

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Pertinent Idea

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

##### 1. The Definition of Evaluation

The word evaluation, which is in terms of evaluation according to Gronlund, is a process carried out systematically to determine or make decisions to what extent the objectives of the program have been achieved.<sup>1</sup> Guba and Lincoln define that evaluation is a process to describe an evaluation to weigh its meaning and value.<sup>2</sup>

This opinion agrees with Arikunto's opinion which states that evaluation is an activity of measuring and assessing. Thus, it can be said that evaluation has a broader scope of meaning of measurement and assessment.

Furthermore, about the term evaluation, which has been raised by several opinions from evaluation experts. According to Carl H. Witherington who argues that "an evaluation is a declaration that something has or does not have value". And the same thing was pointed out by Wand and Brow, where evaluation means "... refer to the act or process to determine the value of something". Both of these opinions provide important affirmation of the word value in an evaluation. Even though in evaluation it is not only related to value but also closely related to meaning. As has been stated by Guba and Lincoln, who argue that evaluation is "a process for describing a devalued and judging its merit and worth". So evaluation is a process to describe students and

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<sup>1</sup>Djaali and Pudji Muljono, *Pengukuran dalam Bidang Pendidikan*, (Jakarta: Grasindo, 2008), p. 1.

<sup>2</sup>I Made Parsa, *Evaluasi Proses dan Hasil Belajar* (Cet.1; Kupang: CV. Rasi, 2017), p. 5.

weigh them in terms of value and meaning. This definition confirms that evaluation is related to value and meaning.

In evaluation, it is always related to the process. The evaluation process must be appropriate to the type of goal that is usually expressed in the language of behaviour.

Evaluation principles include: continuity, The Principle of Continuity of Evaluation should not be done incidentally, because learning itself is a continuous process. Therefore, the teacher must carry out continuous evaluation, comprehensive principles in evaluating an object, the teacher must take all the objects as evaluation material, the principle of fairness and objectives in conducting evaluations, teachers must act fairly without favouritism. All learners should be treated equally "indiscriminately", cooperative principles in evaluation activities, teachers should cooperate with all parties, such as parents of students, fellow teachers, school principals, including the students themselves. This is intended so that all parties are satisfied with the results of the evaluation, and these parties feel appreciated.<sup>3</sup> Practical Principles mean that they are easy to use, both for the teachers themselves who compile the evaluation tools and for others who will use the tools.

Evaluation must be carried out systematically and continuously in order to describe the abilities of the students being evaluated. The main mistake that often occurs among teachers is that the evaluation is only carried out at certain times, such as at the end of the unit, middle, and end of the learning program. The result that occurs is the lack of information about students, which causes many teacher prediction treatments to be biased in determining their position in classroom learning.

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<sup>3</sup> Sukardi, *Evaluasi Pendidikan: Prinsip dan Operasionalnya*, (Jakarta: Bumi Aksara, 2009), p. 2.

In instructional development, evaluation should be carried out as much as possible in an activity. This is recommended to get a lot of information about the activities of students in class and then used to assess the level of program implementation as planned.

From several things that have been described regarding evaluation, it can be concluded that evaluation is a process to measure the extent to which students can follow the development of learning that has been taught through a series of processes. The results of the evaluation given are in the form of scores given by the teacher or evaluator. It is the teacher's duty to carry out evaluation in every lesson to find out students' understanding of the learning given by the teacher.

## **2. Evaluation Tool**

In a general sense, a tool is something that can be used to make it easier for someone to carry out tasks or achieve goals more effectively and efficiently. The word "tool" is commonly referred to as "instrument". In other words, the instrument is a tool used by researchers to collect data by taking measurements.<sup>4</sup>

To clarify the meaning of "tool" or "instrument", apply two ways of peeling a coconut, one using a machete and the other not. Of course with a machete the results will be better and faster than the first method. In evaluation activities, the function of the tool is also to obtain better results in accordance with the reality being evaluated.

With this understanding, the evaluation tool is said to be good if it is able to evaluate something with results such as the conditions being evaluated. In using this

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<sup>4</sup>Rijal Firdaos, "Metode Pengembangan Instrumen Pengukuran Kecerdasan Spiritual Mahasiswa", Edukasia : Jurnal Penelitian Pendidikan Islam, Vol. 11 No. 2, (2016): p. 380.

tool the evaluator uses a method or technique, it is known as an evaluation technique.<sup>5</sup>

