmen Pembelajaran Di Sekolah,* (Yogyakarta: Pustaka Pelajar, 2015), 14.

[69] ZainalArifin, *EvaluasiPembelajaran,* (Jakarta Pusat: DirektoratJenderalPendidikan Islam Kementerian Agama RI), 130.

[70] Ibid., 130.
[71] Ibid., 131.

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.

CHAPTER V

CLOSING

A. **Conclusion**

Based on the research that has been done and data analysis about The Implementation of English Program through Kahoot Media in Jember Islamic Institute (JII), the conclusions are:

1. The learning objective through Kahoot media in Jember Islamic Institute (JII) was to make the students learning English easily, comfortably and memorably.

2. The learning material through Kahoot media in Jember Islamic Institute (JII) 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 in Jember Islamic Institute (JII) is lecture method.

4. The learning media are Kahoot, laptop, projector, Wifi or personal network, and smartphone.

5. The learning evaluation through Kahoot media in Jember Islamic Institute (JII) is formative evaluations, which use technique test such as multiple choice and true & false.

B. Suggestion

This research highlights that the students 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 teacher of English program at Jember Islamic Institute (JII):

1. The officer of Jember Islamic Institute (JII)

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

2. The English Teacher of Jember Islamic Institute (JII)

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

REFERENCES

Accessed in February, 13th 2019. https://kahoot.com/schools/how-it-works/

Amiruddin,. 2016. *Perencanaan Pembelajaran*. Yogyakarta: Dua satria Offset.

Aqib, Zainal. 2017. *Model-Model Media dan Strategi Pembelajaran Kontekstual (Inovatif).* Bandung: Yrama Widya.

Arifin, Zainal. *Evaluasi Pembelajaran.* Jakarta Pusat: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI.

Arsyad, Azhar. 2013. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.

B. Uno, Hamzah. 2011. *Perencanaan Pembelajaran*. Jakarta: Sinar Grafika Offset

Harlina and Ahmad. 2017. *Pembelajaran Interaktif Berdasarkan Aplikasi Kahoot dalam Pengajaran abad Ke-21*. Seminar Rantau.

Hasibuan dan Moedjiono. 2002. *Proses Belajar Mengajar*. Bandung: RemajaRsdakarya.

Heryana, Ade. *Informan dan Pemilihan Informan dalam Penelitian Kualitatif*. Jakarta: Universitas Esa Unggul.

IAIN Jember. 2018. *Pedoman Penulisan Karya Ilmiah*. Jember: IAIN Jember Press.

Khalilullah. *Media Pembelajaran Bahasa Arab*. Yogyakarta: Aswaja Pressindo.

Mansyur. 2015. *Asesmen Pembelajaran di Sekolah.* Yogyakarta: Pustaka Pelajar.

Matthew, B. Miles dkk. 2014. *Qualitative Data Analysis*. United States of America: Arizona State University.

Oxford Dictionary. *Oxford Learner's Pocket Dictionary Fourth Edition*. Oxford: Oxford University Press.

Rafnis. "*Pemanfaatan Platform Kahoot Sebagai Media Pemebelajaran Interaktiff*. Andalas University.

Sugiyono. 2016. *Metode Penelitian Kombinasi.* Bandung: Alfabeta.

Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Surachman, Winarno. 1961. *Metode Pengajaran Nasional*. Bandung: CV. Jemmars.

Syah, Darwin. 2007. *Perencanaan System Pengajaran Pendidikan Agama islam*. Jakarta: Gaung Persada Press

UU number 32 of 2013, article 771

W.Creswell, John. 2014. *Reseach Design PendekatanKualtitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

Wang Alf Inge, *The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!*. Thesis. Noway: Norwegian University: 1.

Yaumi, Muhammad. 2014. *Prinsip-Prinsip Desain Pembelajaran*. Jakarta: Fajar Interpratama Mandiri.

