THE EFFECT OF KAHOOT APPLICATION ON STUDENT'S MOTIVATION TO LEARN ENGLISH

THESIS

By :

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MAULANA MALIK IBRAHIM STATE ISLAMIC

MALANG UNIVERSITY

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TITLE PAGE

THE EFFECT OF KAHOOT APPLICATION ON

STUDENT'S MOTIVATION TO LEARN ENGLISH

THESIS

Submitted to the Faculty of Education and Teacher Training in
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MALANG UNIVERSITY

2023

STATEMENT OF AUTHORSHIP

I state that the thesis entitled " **the effect of kahoot application on student's motivation to learn english** " is my original work to meet a bachelor's degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis's bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, 25 October 2023

The Researcher

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APPROVAL SHEET

LEGIMATION SHEET

LEGIMATION SHEET

THE EFFECT OF KAHOOT APPLICATION ON STUDENTS MOTIVATION TO LEARN ENGLISH-SPEAKING

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Has been defended in front of the board of examiners on the date of (Wednesday,25 October 2023) and declared PASS

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Assalamu'alikum wr,wb

After conducting several times of guidences in terms of content,language writing and techniques, and after reading the student's thesis as follow:

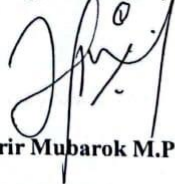Name   : M.Bahrul Ulum

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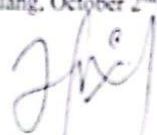
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Within the name of Allah, the most merciful. Laud be to Allah SWT, the Ruler of the universes, who has given delight, Taufik, and direction so that the researcher can finish this thesis entitled "the effect of kahoot application on student's motivation to learn english" as a final assignment made to fulfill the necessities graduation within the undergrad program (S1) Faculty of Tarbiyah and Teacher Training Majoringin English Education Department at UIN Maulana Malik Ibrahim Malang. Sholawat and greetings don't disregard to be conveyed to the Prophet Muhammad SAW, who is the prophet of a million individuals who has brought leniency to the universe and has brought us from the dim ages to the shinning times as we are encountering at this time.

In Addition, the researcher realizes that this thesis can be completed since of the assistance, bolster, and inspiration from numerous parties. For this reason, the researcher would like to specific appreciation and enormous appreciation to:
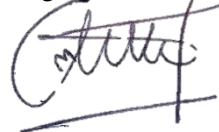
1. Prof.Dr. H. M. Zainuddin, MA., as rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the dean of the Faculty of Tarbiyah and Teacher Training.
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At last, the researcher realizes that this thesis still has numerous inadequacies. For that researcher are willing to acknowledge suggestions that support from various parties. In this manner, the researcher trusts that this thesis can include information and be valuable for the perusers

Malang, 25 October 2023

M. Bahrul Ulum
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DEDICATION

This thesis is proudly dedicated to

My beloved parents (Mr. Slamet & Mrs. Sarokah)

My beloved sisters (Hasya & Lutvi)

My beloved big family

My beloved best friends

All of my friends

MOTTO

"change your mind and change your habite,**"**

M. Bahrul Ulum

TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of the Arabic-Latin transliterator in this thesis has a great influence and is useful. The researcher uses transliteration guidelines that have been agreed upon in the decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which will be described below:

A. Huruf

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang
Vokal (a) panjang = â
Vokal (i) panjang = î
Vokal (u) panjang = û

C. Vokal Diftong

اَوْ	=	aw
اَيْ	=	ay
اَو	=	û
اَىْ	=	î

TABLE OF CONTENT

ABSTRACT

M. Bahrul Ulum,the effect of kahoot application on students motivation to learn english, Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana MalikIbrahim Malang. Advisor: Harir Mubarok M. Pd.

Keywords: students motivation, kahoot application

The importance of motivation in learning will increase our interest in achieving learning outcomes because motivation appears in ourselves and can also appear in other people, as we see people who can do what they cannot do and we are motivated by it. Student motivation can be influenced by internal and external factors. Intrinsic factors can be in the form of desire and desire to succeed, encouragement, learning needs and hopes and aspirations. The extrinsic factors include appreciation, a conducive environment and interesting teaching and learning activities including using learning media. From these several factors, the authors are interested in conducting research on learning media which is one of the factors that influence students' learning motivation. With the existence of learning media can increase student learning motivation.

Then the researchers used the Kahoot application to motivate students to learn English. Kahoot is an application in the form of a quiz game which in the Kahoot application has many good and interesting features.

From the research results, the use of the Kahoot application which aims to motivate students has no effect because based on the results of the Independent Samples T-Test, the Sig (2-tailed) value is 0.594 > or greater than 0.05. These results state that (Ho1) is accepted and (Ha1) is rejected, So it can be concluded that using the Kahoot application has no influence on students' motivation to learn English because researchers have processed the data using SPSS version 25 and the results have no effect using the Kahoot application on students' motivation to learn English.

ABSTRAK

Pentingnya motivasi dalam belajar akan meningkatkan minat kita dalam mencapai hasil belajar karena motivasi muncul dalam diri kita dan juga bisa muncul pada orang lain, seperti kita melihat orang yang mampu melakukan apa yang tidak bisa mereka lakukan dan kita termotivasi olehnya. Motivasi siswa dapat dipengaruhi oleh faktor internal dan eksternal. Faktor intrinsik dapat berupa keinginan dan keinginan untuk berhasil, dorongan, kebutuhan belajar serta harapan dan cita-cita. Faktor ekstrinsik meliputi apresiasi, lingkungan yang kondusif dan kegiatan belajar mengajar yang menarik termasuk penggunaan media pembelajaran. Dari beberapa faktor tersebut penulis tertarik untuk melakukan penelitian mengenai media pembelajaran yang merupakan salah satu faktor yang mempengaruhi motivasi belajar siswa. Dengan adanya media pembelajaran dapat meningkatkan motivasi belajar siswa.

Kemudian peneliti menggunakan aplikasi kahoot untuk memotivasi siswa belajar bahasa inggris, kahoot adalah sebuah aplikasi yang berbentuk game quiz yang didalamaplikasi kahoot terdapat banyak fitur yang bagus dan menarik.

Tetapi Dari hasil penelitian penggunaan aplikasi Kahoot yang bertujuan untuk memotivasi siswa tidak berpengaruh karena berdasarkan hasil Independent Samples T-Test nilai Sig (2-tailed) sebesar 0,594 > atau lebih besar dari 0,05. Hasil tersebut menyatakan (Ho1) diterima dan (Ha1) ditolak, Jadi dapat disimpulkan bahwasanya menggunakan aplikasi kahoot tidak ada pengaruh terhadap motivasi bagi siswa untuk belajar bahasa inggris karena peneliti sudah melakukan pengolahan data menggunakan SPSS versi 25 dan hasilnya tidak ada pengaruh menggunakan aplikasi kahoot terhadap motivasi siswa belajar bahasa inggris.

خلاصة

إن أهمية الدافع في التعلم ستزيد من اهتمامنا بتحقيق نتائج التعلم لأن الدافع يظهر في داخلنا ومن الممكن أن يظهر أيضاً في أشخاص آخرين، مثل أن نرى أشخاصاً قادرين على فعل ما لا يستطيعون فعله ونتحمس به. يمكن أن يتأثر دافع الطلاب بالعوامل الداخلية والخارجية. يمكن أن تشمل العوامل الجوهرية الرغبة والرغبة في النجاح، والتشجيع، واحتياجات التعلم والآمال والتطلعات. تشمل العوامل الخارجية التقدير والبيئة المواتية وأنشطة التدريس والتعلم المثيرة للاهتمام بما في ذلك استخدام وسائل التعلم. ومن بين هذه العوامل، اهتم المؤلف بإجراء بحث حول وسائل التعلم، والتي تعد من العوامل التي تؤثر على دافعية التعلم لدى الطلاب. إن وجود وسائل التعلم يمكن أن يزيد من دافعية التعلم لدى الطلاب.

ثم قام الباحثون باستخدام تطبيق كاهوت لتحفيز الطلاب على تعلم اللغة الإنجليزية، كاهوت هو تطبيق على شكل لعبة اختبار يحتوي في تطبيق كاهوت على العديد من الميزات الجيدة والمثيرة للاهتمام.

الذي يهدف إلى تحفيز الطلاب ليس له أي تأثير لأنه بناءً على Kahoot من نتائج البحث، فإن استخدام تطبيق هي 0.594 > أو أكبر من 0.05. تشير هذه (Sig (2-tailed للعينات المستقلة، فإن قيمة T نتائج اختبار ليس له أي تأثير Kahoot لذا يمكن الاستنتاج أن استخدام تطبيق (Ha1)مقبول و (Ho1) النتائج إلى أن الإصدار SPSS 25 على دافعية الطلاب لتعلم اللغة الإنجليزية لأن الباحثين قاموا بمعالجة البيانات باستخدام على دافعية الطلاب لتعلم اللغة الإنجليزية.مرفو Kahoot ولم يكن للنتائج أي تأثير باستخدام تطبيق

CHAPTER I

INTRODUCTION

The content of this chapter is the background of the study, research questions, objectives of the study, significance of the study, hypothesis, limitations of the study, and definition of key terms.