In educational evaluation, there are many evaluation tools both in text and non-text form. Evaluation is inseparable from the objective of the evaluation itself, which is to obtain evidentiary data that will show the extent to which the level of ability and success of students in achieving curricular goals.<sup>6</sup>

a. Non Test Technique

1) Questionnaire

The questionnaire is a non-test evaluation instrument that seeks to measure affective domains inside and outside the classroom.<sup>7</sup> Basically, a questionnaire is a Data collection tool which consists of a series of lists of questions submitted to respondents to be answered in writing.<sup>8</sup>

2) List of Matches

What is meant by a match list is a row of statements (which are usually brief), in which the evaluated respondent only needs to put the match sign (✓) in the space provided.<sup>9</sup>

3) Interview

The interview is the method of collecting information materials is carried out by conducting verbal questions and answers one-sidedly face to face and

<sup>5</sup>Suharsimi Arikunto, “*Dasar-Dasar Evaluasi Pendidikan*”, (Jakarta: Bumi Aksara, 2016), p. 41.

<sup>6</sup>Marla Erika Rifani, “*Model Alat Evaluasi Keterampilan Membaca pada Buku Sekolah Elektronik Bahasa Indonesia Kelas X*”, Jurnal Pendidikan Bahasa dan Sastra Indonesia, p. 2.

<sup>7</sup>Ali hamzah, “*Evaluasi Pendidikan Matematika*”, (Jakarta: Rajawali, 2014), p. 159

<sup>8</sup>Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare: CV. Kaaffah Learning Center, 2019), p. 39.

<sup>9</sup>Suharsimi Arikunto, “*Dasar-Dasar Evaluasi Pendidikan*”, (Jakarta: Bumi Aksara, 2016), p. 43.

with predetermined directions and goals.<sup>10</sup> It is said to be one-sided because in this interview the respondents were not given the opportunity at all to ask questions. This question is only asked by the evaluation subject. The objectives of the interview are as follows.<sup>11</sup> To obtain information directly in order to explain a certain thing or situation and condition, to complement a scientific investigation, to obtain data in order to influence a specific situation or person.

#### 4) Observation

Observation is an assessment technique carried out by educators using the senses directly. How to collect data is done by systematically observing and recording the phenomena that are being the object of observation.<sup>12</sup> Observation or observation is an activity carried out to see the extent to which the implementation of an action has been carried out and to evaluate the accuracy of the action taken. Observations are made by using an instrument that has been designed beforehand.

#### b. Test Technique

The test is a means of gathering information, but when compared to other tools, the test is more formal because it is full of limitations. The test has a dual function, namely to measure students and to measure the success of the teaching program.<sup>13</sup>

<sup>10</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 33.

<sup>11</sup> Zainal Arifin, *"Evaluasi Pembelajaran"*, (Bandung: PT. Remaja Ros Dakarya, 2011), p. 158.

<sup>12</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 36.

<sup>13</sup> Suharsimi Arikunto, *"Dasar-Dasar Evaluasi Pendidikan"*, (Jakarta: Bumi Aksara, 2016), p. 47.

Tests can also be used to measure the amount of knowledge that individuals get from a limited level of subject matter. Therefore, the test is a measuring tool that is widely used in the world of education. This is because people still view that the indicator of a person's success in attending education is seen from how many people master the material that has been studied in a certain level of education.<sup>14</sup>

A written test or often called a paper and pencil test is a test that demands answers from students in written form. The written test has two forms, namely the form of description and the form of the objective.

#### 1) Description Form Test

The test description form can be used to measure learning activities that are difficult to measure by the objective form. Called the form of description, because it requires students to describe, organize and state answers in their own words in different forms, techniques, and styles. The form of description is often called a subjective form because in its implementation it is often influenced by the teacher's subjectivity factor. Judging from the extent of the material being stated, the test of this form of description can be divided into two forms, namely limited description and free description.

#### 2) Objective Test

The objective test is a measurement based on an assessment of the student's ability by explaining the correct or wrong answers to the questions with a fixed weighted value. In this test, the subjectivity of the teacher when grading does not take part or have an effect. The objective test is the form of testing that is mostly done in schools. The objective test is divided into three parts, namely: multiple choice,

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<sup>14</sup> Ali hamzah, "Evaluasi Pendidikan Matematika", (Jakarta: Rajawali, 2014), p. 100.

matchmaking, and true and false.<sup>15</sup> Suke Silverius divides the test on descriptions and choices.

a. Multiple choice test

Multiple choice objective test is a set of incomplete questions or statements that provide two or more answer options or options where only one answer is correct or better than the other.<sup>16</sup>

Multiple choice test construction steps according to the Milman method:

- 1) The question sentence or statement contains a main problem and all classifications including words that will be repeated in each alternative.
- 2) Each item should be as concise and consistent as possible.
- 3) Avoid using negative questions or statements, if they cannot be avoided then use emphasis with underlined or italic letters (slashes)
- 4) Each item stands alone, has a problem in full even though the items are taken from the same content.
- 5) Ask for the best answer or the "most" and "major" answers if there is more than one answer.