Yunus. 2018. *Pembelajaran Literasi*. Jakarta: Bumi Aksara.
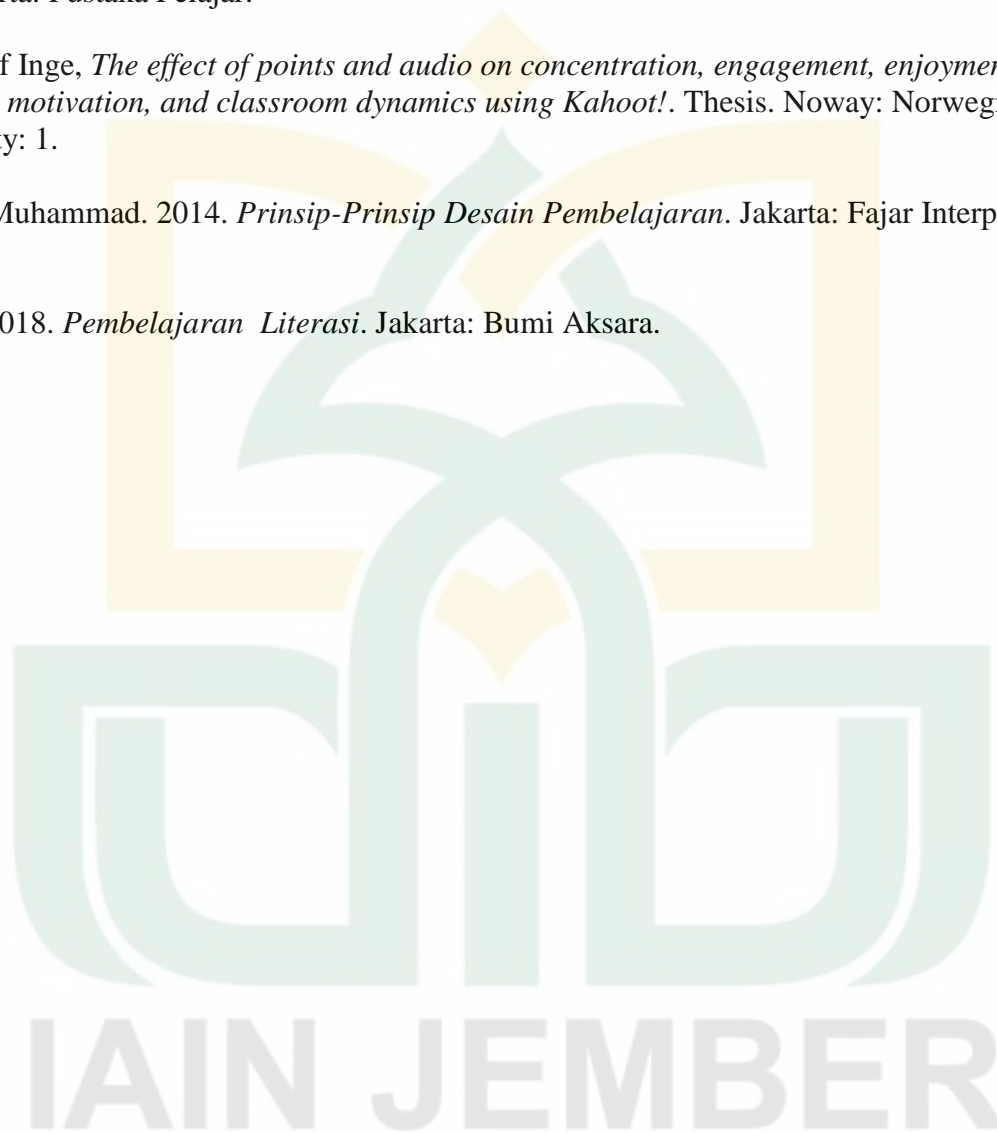
STATEMENT OF WORK'S ORIGINALITY

I am the student with following identity:

Name   : Laily Megawati

Students' Number   : T20156020

Study Program   : English Education Department

Faculty   : Tarbiyah and Teacher Training

Institution   : State Institute of Islamic Studies of Jember

certify that the thesis entitle:

The Implementation of English Program through Kahoot Media in Jember

Islamic Institute (JII)

is definitely my own work. I am completely responsible for the content of this
thesis. Other researcher's opinions or findings included in the thesis are quoted or
cited in accordance with ethical standards.
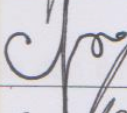
Jember, November 2019

Sincerely,

Laily Megawati

NIM. T20156020
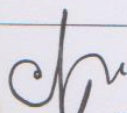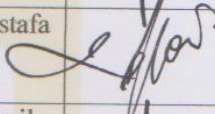
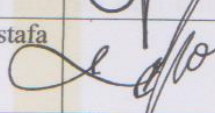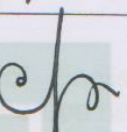**MATRIX OF RESEACH**

TITLE	VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS

THE IMPLEMEN TATION OF ENGLISH PROGRAM THROUGH KAHOOT MEDIA IN JEMBER ISLAMIC INSTITUTE (JII)	1. English Program
	
	2. Kahoot
		1. Learning Objective
		
		2. Learning Material
		
		3. Learning Method
		
		4. Learning Media
		
		5. Learning Evaluation
		
		1. How to operate Kahoot
		
		2. The Quizzes Feature of Kahoot
		
		3. Kahoot's Strengths and Weaknesses
			1. English teacher
			
			2. Students
				1. Data Collection
				  a. Observation
				  b. Interview
				  c. Documentation
				
				2. Miles, huberman and Saldana data analysis
				  a. Data Condensation
				  b. Data Display
				  c. Conclusion Drawing
				