1.1 Background of the Study

Education is a necessity for everyone's life because with education a person not only gains knowledge but also gains skills that are useful for living side by side with society. In an education, of course there are things to be achieved such as learning outcomes, learning achievements, learning interest, learning motivation and much more. This can be influenced by the learning media used, learning models, to learning support from people around

Learning is an interaction between teachers and students which is supported by learning elements such as learning materials, learning media, models used by teachers, learning supporting infrastructure, and evaluation to measure the results of learning activities. These elements are very important to be used to support the learning process. If these elements are used appropriately, it will affect the success of learning activities. For example in Surah Al-Muj verse 11:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍّ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Meaning: " you who believe! If it is said to you, "Give space in the assemblies," then make space, surely Allah will make space for you. And when it is said, "Stand up," then stand up, surely Allah will raise (the degree of) those who believe among you and those who have been given knowledge to a few degrees. And Allah is Aware of what you do.

However, in reality, currently in a learning activity problems are often found in students who are sleepy and bored because teachers only apply conventional methods when learning and there is a lack of innovation in the application of media and more modern learning models. Moreover, the English subject is known as a boring subject and not a few students are less interested in this subject because it is seen as very oriented towards memorizing material. It is this view that causes the low motivation of students to learn English. To overcome this problem, an innovation is needed in the form of an appropriate learning model so that it can increase student motivation to be able to play an active, creative and innovative role in learning activities, especially in learning English.

The development of information technology in recent years has grown very rapidly. The more advanced and developed science and technology are expected to be able to have a good influence and impact on the quality of education and the learning process in schools. The existence of innovation in the implementation of learning is a solution to reduce the students during the learning process delivered by the teacher. Therefore, choosing interesting and fun learning media can provide encouragement for students to participate in learning activities.That way learning activities can be carried out effectively and efficiently.

The teaching and learning process activities carried out also need motivation for students. Interesting and practical learning

media can be used as a way to foster student motivation so that enthusiasm for carrying out learning activities can be increased. In achieving success in English Education subjects, it is very necessary to have learning motivation in students. Motivation is the encouragement for a person to achieve the desired goal. Motivation makes students feel moved to do English Education learning activities. This statement is in line with Sardiman's statement (2011) that motivation can be said to be the overall driving force within students that causes learning activities and ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved.

Student motivation can be influenced by internal and external factors. Intrinsic factors can be in the form of desire to succeed, encouragement, learning needs and hopes and aspirations. The extrinsic factors include appreciation, a conducive environment and interesting teaching and learning activities including using learning media. From these several factors, the author is interested in conducting research on learning media which is one of the factors that influence students' learning motivation. With the existence of learning media can increase student learning motivation.

This is based on the statement of Hamalik and Arsyad (2007) that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation from stimulation of learning activities and bring psychological influences on students. Effective learning will not occur without being based on using media sources in the right teaching and learning process. therefore learning English Education must use appropriate and effective media sources in order to increase student learning motivation and overcome the level of student boredom in the learning process.

The implementation of English language education in the school environment is still very minimal in schools. English education learning is very minimal because the teachers still use the lecture method, making students easily bored in carrying out the teaching and learning process. This is proven by students' lack of understanding of English language material. To create interesting learning in overcoming problems in the student learning process requires learning media, there are several media that can be used to increase student learning motivation, one of which is the Kahoot game. It is hoped that students can enjoy a more interesting learning process, namely that students are able and confident in answering questions given by their teacher.

Kahoot media is one of the learning media to increase students' learning motivation. Kahoot is a simple game, but fun and can be easily used for various kinds of learning and training needs, both as evaluation media, giving study assignments at home or just to provide entertainment in the learning process. Kahoot can be applied in all subjects, including learning English. Kahoot is an alternative choice of various kinds of interactive learning media which makes the learning process fun and not boring, both for students and for teachers because it emphasizes learning styles that involve an active role relationship between students' participation and their peers in a competitive manner. There are many research exploped.

First, in Dellos (2015) "states that game-based learning is a tool that can help students solve problems, improve critical thinking skills and make judgments in the learning process. Using kahoot games can improve their vocabulary retention because learning is easier use it.

Then in Pratiwi (2021)"that using the kahoot application can improve students' learning English with reading material and increase students' understanding of learning English.

Additionally, Mustofa (2022)"The use of kahoot game based learning in learning English has had a significant positive impact. Success in increasing motivation and learning outcomes in answering questions related to the present tense in nominal and verbal forms.

Based on previous research, it shows that Dellos (2015) explains that game-based learning increases students' potential in learning English and increases students' vocabulary. Whereas in the last year Pratiwi (2021) stated that learning English using the kahoot application can improve students' understanding of learning English in reading material and Mustofa (2022) The use of kahoot game based learning in learning English has had a significant positive impact. Success in increasing motivation and learning outcomes in answering questions related to the present tense in nominal and verbal forms.

Unfortunately, the results of the three studies have not been examined in middle schools such as MTs, therefore this research will be aimed at MTS class VIII with English as a subject.

This study chose the MTsN 4 Blitar school because it has teaching staff teachers who are competent in their subject areas, and have complete facilities so that they are of high quality and become one of the best in the city of Blitar

Based on the previous study above, the researcher is interested in conducting research with the title: **"the effect of kahoot application on student's motivation to learn English ".**

1.2 Research Questions

Based on the problems, the research question are formulated as follow

"Is there any effect of using the Kahoot application on students' learning motivation in English subject?

1.3 Objectives of the Study

Based on the background and the formulation of the problem above, this study aims as follows: "To determine the effect of kahoot game media on students' learning motivation in English subject.

1.4 Significance of the Study

The results of this study are expected to be useful as follows:

1 Theoretical benefits

Can add and develop a body of knowledge about using the kahoot application as a learning medium in increasing student learning motivation, For information material for other researchers who want to develop learning media to increase students' learning motivation, As a reference material that can be used to obtain an overview of the use of the kahoot application on students' learning motivation.

2 Practical benefits

For students, it is hoped that it can overcome boredom and increase learning motivation, For teachers, as a contribution of thought for teachers in answering students' needs. For schools, as a good contribution to improve the quality of education in schools, For future researchers, the results of this study can be used as reference material to conduct more comprehensive research and increase the author's knowledge.

1.5 Hypothesis

The research hypothesis is formulated as follows:

1. Null Hypothesis (Ho)

"There is no significant difference in the learning interest of students before being taught using the kahoot method and after being taught using the kahoot method.

2. Alternative Hypothesis (Ha)

"There is a significant difference in students' learning interest in learning English before being taught using the kahoot method and after being taught using the kahoot method.

1.6 Limitations of the Study

This research only focuses on motivating students to use a game-based learning that uses the Kahoot application to motivate students and students' understanding in learning English, this research is limited to 34 class VIII MTs students to provide motivation for students who tend to study English using games Based learning using the Kahoot application.

1.7 Definition of Key Terms

Avoiding future misunderstandings, the key terms of this study are well-explained as written below:

1 Learning media: learning media is one of the ways or tools used in the teaching and learning process,

2 Kahoot application: Kahoot is a learning game application that is simple but can be fun for students of various backgrounds from elementary to college students.

3 Student motivation: set of attitudes and values that influence individuals to achieve english according to individual goals.

CHAPTER II

LITERATURE REVIEW

The content of this chapter is the learning media, motivation, kahoot, and previous study

2.1 Learning media

According to Mustofa (2020), the learning process is one of the activities carried out by a teacher and students, which consists of conveying knowledge/information so as to form knowledge, skills, attitudes and positive values. In conveying it, an appropriate intermediary is needed so that the message of knowledge/information can be conveyed and well received by students. Media and learning resources become intermediaries to support the success of learning. Media itself has the meaning of conveying messages or conveying information to someone who receives the message, media as a stimulus for the thoughts, feelings, attention and will of the recipient of the message, so that it can be sent. encouraged to participate in learning. Because the learning process is interaction and communication between teachers and students, the media used in learning are called learning media.

Learning media can be interpreted as something that can convey messages or information through various channels, the delivery of which using these media can stimulate the attention and willingness of students, students can be encouraged and interested in participating in learning so that their insights increase and learning objectives in general can be achieved. easily. Learning media can also be interpreted as a tool in conveying information/knowledge carried out by teachers to their students. Therefore, the media is classified as an important part of the educational process, and is one of the components that must

be mastered by the teacher as a form of responsibility as an educator.

Basically, the learning process will run properly if the teacher has expertise in controlling the learning atmosphere. Although it is true that continuous learning activities will not completely depend on the presence of the teacher, teachers still have a major influence on the learning process of their students. Therefore, one of the teacher's tasks in the learning process is to plan and carry out the learning process to the maximum extent possible, so that the learning objectives of students can be achieved properly. In addition to those mentioned above, teachers also have other duties and responsibilities such as how to make the material presented by a teacher easily accepted and understood by students.

According to Rivana (2012), learning media is a source of learning, provides benefits to complement and enhance learning activities carried out by students, with media a student will be motivated to learn, so that students are enthusiastic about participating in ongoing learning activities. Because with enthusiasm, it means they have a strong interest in learning, and this will make it easier for teachers to deliver their learning material with the support of learning media that is used and planned beforehand..

2.2 Kahoot media

According to Miftah (2013), media is the delivery of information from the sender to the recipient of the message, thus the media is a place or vehicle for distributing information. Media in the narrow sense means the components of tools and material components in a learning system. In a broad sense media means utilizing a system component and learning resources to achieve certain learning objectives.

Based on the opinion above, it can be concluded that media is a tool or material used to support a lesson so that learning can be carried out effectively. The media is also referred to as a liaison between the recipient and the giver of information. In the use of media as a liaison between educators and students this is what is called learning. In other words, the learning process which is said to be active requires support from a medium to deliver the material to be studied in an easily understood manner.

Sumarso (2019) states that Kahoot is an online learning media that contains interactive and interesting quizzes and games. Kahoot can also be interpreted as an interactive learning media, this in teaching and learning activities kahoot can be used by holding pre-tests, post-tests and practice questions, material reinforcement, remedial, enrichment and others. One of the requirements to be able to create a kahoot is to have an email account, or a Google account, or a Microsoft account.

Ismail (2017) states that to make a kahoot game, users need to enter the kahoot web (http://getkahoot.com). After having a kahoot account, users can create questions using the available features. It will automatically receive code to run kahoot. Using a laptop or smartphone, students can access games using the kahoot application or by browsing the website www.kahoot.it. Learners need to enter the code that appears on the screen and register a name. After the kahoot game starts, students will get points if they answer the questions correctly and fastest.

Based on the description above, it can be concluded that Kahoot is an educational-based interactive game in which there are several icons to develop. One of them is the quiz icon where users can make quizzes using kahoot for a lesson so that learning becomes interesting, not boring and can increase students' learning motivation.

2.2.1. How to access kahoot media

The way to access the kahoot application is as follows:

To start the quiz, the teacher makes the type of quiz that will be followed. Click Create new then select the type of quiz, for example Quiz to be selected, Fill in the quiz title, quiz topic, if you want a much more attractive appearance, you can add a cover. Then click, Ok, go, Add Question to add Quiz questions. Write a question in the Question column, write 4 answer choices, the teacher can also set the length of time to work on the time limit menu. For a more interactive display of questions, add an image. Repeat steps 5 & 6 until the desired number of questions. Click save to save Quiz, Then the teacher gives a link or Quiz PIN which students will enter to take the Quiz. Students can enter a PIN on the start page https://kahoot.it then enter a name, After all students have been registered, the teacher can click Start to start the Quiz, The teacher needs a projector screen to raise questions because only options will appear on the student's screen, If the question time runs out, the results of student answers will appear with a ranking according to the accuracy and speed of answering, If the Quiz is finished, the teacher can save the Quiz results in excel form

From the description above it can be concluded that the steps in using kahoot are really needed so that it can be easier to access certain destinations so there are no mistakes.
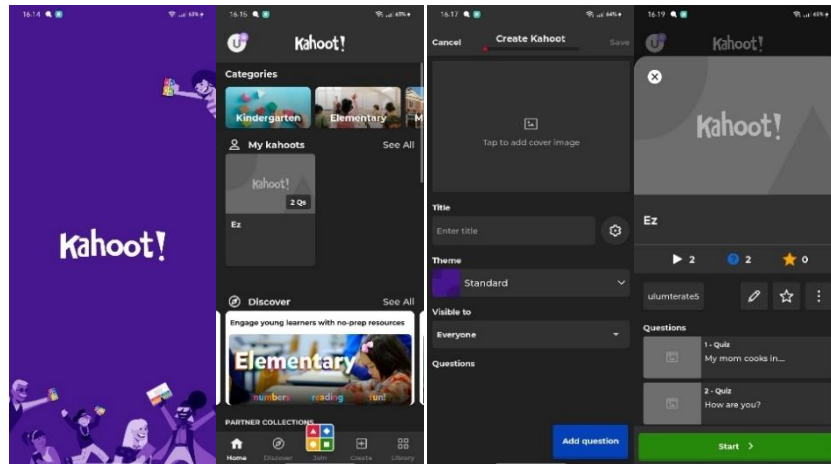
2.2.2. The advantages and disadvantages of kahoot media

a. Advantages of kahoot media

According to Ningrum (2018), In this kahoot application, of course there are advantages possessed by the application, while the advantages of the kahoot application in learning are as follows:

Interesting and varied appearance, The features are complete explorative, Based on technology and can be played from a smartphone or laptop so that it can be reached anywhere, The teacher can choose the content of any type of question that you want to present, so that it can make it easier for the teacher to teach, Students can choose answers easily and see the results that have been answered correctly or not, Teachers can control and monitor student answers quickly, Based on interactive so that it can increase learning motivation and influence student learning outcomes in the learning process of students

b. **Disadvantages of the kahoot application**

According to Budianto (2019), games are understood as measurable or semi-structured activities . Apart from the advantages of the kahoot application, the disadvantages of the kahoot application are:

Game-based application patterns, Easier to use on a smartphone, Limited meeting hours in class, Not all teachers are updated with technology, Inadequate school facilities, Children are easily tricked into opening something else, There is a word limit when creating questions

2.3 MOTIVATION TO LEARN

2.3.1. Definition of motivation to learn

According to Prawira (2012)**,** motivation is a tendency for someone to do something that increases in order to produce a result. In addition, motivation is a phenomenon involved in stimulating action towards certain goals. So that motivation is an attempt to expand and hold a movement to achieve certain goals.

According to Donald (2013), learning motivation is a change in energy within a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. Meanwhile, according to Winkles (2012) learning motivation is the motivation that is applied in teaching and learning activities with a whole psychic drive in students that causes learning activities, ensuring the continuity of learning in achieving a goal .

Based on the explanation above, it can be concluded that motivation is the driving force from within the student and from outside the student. Motivation provides a good stimulus in achieving a goal. Motivation plays an important role in arousing

student enthusiasm for learning, so motivation is the main factor in improving student achievement.

2.3.2. Learning motivation function

In connection with learning activities, motivation is felt to have a very important role. Motivation is interpreted as important not only for students, but for educators, lecturers, school employees . In this regard, there are three functions of motivation, namely as follows: also necessary. Even humans who live in the world also really need motivation, namely as follows:

Encouraging the emergence of a behavior or an action. Without motivation, there will be no action such as learning, Motivation functions as a guide, meaning directing actions to achieve the desired goal, Motivation functions as a driving force. It functions as an engine for the car. The size of the motivation will determine sooner or later an action

Based on the description above, it can be concluded that the function of motivation to learn is to encourage people to do every activity that will be done, determine the direction of action, and select something good to do to achieve a desired goal. If you have good motivation and will do well, you will get good results.

2.3.3. Characteristics of motivation to learn

Typical signs or indicators to determine a person's level of motivation can be seen in the characteristics of a person's learning motivation. The characteristics of students who have motivation to learn are five kinds, namely:

Perseverance in learning, interest and sharpness in learning, achievement in learning, independently in learning, wise in the face of adversity

Brown (2013) suggests several characteristics of students who have high learning motivation, as follows:

Interested in teachers, Interested in the subjects being taught, Have high enthusiasm and control attention, especially to the teacher, Want to always join the class group, Always remember the lesson and learn it again, Always controlled by the environment

From the description above it can be concluded that the characteristics of student learning motivation are that students always like things related to the teaching and learning process and students always want to carry out the learning process.

2.3.4. Factor factors that influence learning motivation

According to Rifai (2012), the six factors that influence learning motivation are as follows:

Attitude is a combination of concepts, information, and emotions that are generated to respond to certain people, groups, ideas, events or objects in a pleasant or unpleasant way, Needs are conditions experienced by individuals as internal forces that guide students to achieve goals, Stimulation is a change in perception or experience with the environment that makes a person active, The concept of affect relates to the emotional experience of anxiety, concern for individuals or groups at the time of learning, Competency theory assumes that students scientifically try to interact with the environment effectively, Reinforcement is an event that maintains or increases the likelihood of a response.