				3. Data Validation
				  a. Source Triangulation
				  b. Triangulation technique
					1. What is the learning objective of English through kahoot media in Jember Islamic Institute (JII)?
					2. What is the learning material of English through kahoot media in Jember Islamic Institute (JII)?
					3. What is the learning method of English through kahoot media in Jember Islamic Institute (JII)?
					4. What is the learning media of English through kahoot media in Jember Islamic Institute (JII)?
					5. What is the learning evaluation of English through kahoot media in Jember Islamic Institute (JII)?
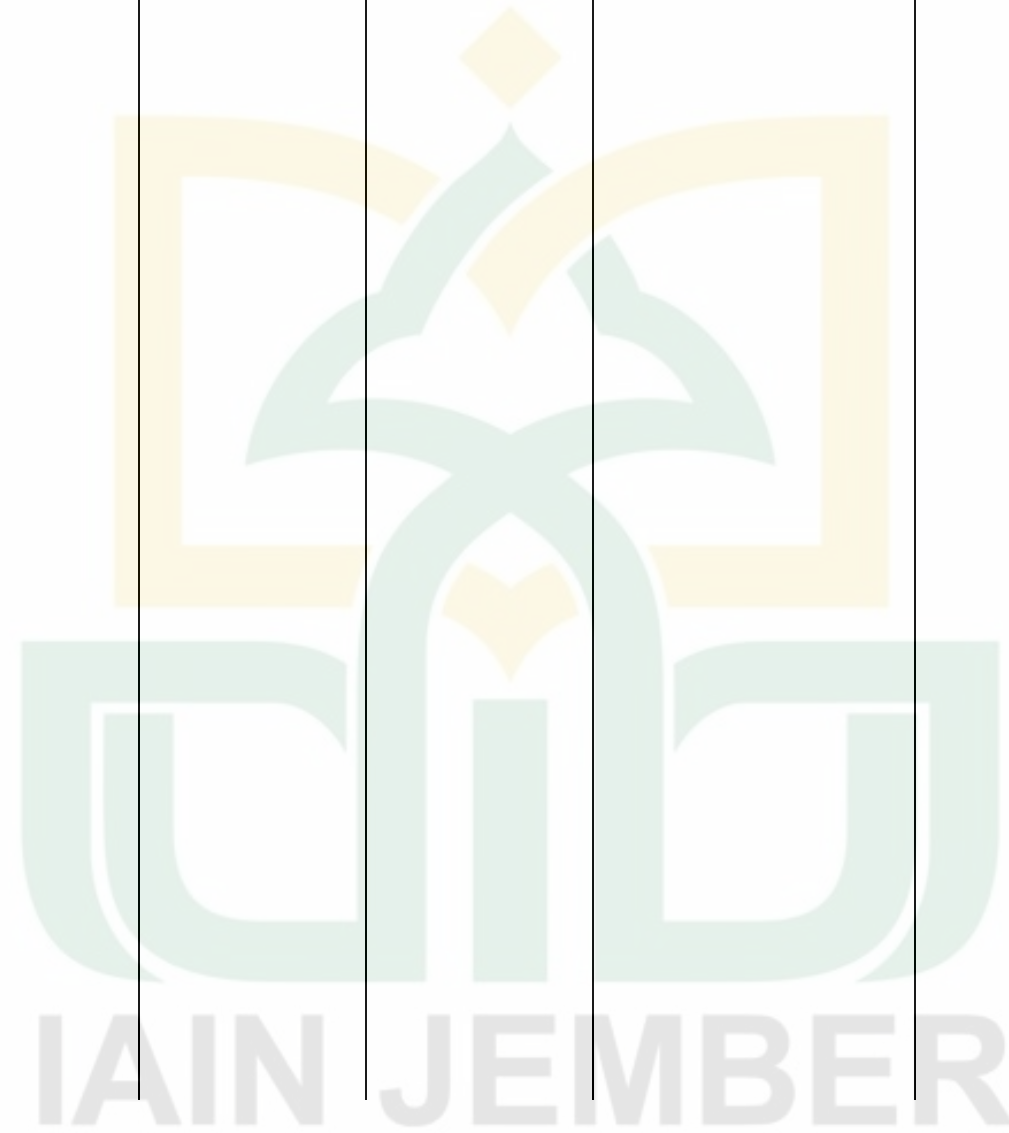
RESEARCH OF JURNAL