Meanwhile, according to Syah (2020), in his book the factors that influence learning motivation are :

Internal factors are factors that come from within the student. Which includes several aspects, namely "physiological aspects and psychological aspects, External factors are the environmental

conditions of students. External factors consist of social environmental factors, and non-social environment. Social environment such as teachers, administrative staff and classmates. The social environment that has more influence on learning activities is the parents and the students' families themselves .

2.4 Previous study

Dellows (2015), states that game-based learning is a tool that can help students solve problems, improve critical thinking skills and make judgments in the learning process. Using kahoot games can improve their vocabulary retention because learning is easier use it. This research is classified as a quantitative case study research because it aims to determine student learning outcomes. The data collection technique used in this study was a test in the form of multiple choice questions consisting of 25 questions and a questionnaire consisting of 15 questions.

Then in 2021, Pratiwi " Training on the Use of "Kahoot" in Teaching Reading Narrative for Class X SMA Veteran 1 Sukoharjo" that using the kahoot application can improve students' learning English with reading material and increase students' understanding of learning English.

Additionally, in 2022, Mustofa " The use of kahoot ame based learnig toward motivation and the English learning result in junior high school 30 pekanbaru" The use of kahoot game based learning in learning English has had a significant positive impact. Success in increasing motivation and learning outcomes in answering questions related to the present tense in nominal and verbal forms. The quantitative descriptive method was used for 35 class VIII 6 students. The instrument used is the observation made by an observer. From the activities that have been carried

out, the majority of students really like the kahoot based program learning and they are very enthusiastic in every lesson.

Based on previous research, Dellos (2015) explained that game-based learning increases students' potential in learning English and increases students' vocabulary. Furthermore, Whereas last year (2021) Pratiwi stated that learning English using the kahoot application could increase students' understanding of learning English in reading material. and in (2022) Mustofa The use of kahoot game-based learning in learning English has a significant positive impact. Success in increasing motivation and learning outcomes in answering questions related to the present tense in nominal and verbal form.

Unfortunately, the results of the four studies have not been studied in secondary schools such as MTs, therefore this research will be aimed at MTS class VIII with English as the subject.and in this study aims to motivate students in learning English by using a quantitative method.

The three previous studies agree that using the kahoot application can add knowledge to students and increase student interest in learning.

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used in the study. The discussion includes research design, research variable, population, sample, research instrument, data collection procedure, treatments, validity and reliability test, and data analysis.

3.1 Research Design

According to Sugiyono (2019), in this study the researcher used a quantitative approach, A quantitative approach is a research method that focuses on the collection and analysis of numerical and statistical data. This approach uses statistical and mathematical techniques to collect, analyze, and interpret data. The goal is to understand the relationships between variables and make generalizations that apply to the population. The quantitative approach aims to obtain results that are objective, verifiable and universally acceptable. 38 This research uses a quasi-experimental type (pseudo-experiment) which attempts to examine the relationship between variables by comparing the group that received the intervention with the group that did not receive the intervention, but without selecting subjects randomly.

According to Wahyudi (2018), Quasi experiments are useful for understanding changes in the social environment and for understanding how certain interventions affect certain behaviors or outcomes. By controlling the research situation by using certain manipulations or designs to get research results. In an experimental study, manipulation can be carried out by giving specific actions to individuals or groups to study the impact of the intentional treatment carried out by the researcher. In this case,

the researcher chose two classes as research samples with conditions as arranged as follows.
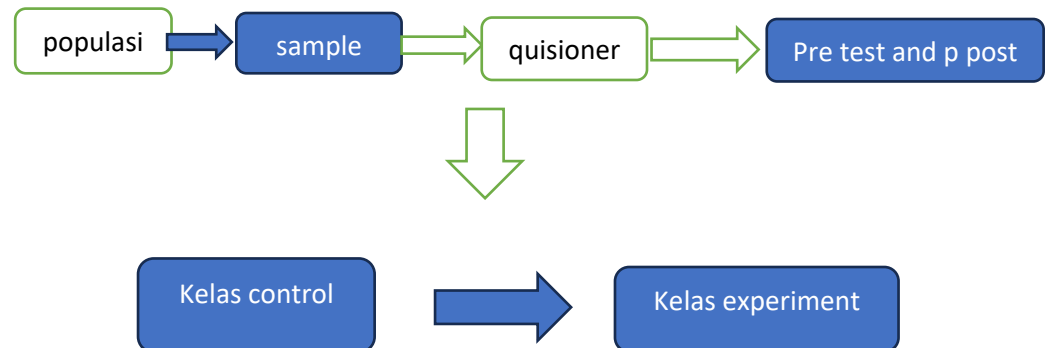
3.2 Subject of the study

The location of this research is MTsN 4 Blitar which is located at Jln. Sukoreno, Sukosewu, Kec. Gandusari, Blitar Regency, East Java, 66187. While the research will be carried out in the even semester of the 2023 academic year. I chose MTsN 4 because at the school there the interest in learning English was lacking and the facilities were adequate, such as wifi and cellphones allowed.

3.3 Population and research sample

3.3.1 Population

Latif (2006), the population is the total number of objects that have appropriate qualities and characteristics and have been determined by researchers to be studied and drawn a conclusion. The population used by the researcher was class VIII students of MtsN 4 Blitar for the 2022/2023 academic year which will be described as follows:

Tabel 3.1 population of 8th grade students at MTsN 4 Blitar

Class	The Number of Student
A	36
B	36
C	33
D	36
E	36
F	34
G	33
H	29
Account	273

3.3.2   Research sample

According to Sugiono (2019), to obtain an overview of the characteristics of the entire population, the samples taken must be truly representative. Therefore, the sample is a small part of the population that is carefully selected to represent the entire population in the study. Farida (2017), in the sampling for this study, it was carried out using a purposive sampling technique, namely by taking this sample by taking into account certain objectives and having special criteria that must be met.

in this study, the sample was chosen for class VIII because they had a high interest in learning English. The sampling also determines two classes with the same average UTS results. The following are the grade VIII students' UTS scores at MTsN 4 Blitar.

Table 3.2 Middle Semester Students Class VIII MTsN 4 Blitar

class	the average value of uts
A	70
B	69,2
C	69,4
D	72,8
E	71,8

3.4 Research Variable

Sugiono (2013), research variables are attributes or values related to an object determined by researchers to be studied in order to obtain information so that conclusions can be drawn. In this study, there are two types of variables, namely:

1) Independent

This variable affects changes in the dependent variable. In this study "kahoot application" is an independent variable which is symbolized (X)

2) Dependent

This variable is the result of the influence of the independent variables. In this research, students' motivation which is symbolized (Y1) and learning outcomes which are symbolized (Y2) of students are the dependent variable.

3.5 Data and Sources Data

Suyoto (2015), data is information that is collected and analyzed to answer research questions or to make a decision. Data sources are places or sources that provide the information needed

in research. Data sources can be in the form of observations, notes, documents, interviews, or surveys. Sources of data used in a study must be valid and reliable so that they can help obtain research results that are accurate and credible. Data sourced from:

1 . Primary data

Data obtained by researcher themselves from primary sources, such as questionnaires. This data is original and new, and collected directly from sources related to research.

2 . Secondary data

Pre-existing data collected from other sources such as books, journals, the internet or archives. This data was not collected directly by the researcher and may have been collected and processed by other people. Secondary data is often used to enrich the information obtained from primary data.

3.6 Data Collection

This research requires a way to gather the required information. In this case, two data collection methods are used, namely:

1. Questionnaire

Sugiono, Questionnaire is a data collection tool in the form of written questions that are presented to respondents to be worked on and received back. The aim is as a tool to obtain information and opinions from respondents about certain topics, such as opinions, attitudes, feelings, or experiences. Questionnaires can be received by respondents online (online) or through print (offline).

2. Treatment

After giving the questionnaire, the researcher will provide treatment using kahoot app. This treatment will be given to all students in the experimental group, while the control group will be

given treatment learning as is usually done by the teacher in the classroom. Study Treatment will be carried out at least 2 times in learning. The first maintenance, students will use the earliest kahoot application the easiest level and will be continued with a questionnaire

3.7   Research instrument

Sugiono, A research instrument or research tool is an object that is used to measure the variations observed in research, In this study, researchers used two research instruments as follows:

A.   Questionnaire

In this study, a questionnaire or questionnaire used a Likert scale as a measure of motivation to learn English for class VIII students at MTsN 4 Blitar. The Likert scale used has 4 alternative answers, namely:

1. strongly agree (SA)   : 5
2. agree (A)   : 4
3. undecided (U)   : 3
4. disagree (D)   : 2
5. strongly disagree (SD) : 1

Of that four alternative answers, respondents can answer by marking (√) on the questionnaire or questionnaire. The following is a nationalism attitude questionnaire gride

Tabel 3.3 motivation to learn English

data source	indicator	number of items	item number
Persistence inlearning english	a. studentattendance b. study outside school hours	1,2 3,4,5,6	1 4
tenacious in theface of adversity	a. attitude toadversity b. trying toovercome difficulties	7,8,9,10 11,12,13,14,15,16,17,18,19,20	4 2

3.8 Validity and Realibility

3.8.1 validity test

Validity test is a test that can be used to determine accuracy,the validity or truth of a statement and a question when used to measure research variables. Validity test in this research using the Karl Person formula, which is correlated when the product moment correlate the value of each statement or question with valid whether or not an instrument item with the following formula:

$$r_{hitung} = \frac{N\ (XY) - (\Sigma X)(\Sigma Y)}{\sqrt{(N\ (\Sigma X^2) - (\Sigma X)^2)(\ N(\Sigma Y^2) - (\Sigma Y^2)}}$$

Information :

r_{hitung} : correlation coefficient

N   : number of samples

$\Sigma\, X2$: sum of all scores x

$\Sigma\, Y2$: sum of all y scores

$X\, Y$: the sum of the multiplication results of the x score and the y

         Score

In this case, these items can be used in research surveys.The process of checking the validity is done using SPSS software by comparing the calculated results with the table. If r count is greater from the r table, then the item is declared valid. But if r count more smaller than r table, then the item is invalid

3.8.2   Realiabiity test

Suharsimi, reliability test which means "trusted" so that it can be rely on. Reliability test is a process used to measure consistency and stability of a research instrument. This is done by comparing the results of the same instrument at the same time different or through retesting from different respondents. Level high reliability indicates that the instrument can provide consistent and reliable results suharsimi, reliability test which means "trusted" so that it can be rely on. Reliability test is a process used to measure consistency and stability of a research instrument. This is done by comparing the results of the same instrument at the same time different or through retesting from different respondents. Level high reliability indicates that the instrument can provide consistent and reliable results.

$$a = \left|\frac{k}{(k-1)}\right| \left(1 - \frac{\Sigma_s 2b}{s2t}\right)$$

Information:

a : the reliability of the questionnaire or questions

k : many items of questions or statements

$\Sigma s2$: total per item variant

$s\,2\,t$: total variant

Table 3.4 Reliability Level Criteria

No.	Koefisiensi Reliabilitas	criteria
1.	< 0,200	very low
2.	0,200 – 0,399	low
3.	0,400 – 0,599	Enough
4.	0,600 – 0,799	high
5.	0,800 – 1,000	very high

The table shows that if the test value is ≥ 0.600, then the instrument has a high level of confidence (reliable).Reliability calculations were performed using SPSS software as a tool.

3.9 Data Analysis Techniques

The technique used to analyze the data in the research entitled "the effect of kahoot application on student's motivation to learn English" is as follows:

3.9.1 Normality Test

The normality test is data analysis that aims to determine whether the existing data has a normal distribution or not. In this study, the SPSS test was used with a significance standard of 5% or 0.05 as a reference.

If the significance value is greater than 0.05, then the data can be is said to have a normal distribution, Meanwhile, if the significance value is less than 0.05, then the data have a non-normal distribution.

3.9.2 Homogeneity Test

Homogeneity test is a statistical method used to checks whether the variances of several population samples are different 38 same or not. This is used to ensure that the population used in a study have the same variance and not distorted before proceeding with further statistical analysis. In this study, the homogeneity test was carried out using the SPSS test taking the significance level taken is 5% or 0.05 with guidelines as follows:

If the significance value is > 0.05, it can be said that the data is comes from a population that has a homogeneous variance, If the significance value is <0.05, it can be said that the data is comes from a population that has an inhomogeneous variance

Homogeneity test was carried out in this study to verify whether the variances of the population have the same or not. this test required as a condition before conducting an independent sample analysis T.

3.9.3 Partial Test

Partial T test (partial T test) is a statistical test used to test the difference in means of the two different groups, while considering the influence of other control variables. It delivers information about whether differences were observed between the groups significant or only an apparent variation of other factors. For ensure that variable X affects variable Y partially in fact, the t test is done by comparing the T count values against T table. The T table significance level is 0.05. Calculation T count is done using the following formula:

$$t = r \frac{(n-2)}{\sqrt{1+r^2}}$$

Information :

t : Calculated t value

n : The total number of respondents

r^2 : Regression coefficient value

After calculating the value of Tcount, conclusions can be drawn. In conducting the T test, the SPSS application is used as a basis for decisions, with the following references:

1. Hypothesis Formulation

a. If Tcount is greater than Ttable 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, indicating that there is a partial effect between variable X on

variable Y.

b. if T count is less than T table 0.05, then H0 is accepted and Ha is rejected, indicating that there is no partial effect between variable X on variable Y.

2. test critera

a. If the T count value is greater than Ttable 0.05, then H0 is rejected and Ha is accepted

b. If the Tcount value is less than Ttable 0.05, then H0 is accepted and Ha is rejected.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings of the research and discussion. the finding consists of validity test, reliability test, normality test, homogeneity test, and hypothesis testing.

4.1 Research Findings

These findings provide the results of motivation student's to learn english from experimental tests to test the significance and test the hypothesis. The test is divided into a t-test which is supported by a normality test and a linearity test to ensure the results are appropriate.

Data Quisioner

4	3	3	4	2	4	4	4	4	3	4	4	4	4	4	3	3	4	4	4	70
5	4	4	4	3	4	5	3	4	4	4	3	3	4	4	4	3	4	4	4	74
3	3	3	4	4	4	4	3	3	4	3	4	3	3	4	3	4	4	4	4	74
2	3	3	4	4	4	3	2	3	4	3	5	3	4	3	4	4	4	4	4	74
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
2	3	3	3	4	3	3	2	4	4	3	3	4	3	4	3	4	3	4	4	69
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
3	4	4	5	5	5	4	3	3	5	5	4	3	5	4	4	4	5	5	5	83
3	2	4	2	3	2	3	3	3	3	3	2	3	3	2	2	2	2	3	3	53
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
3	4	4	4	4	4	5	3	3	4	4	3	3	4	5	4	3	4	3	3	73
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
4	3	4	4	4	4	4	4	4	3	3	4	4	3	4	3	3	4	4	4	71
5	4	4	5	4	5	4	5	4	3	3	4	4	3	4	4	4	5	4	4	76
5	4	4	4	3	4	4	5	3	4	4	3	3	4	4	4	3	4	4	4	74
5	4	5	4	4	4	4	5	3	4	4	4	3	4	4	4	5	4	4	4	83
3	3	3	4	3	4	3	4	4	3	3	3	4	3	4	3	3	4	3	3	64
3	4	5	3	3	3	3	3	4	4	4	3	4	4	4	4	3	3	3	3	71
3	3	3	2	2	3	3	2	4	3	2	2	3	4	3	4	2	4	4	4	61
3	4	4	4	3	4	2	3	2	2	4	4	2	4	3	4	3	4	3	3	65
4	4	4	5	3	5	3	4	4	4	3	5	4	3	4	4	3	5	3	3	73
4	4	4	4	4	4	4	4	5	3	4	4	5	4	4	4	4	4	4	4	79
3	3	2	4	4	4	4	3	3	5	3	4	3	3	3	3	3	4	4	4	66
5	4	4	4	3	4	3	5	4	3	3	4	4	3	4	4	4	4	3	3	71
2	2	2	2	3	2	3	2	3	2	4	3	3	4	4	2	3	2	3	3	57
5	5	3	4	3	4	5	5	4	4	5	3	4	5	3	5	4	4	4	4	78
4	4	5	4	3	4	4	4	3	4	3	4	3	3	4	4	4	3	3	3	74
5	5	5	4	4	4	3	5	5	5	4	5	5	4	5	5	4	4	5	5	89
4	4	3	3	3	3	4	4	4	4	3	4	4	3	4	4	3	4	3	4	73
3	2	2	4	3	4	3	3	4	3	4	4	4	4	4	2	4	4	5	5	72
5	4	4	4	3	4	5	5	4	3	3	4	4	3	4	4	3	4	3	3	74
3	4	4	4	4	4	4	3	4	4	3	4	4	3	4	4	3	4	5	5	79
4	4	4	5	5	5	3	4	4	4	3	3	4	3	3	4	3	5	4	4	74
0,494965	0,734217	0,483788	0,663813	0,461851	0,663813	0,401194	0,494965	0,403749	0,537523	0,36165	0,527192	0,403749	0,36165	0,460213	0,734217	0,510954	0,663813	0,576217	0,576217	
0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	