No	Day/Date	Activity	Note/Informan	TTD
1	Friday, August 16th 2019	Giving permission Letter	M. Nailul Jamil, S.Hum	
2	Sunday, September 1st 2019	Start to observation	M. Turdi Mustafa	
3	Monday, September 2nd 2019	Asking the data of JII	M. Nailul Jamil, S.Hum	
4	Sunday, September 1st 2019	Interview	M. Turdi Mustafa	
5	Tuesday, September 3rd 2019	Interview	Alif Syahilna Amir	
		Interview	Sumiati	
6	Tuesday, September 17th 2019	Asking and receiving finishing letter from JII	M. Nailul Jamil, S. Hum	

Jember, September 2019
Kepala Akademik JII

M. Nailul Jamil, S.Hum

IAIN JEMBER

Nomor	: B.3764/In.20/3.a/PP.00.9/08/2019	02 Agustus 2019
Sifat	: Biasa	
Lampiran	: -	
Hal	: **Permohonan Izin Penelitian**	

Yth. Kepala Bidang Kademik Jember Islamic Institute (JII)
Jl. Mastrip, 73 Kecamatan Sumbersari, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Laily Megawati
NIM	:	T20156020
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai the implementation of English Program through Kahoot Media in Jember Islamic Isntitute (JII) selama beberapa hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Guru Bahasa Inggris Jember Islamic Isntitute (JII)
2. Peserta Jember Islamic Isntitute (JII)

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Dekan
Wakil Dekan Bidang Akademik,

Mashudi

JEMBER ISLAMIC INSTITUTE
HIMPUNAN MAHASISWA ISLAM
(JII-HMI)
CABANG JEMBER
Jl. Mastrip No. 73, Sumbersari , Jember

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor : 022/B/Sek/01/1441

Dengan senantiasa mengharapkan Rahmat dan Ridha Allah SWT. Kami kepala ademik Jember Islamic Institute (JII) Himpunan Mahasiswa Islam (HMI) Cabang Jember memberitahukan bahwa:

Nama   : Laily Megawati

Prodi   : Tadris Bahasa Inggris

Fakultas   : FTIK IAIN JEMBER

Telah melakukan penelitian tugas akhir di lembaga kami selama beberapa hari.

Demikian surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Billahitaufiq wal hidayah :

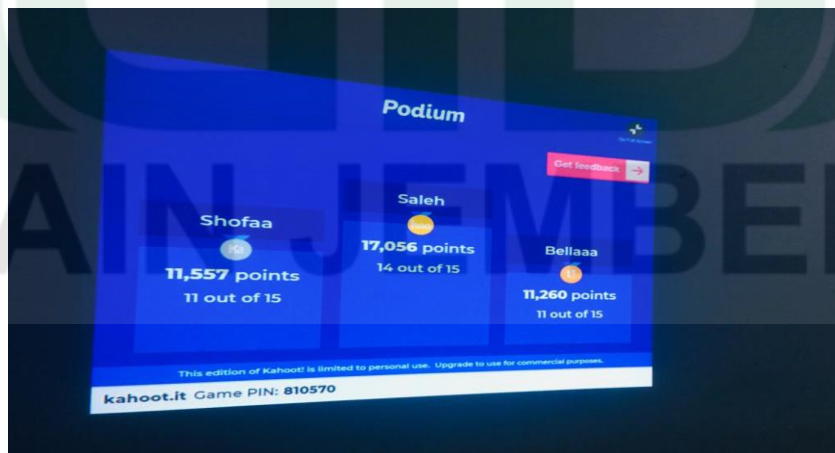Jember, <u>17 Muharram</u>   1441 H
17 September   2019 M

**BAGIAN AKADEMIK
JEMBER ISLAMIC INSTITUTE
HIMPUNAN MAHASISWAISLAM
(JII-HMI) CABANG JEMBER**

**M. NAILUL JAMIL, S. Hum
KEPALA AKADEMIK**

Learning Process through Kahoot Media

The Score Results

BIODATA

Name : Laily Megawati

Date of Birth : Pamekasan, 8th September 1996

Student's Number : T20156020

Study Program : English Education Departmen

Faculty : Tarbiyah & Teacher Training

Institution : IAIN Jember

Address : Pademawu, Pamekasan.

Phone Number : -

E-mail : lailymegawati@gmail.com

Educational Backround:

TK Nurul Hikmah Pamekasan.

SDN Barkot VII

SMPN 5 Pamekasan

SMAN 1 Pamekasan

IAIN Jember