4.1.1. Validity Test

From testing the validity of the student motivation questionnaire carried out on 34 non-respondents in this study, the following results were obtained:

Table 4.1.1 Test validity of student' motivation

No.	r-account	r-table 5%	validitas
1.	0,495	0,349	valid
2.	0,734	0,349	valid
3.	0,484	0,349	valid
4.	0,664	0,349	valid
5.	0,462	0,349	valid
6.	0,664	0,349	valid
7.	0,401	0,349	valid
8.	0,600	0,349	valid
9.	0,495	0,349	valid
10.	0,404	0,349	valid
11.	0,538	0,349	valid
12.	0,362	0,349	valid
13.	0,527	0,349	valid
14.	0,404	0,349	valid
15.	0,362	0,349	valid
16.	0,460	0,349	valid
17.	0,734	0,349	valid

18.	0,511	0,349	valid
19.	0,664	0,349	valid
20.	0576	0,349	valid

Based on the table 4.1.1 of validity test results of the student motivation, it can be demonstrated that a significance level of 5% was used with an r-table value of 0.349. The results of the validity test indicated that the 20 questionnaire items are declared valid because the calculated r value is greater than the r-table. Therefore, a questionnaire that has a calculated r value is greater than 0.349 is declared valid, so there are 20 valid questionnaires. For more details, see the table above

4.1.2. **Reliability Test**

The results of the reliability test of Questionnaire consisting of 20 question items in accordance with the kahoot application technique are distributed to 34 students who were not respondents, which can be seen from the following table:

Table 4.1.2 Reliability test of the students motivation

Reliabillity Statics	
Cronbach's Alpha	**N of Items**
.879	20

From table 4.1.2, the reliability test results for this instrument are 0.879. This shows that this questionnaire can be considered reliable because

the value of 0.879 is greater than 0.600, which is the limit for high reliability criteria.

4.1.3. Normality Test

Testing the normality of student motivation in the control class and experimental class in research assisted by the SPSS statistics version 25 application obtained the following data:

Table 4.1.3 Normality tes of the students motivation

Students motivation				
		Statistic	DF	Sg
Studnts motivation	Control Class	.099	34	.200*
	Experiment Class	.136	34	.115

Based on the normality test table above, the results of the control class have a Sig value of 0.200 and the experimental class has a Sig value of 0.115. So the Sig value for two classes has a greater value than 0.05. This value indicates that the research data is declared normal. So the data above is declared normal because it has met the target

4.1.4. Homogeneity Test

In this research, the homogeneity of motivation of control and experimental class students was tested using the SPSS Levene version 25 tool which is explained as follows.

Table 4.1.4 homogenity test students motivation

Test of Homogenety of Variance					
		Level Statistic	Df1	Df2	Sig
Motivasi belajar	Based on mean	1.839	1	66	180
	Based on median	1.702	1	66	197
	Based on Median and with adjusted df	1.702	1	59.106	197
	Based on trimmed meaan	1.793	1	66	185

Based on the homogenity test table for students motivation, the result of the velue based on mean above a Sig value of 0.180 or < less than 0.05. So the Sig value of 180 shows that the research data is homogeneous or that the variance in the scores of the two groups is balanced. so the data in this research is homogeneous.

4.1.5. T test

The Independent Samples T-Test test results for student motivation using the SPSS Version 25 application tool in this research are based on the following results:

Table 4.1.5 T test of the students motivation

		f	sig	t	df	Sig (2-tailed)
		T Tes				
Students motivasion	Equal variances assumed	.342	.561	.536	66	.594

Based on the T-Test test table above, it is known that the Sig value is 0.561 or > greater than 0.05. This means that the control class and experimental class have the same variance. Therefore, take the Sig (2-tailed) value in the Equal variances assumed table with a value of 0.594 or < less than 0.05. This value shows that (Ho_1) is rejected and (Ha_1) is accepted, which means there is no different effect from providing treatment in the form of the influence of using the Kahoot application on students' motivation to learn English

4.2 Discussion

From the validity test results of the student motivation questionnaire which consists of 20 statements and distributed to 34 non-respondents, a significance level of 5% was used with an r-table value of 0.349. The results of the validity test indicated that the 20 questionnaire items are declared valid because the calculated r value is greater than the r-table, which indicates that the items meet the validity criteria.

The reliability test results for this instrument are 0.879. it show that this questionnaire can be considered reliable because the value of 0.879 is greater than 0.600, which is the limit for high reliability criteria.

The normality test of students motivation, the results of the control class have a Sig value of 0.200 and the experimental class has a Sig value of 0.115. So the Sig value for two classes has a greater value 0.05. So the data has been declared normal

With regard to the student's motivation , Based on Mean has a Sig value of 0.180 or < less than 0.05. So the Sig value of 180 shows that the research data is homogeneous or that the variance in the scores of the two groups is balanced.

From the T-Test test table, it is known that the Sig value is 0.561 or > greater than 0.05. This means that the control class and experimental class have the same variance. Therefore, take the Sig (2-tailed) value in the Equal variances assumed table with a value of 0.594 or < less than 0.05. This value shows that (Ho_1) is rejected and (Ha_1) is accepted, which means there is no different effect from providing treatment in the form of the influence of using the Kahoot application on students' motivation to learn English.

This research aims to identify the impact of the "kahoot" application in English learning on student learning motivation at MTsN 4 Blitar. Through the analysis carried out, the findings from this research indicate that the use of the "kahoot" application in learning English have not a

significant influence on increasing the motivation of class VIII sudents at MTsN 4 Blitar. Use of the Kahoot application is considered as an independent variable (X), while learning motivation is a dependent variable (Y2). To collect data, a questionnaire test was used, consisting of 20 valid questions, which were given to students before and after the learning process.

These results are in line with Hadi's research. Product moment correlation data shows that the use of the Kahoot application does not have a significant influence on learning outcomes. This can be observed from the comparison of the numbers in the product moment correlation formula, where the r-76 table value is 0.304 and the calculated r-value is 0.018. This shows that the r-table value is higher than the calculated r-value. This means that the experimental class that used treatment using certain documentary films did not have a significant difference from the control class.

Meanwhile, in this study, based on the Independent Samples TTest test by comparing the control class and the experimental class with special treatment, the results obtained were Sig (2-tailed) 0.594 or > greater than 0.05. These results state that the use of the Kahoot application does not have a significant effect on the learning outcomes of MTsN 4 Blitar students. So the experimental class that used Kahoot to increase student motivation had no differences from the control.

Based on these results, it is in line with the theory developed by Edward Lee Thorndike regarding transfer theory which focuses on students' ability to transfer knowledge and skills from one context to another. When

combined with this theory, this research states that the effect of kahoots on student motivation may not be significant if students are not able to transfer the knowledge gained from kahoots into an academic context.

There are several reasons that can explain this inequality. Kahoot requires a stable signal and adequate devices. Meanwhile, in the researchers' research, several Blitar MTsN 4 school students still had insufficient information technology (IT) skills. Therefore, the application of the Kahoot application is less effective in learning English for class VIII C MTsN 4 Blitar.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter includes several parts. The first part is about the conclusions of the research and the second part provides suggestions related to this research for teachers and future discoveries.

5.1. Conclusion

Based on descriptive analysis, the two classes both experienced an increase in scores. Based on the results of the Independent Samples T-Test, the Sig (2-tailed) value was 0.594 > or greater than 0.05. These results state that (Ho1) is accepted and (Ha1) is rejected, meaning that there is no significant influence from using the Kahoot application in English learning on the motivation of MTsN 4 Blitar students. So using the Kahoot application and using the lecture method in learning English both have a positive influence on the motivation of MTsN 4 Blitar students.

5.2. Suggestion

Based on the results of the research that has been carried out, researchers provide suggestions as input as follows:

5.2.1. Further Research

This study only focuses on finding out the effect of using the Kahoot application on English language learning at MTsN 4 Blitar, especially class VIII. For further research, it is recommended to research in schools that

have students who have sufficient information technology (IT) knowledge. so that you can see the impact of using the Kahoot application on junior high school students. Apart from that, researchers experienced difficulties in knowing the effectiveness of the Kahoot application in increasing students' motivation to learn English. Because many of the students studied by researcher had quite poor knowledge of information technology.

5.2.2. English Teacher

Researchers advise teachers, especially English teachers, not to use the Kahoot application for student motivation. Because with students using the Kahoot application there is no motivational influence for students to learn English at school

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APPENDIX

SURAT IZIN SURVEY PENELITIAN

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

22 Mei 2023

Nomor : 1247/Un.03.1/TL.00.1/05/2023
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada

Yth. Kepala MTSN 4 Blitar
di
    Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan tadris bahasa inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : M. Bahrul Ulum
NIM : 19180061
Tahun Akademik : genap - 2022/2023
Judul Proposal : **The Effect of Kahoot Application on Students Motivation to Learn English**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

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SURAT PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor	: 1386/Un.03.1/TL.00.1/05/2023	31 mei 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MTsN 4 blitar
di
     Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) *Universitas Islam Negeri Maulana Malik Ibrahim Malang*, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	M.Bahrul Ulum
NIM	:	19180061
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**The Effect of Kahoot Application on Students Motivation to Learn Englis**
Lama Penelitian	:	**Juni 2023** sampai dengan **Agustus 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

VALIDASI INSTRUMENT

INSTRUMEN VALIDATION SHEET

Validator	Rendhi Fatrisna Yuniar, M.Pd
NIP	19940182020121003
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	12 juli, 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

   1 = Very poor

   2 = Poor

   3 = Average

   4 = Good

   5 = Excellent

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.					V
2	Research instrument using communicative language.				V	
3	Research instruments are able to dig up the information needed.				V	
4	Research instrument using the correct punctuation.				V	
5	Research instrument does not cause Misunderstanding.				V	
6	Research instrument clear and easy to understand.				V	

Malang, June 14th, 2023
Validator

Rendhi Fatrisna Yuniar, M.Pd
NIP.

1994018202012100

DOKUMENTASI
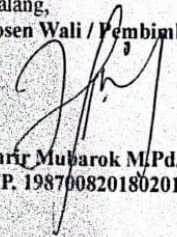
SURAT KONSULTASI

KONSULTASI PROPOSAL SKRIPSI

Konsultasi dan Bimbingan Proposal Skripsi

Tanggal	Bab/ Materi Konsultasi	Saran/ Rekomendasi/ Catatan	Paraf
13 September Juli 2023	Bab IV - Validasi instrument	Mencari Jurnal yang berhubungan tentang Judul dan tingkat sekolah.	
18 september 2023.	Bab IV Pengelolahan data	Menggunakan spss	
13 september 2023	Bab IV & V Konsultasi Bab IV dan V	- acc - melengkapi berkas yang kurang.	
02 oktober 2023	signature of approval	- Signatured.	
03 oktober 2023	Preparation before sidang	- Suggestion ppt Contant - Motivation	

Malang,
Dosen Wali / Pembimbing,

Harir Mubarok M.Pd.
NIP. 1987008201802011152

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DATA VALIDITAS

Correlations

		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL
X01	Pearson Correlation	1	.660**	.505**	.409*	-.187	.409*	.447**	1.000**	.160	.155	.265	.005	.160	.265	.116	.660**	.031	.409*	.107	.107	.495**
	Sig. (2-tailed)		.000	.002	.016	.289	.016	.008	.000	.365	.380	.130	.979	.365	.130	.512	.000	.862	.016	.547	.547	.003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X02	Pearson Correlation	.660**	1	.645**	.513**	.153	.513**	.344*	.660**	.213	.429*	.370*	.185	.213	.370*	.207	1.000**	.199	.513**	.124	.124	.734**
	Sig. (2-tailed)	.000		.000	.002	.386	.002	.046	.000	.226	.011	.031	.295	.226	.031	.241	.000	.258	.002	.484	.484	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X03	Pearson Correlation	.505**	.645**	1	.282	.154	.282	.136	.505**	.092	.214	.074	.116	.092	.074	.147	.645**	.007	.282	-.107	-.107	.484**
	Sig. (2-tailed)	.002	.000		.106	.386	.106	.445	.002	.606	.224	.678	.512	.606	.678	.406	.000	.967	.106	.547	.547	.004
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X04	Pearson Correlation	.409*	.513**	.282	1	.462**	1.000**	.309	.409*	.251	.257	.073	.580**	.251	.073	.221	.513**	.138	1.000**	.268	.268	.664**
	Sig. (2-tailed)	.016	.002	.106		.006	.000	.076	.016	.152	.143	.680	.000	.152	.680	.210	.002	.437	.000	.126	.126	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X05	Pearson Correlation	-.187	.153	.154	.462**	1	.462**	.100	-.187	.239	.352*	-.074	.356*	.239	-.074	.098	.153	.260	.462**	.368*	.368*	.462**
	Sig. (2-tailed)	.289	.386	.386	.006		.006	.574	.289	.174	.041	.677	.039	.174	.677	.582	.386	.137	.006	.032	.032	.006
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X06	Pearson Correlation	.409*	.513**	.282	1.000**	.462**	1	.309	.409*	.251	.257	.073	.580**	.251	.073	.221	.513**	.138	1.000**	.268	.268	.664**
	Sig. (2-tailed)	.016	.002	.106	.000	.006		.076	.016	.152	.143	.680	.000	.152	.680	.210	.002	.437	.000	.126	.126	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X07	Pearson Correlation	.447**	.344*	.136	.309	.100	.309	1	.447**	.040	.273	.248	-.038	.040	.248	.219	.344*	-.004	.309	.132	.132	.401*
	Sig. (2-tailed)	.008	.046	.445	.076	.574	.076		.008	.822	.119	.158	.831	.822	.158	.212	.046	.981	.076	.458	.458	.019
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X08	Pearson Correlation	1.000**	.660**	.505**	.409*	-.187	.409*	.447**	1	.160	.155	.265	.005	.160	.265	.116	.660**	.031	.409*	.107	.107	.495**
	Sig. (2-tailed)	.000	.000	.002	.016	.289	.016	.008		.365	.380	.130	.979	.365	.130	.512	.000	.862	.016	.547	.547	.003
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X09	Pearson Correlation	.160	.213	.092	.251	.239	.251	.040	.160	1	-.018	-.063	.374*	1.000**	-.063	.210	.213	.170	.251	.193	.193	.404*
	Sig. (2-tailed)	.365	.226	.606	.152	.174	.152	.822	.365		.922	.725	.029	.000	.725	.232	.226	.337	.152	.273	.273	.018
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X10	Pearson Correlation	.155	.429*	.214	.257	.352*	.257	.273	.155	-.018	1	.152	.073	-.018	.152	.164	.429*	.216	.257	.487**	.487**	.538**
	Sig. (2-tailed)	.380	.011	.224	.143	.041	.143	.119	.380	.922		.391	.682	.922	.391	.355	.011	.220	.143	.003	.003	.001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X11	Pearson Correlation	.265	.370*	.074	.073	-.074	.073	.248	.265	-.063	.152	1	-.142	-.063	1.000**	.149	.370*	.112	.073	.297	.297	.362*

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTAL
	Sig. (2-tailed)	.130	.031	.678	.680	.677	.680	.158	.130	.725	.391		.423	.725	.000	.401	.031	.530	.680	.088	.088	.036
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X12	Pearson Correlation	.005	.185	.116	.580**	.356*	.580**	-.038	.005	.374*	.073	-.142	1	.374*	-.142	.294	.185	.372*	.580**	.205	.205	.527**
	Sig. (2-tailed)	.979	.295	.512	.000	.039	.000	.831	.979	.029	.682	.423		.029	.423	.092	.295	.030	.000	.244	.244	.001
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X13	Pearson Correlation	.160	.213	.092	.251	.239	.251	.040	.160	1.000**	-.018	-.063	.374*	1	-.063	.210	.213	.170	.251	.193	.193	.404*
	Sig. (2-tailed)	.365	.226	.606	.152	.174	.152	.822	.365	.000	.922	.725	.029		.725	.232	.226	.337	.152	.273	.273	.018
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X14	Pearson Correlation	.265	.370*	.074	.073	-.074	.073	.248	.265	-.063	.152	1.000**	-.142	-.063	1	.149	.370*	.112	.073	.297	.297	.362*
	Sig. (2-tailed)	.130	.031	.678	.680	.677	.680	.158	.130	.725	.391	.000	.423	.725		.401	.031	.530	.680	.088	.088	.036
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X15	Pearson Correlation	.116	.207	.147	.221	.098	.221	.219	.116	.210	.164	.149	.294	.210	.149	1	.207	.214	.221	.247	.247	.460**
	Sig. (2-tailed)	.512	.241	.406	.210	.582	.210	.212	.512	.232	.355	.401	.092	.232	.401		.241	.225	.210	.159	.159	.006
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X16	Pearson Correlation	.660**	1.000**	.645**	.513**	.153	.513**	.344*	.660**	.213	.429*	.370*	.185	.213	.370*	.207	1	.199	.513**	.124	.124	.734**
	Sig. (2-tailed)	.000	.000	.000	.002	.386	.002	.046	.000	.226	.011	.031	.295	.226	.031	.241		.258	.002	.484	.484	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X17	Pearson Correlation	.031	.199	.007	.138	.260	.138	-.004	.031	.170	.216	.112	.372*	.170	.112	.214	.199	1	.138	.355*	.355*	.511**
	Sig. (2-tailed)	.862	.258	.967	.437	.137	.437	.981	.862	.337	.220	.530	.030	.337	.530	.225	.258		.437	.039	.039	.002
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X18	Pearson Correlation	.409*	.513**	.282	1.000**	.462**	1.000**	.309	.409*	.251	.257	.073	.580**	.251	.073	.221	.513**	.138	1	.268	.268	.664**
	Sig. (2-tailed)	.016	.002	.106	.000	.006	.000	.076	.016	.152	.143	.680	.000	.152	.680	.210	.002	.437		.126	.126	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X19	Pearson Correlation	.107	.124	-.107	.268	.368*	.268	.132	.107	.193	.487**	.297	.205	.193	.297	.247	.124	.355*	.268	1	1.000**	.576**
	Sig. (2-tailed)	.547	.484	.547	.126	.032	.126	.458	.547	.273	.003	.088	.244	.273	.088	.159	.484	.039	.126		.000	.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
X20	Pearson Correlation	.107	.124	-.107	.268	.368*	.268	.132	.107	.193	.487**	.297	.205	.193	.297	.247	.124	.355*	.268	1.000**	1	.576**
	Sig. (2-tailed)	.547	.484	.547	.126	.032	.126	.458	.547	.273	.003	.088	.244	.273	.088	.159	.484	.039	.126	.000		.000
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
TOTAL	Pearson Correlation	.495**	.734**	.484**	.664**	.462**	.664**	.401*	.495**	.404*	.538**	.362*	.527**	.404*	.362*	.460**	.734**	.511**	.664**	.576**	.576**	1
	Sig. (2-tailed)	.003	.000	.004	.000	.006	.000	.019	.003	.018	.001	.036	.001	.018	.036	.006	.000	.002	.000	.000	.000	
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Data reability test

Reliability Statistics

Cronbach's Alpha	N of Items
.879	20

Data normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KONTROL01	.099	34	.200[*]	.959	34	.229
EXPERIMENT	.136	34	.115	.961	34	.262

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Data homogenity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
motivasi siswa	Based on Mean	1.839	1	66	.180
	Based on Median	1.702	1	66	.197
	Based on Median and with adjusted df	1.702	1	59.106	.197
	Based on trimmed mean	1.793	1	66	.185

Data uji T

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HASIL	Equal variances assumed	.342	.561	.536	66	.594	.941	1.755	-2.563	4.446
	Equal variances not assumed			.536	65.617	.594	.941	1.755	-2.564	4.446

INSTRUMENT QUISIONER

No.	statement	SA	A	U	D	SD
1.	Students are interested in use of learning media! application. (Siswa tertarik menggunakan aplikasi learning media!)					
2.	Students enjoy having learning media! application. (Siswa senang menggunakan learning media!)					
3.	Students agree that learning media! application in an effective media to learn English (Siswa setuju aplikasi learning media! media yang efektiv untuk belajar Bahasa Inggris)					
4.	The material in your class in suitable to be taught through learning media! application. (Materi di kelas kamu cocok untuk diajarkan melalui aplikasi learning media!)					
5.	Students feel challenged to learn English when your class conducts the learning media! application. (Siswa merasa tertantang belajar Bahasa Inggris ketika kelas kamu mengadakan aplikasi learning media!)					
6.	Students feel satisfied in using learning media! application. (Siswa merasa puas menggunakan aplikasi learning media!) Students feel satisfied in using learning media! application. (Siswa merasa puas menggunakan aplikasi learning media!)					
7.	Kahoot! application gives extensive English practice to the students. (Aplikasi learing media! memberikan latihan Bahasa Inggris dengan mendalam)					
8.	Kahoot! application develop the students creativity in the class. (Aplikasi learning media! membangun kreativitas siswa di kelas)					
9.	Kahoot! application takes a lot of Internet fees (Aplikasi learning media! mengambil banyak biaya Internet).					
10.	Students feel bored using the learning media! applocation. (Siswa merasa bosan menggunakan aplikasi learning media!)					
11.	Students will be lazy to use English book, because of the learning media! application. (Siswa akan menjadi malas menggunakan buku Bahasa Inggris karena adanya aplikasi learning media!)					

12.	Students have difficulty using the learning media! application (Siswa kesulitan menggunakan aplikasi learning media).					
13.	Students can not understand thr materials by learning media! application (Siswa tidak bisa memahami materi dengan aplikasi learning media)					
14.	Students do not have access to learning media! application. (Siswa tidak mempunyai akses ke aplikasi learning media!)					
15.	Students feel un motivated to learn English by using learning medi! application. (Siswa merasa tidak termotivasi belajar Bahasa Inggris dengan menggunakan aplikasi lerning media!)					
16.	Students can not login to Kahoot! application account due to bad Internet network. (Siswa tida dapat masuk ke aplikasi learning media! karena koneksi Internet yang buruk)					
17.	how to use kahoot, in doing a quiz? (bagaimana penggunaan kahoot, dalam mengerjakan suatu kuis?)					
18.	are you challenged in the quiz that has been done? (apakah anda tertantang dalam kuis yang telah dikerjakan?)					
19.	which do you prefer, taking quizzes conventionally, or using kahoot? (manakah ang anda sukai, mengerjakan kuis secara konvesional atau menggunakan kahoot?)					
20.	how do you feel doing quiz using kahoot? (bagaimana perasaan anda mengerjakan kuis dengan kahoot?)					

SA **:** strongly agree   : 5

A   **:** agree   : 4

U   **:** uncided   : 3

D   **:** disagree   : 2

SD   **:** strongly disagree : 1

No	Nama	NILAI KONTROL
1.	ADELIYA DWI AMEL NAFILA	62
2.	AHMADA NAJWA TIQWAN SABARA	69
3.	AIDIL PRATAMA	65
4.	AMALIA SHOLIKAH	63
5.	ANGGUN TRI RUANDA FATMA	66
6.	ARDHA RESTIY NARESWARI	64
7.	ARYA DAROYA PUTRA	69
8.	AULIA DWI UNISA	77
9.	AURA CAHAYA FERNANDA	64
10.	AZZAHRA FATUROHMAN	78
11.	DENI SUNARWAN	61
12.	DICKY MISBAHUL ANWAR	57
13.	FAIRUZ LUTHFIANISA	70
14.	FEBY AULIA PUTRI	65
15.	FIKRI ALBIANTO	72
16.	FITRIA WAHYU NINGSIH	61
17.	FITRIANA RIZKA AINUR ROFIAH	65
18.	IKHFAL IBRA HAIKAL	70
19.	MAGHDALENA ILMI DWINA FITRI	66
20.	MAULANA ABIMANYU OKSELIANSYAH	61
21.	MOCH. KHAFIDZ BAIHAQI	60
22.	MUHAMMAD FACHRI ALFAHMI	63
23.	MUHAMMAD ZANKY RIFA'I	61
24.	NAJWA SALSABILA ATHO'FUN NISA AL-KAHFI	71
25.	NATSYA MARDIANA PUTRI	65
26.	REDHA FIRDAUS	67
27.	RESTU ALAM AJI WICHAKSONO	68
28.	ROBITHOTUL AFIFAH	70
29.	SYIFATHUL FITRIANA	65
30.	TAUFIK IMANSYAH FEBRIANTO	67
31.	UMMU ZAHRO	70
32.	VIO FERNANDA SAPUTRA	65
33.	YOGA AKBAR MAULANA	50
34.	YOGI AJI MUQTADIR	70

no	nama	nilai experiment
1.	izzul	70
2.	abi	74
3.	achmad	74
4.	shalih	74
5.	ainunsyifa	67
6.	alfino	69
7.	alvino	69
8.	andrean	70
9.	annisa	83
10.	arifin	53
11.	askya	77
12.	aura	73
13.	azra	72
14.	binti	71
15.	chery	76
16.	damar	57
17.	danisa	83
18.	farel	64
19.	firmanda	71
20.	hikam	61
21.	lucky	65
22.	gilang	73
23.	ibrohim	79
24.	rafa	66
25.	nabila	71
26.	narendra	57
27.	novi	78
28.	rahmadani	74
29.	salsabila	89
30.	sayidati	73
31.	syaiful	72
32.	talita	74
33.	violyta	79
34.	zahra	74

Cancel · **Create Kahoot** · Save

Title

Quisioner motivasi siswa ⚙️

Theme

Standard ⌄

Visible to

👁 Public ⌄

Questions (20)

1 - Quiz

1. Students are interested in use of learning media? (Siswa tertarik menggunakan aplikasi learning media?)

2 - Quiz

2. Students enjo[y] media! Applicati[on] menggunakan l[e]

Add question

3 - Quiz