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<sup>15</sup>Noehi Nasoetion, "*Evaluasi Pembelajaran Matematika*", (Jakarta: Open University, 2007) p. 1-22.

<sup>16</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 40.



- 6) Don't throw away the first sentence, as it will be confusing and will have to be read over and over again.
- 7) Linguistic difficulties should be kept as low as possible.
- 8) Try testing different points for each item.
- 9) Avoid regular patterns in alternative answers.
- 10) Swindler options should be structured attractively if the item is to measure real understanding.
- 11) Make all option responses grammatically consistent with questions and statements.
- 12) The length, the explicit, or the levels of the alternatives, technically, do not need to be different and try to be the same.
- 13) The answer alternatives must appear homogeneous in terms of content, form and grammar structure.
- 14) Avoid placing the correct answer options in repeated places.
- 15) Provide at least four answer options for each item.
- 16) Avoid using repetition of poetic sounds or repetition of words or phrases between items with answer options that can be clues to answers.
- 17) Avoid quoting directly from the book.
- 18) Avoid statement items or questions that become clues to overlapping answers or one alternative to being synonymous with the other.
- 19) Avoid specifiers like "always" and never.

b. The Objective Test of Matchmaking

Matchmaking is asking students to match or pair questions or statements in one column with answers in another box. In the simple matchmaking test, the number



of alternative answers in column two is the same as in the first column. And the number of alternative answers is often found more. To reduce the success of students guessing answers.<sup>17</sup>

c. True False

The true false is a test used to measure the ability to identify statements that have true facts, the basis of formal is the submission of a question which is then assessed whether it is true or false. Students answer by determining whether the statement presented is false or true in the sense that it contains or does not contain truth. In another variant, namely true false, it consists of sentences, calculations or expressions which must be judged right or wrong depending on whether they are written correctly or not, grammar or calculation. In the true false test questions students are asked to circle a sign B if the statement is true in their opinion and circle the letter S if it is false.<sup>18</sup>

The True False Test Construction steps of Gronlund are:

- 1) Include only one main idea or main idea in each statement, the main points of the main points of the item must be in an important position in the calendar. The use of several ideas or ideas should be avoided so as not to get confused.
- 2) Using short sentences, simple vocabulary and sentence structure.

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<sup>17</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 40.

<sup>18</sup>Ali hamzah,"*Evaluasi Pendidikan Matematika*",(Jakarta: Rajawali,2014), p. 123.134

- 3) The choice of words in the sentence must be correct so that it can be immediately assessed whether it is correct or wrong.
- 4) Use negative statements sparingly and avoid overuse.
- 5) It must be distinguished between statements based on facts that have a source from opinions or opinions that are not based.
- 6) When measuring causal relationships. Use the correct preposition.
- 7) Avoid clues that have nothing to do with the answer.
- 8) Introductory points for measuring more overall learning outcomes.<sup>19</sup>

### 3. Quality Evaluation Instrument

#### a. Instrument Validity

Validity comes from the word validity, which means the accuracy and accuracy of a measuring instrument in performing its measuring function.<sup>20</sup> A test or non-test of a measuring instrument or measuring instrument is said to have high validity if the tool performs its measuring function or provides measurement results that are in accordance with the purpose of the measurement.<sup>21</sup>

Broadly speaking, there are 3 kinds of validity, namely content validity, construct validity and empirical validity.

#### 1) Content Validity

A test is said to have content validity if it measures certain specific objectives that are parallel to the material or subject matter given. Because the material taught is

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<sup>19</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 28-29.

<sup>20</sup>Djaali dan Pudji Muljono, “*Pengukuran dalam bidang Pendidikan*”, (Jakarta:Grasindo,2008), p. 49

<sup>21</sup>Ali hamzah,”*Evaluasi Pendidikan Matematika*”, (Jakarta: Rajawali, 2014), p. 214

stated in the curriculum, the validity of the content is often called curricular validity.

## 2) Construct Validity

Construct validity is the validity that questions how far the test items are able to measure what is actually going to be measured in accordance with a specific concept or conceptual definition that has been defined.<sup>22</sup> In other words, if the items measure the thinking aspect, it is in accordance with the thinking aspect which is the instructional goal.

## 3) Empirical validity

The term empirical validity contains the word "empirical" which means "experience". An instrument is said to have empirical validity if it has been tested from experience. Empirical validity cannot be obtained only by arranging instruments based on provisions such as logical validity, but must be proven through experience.

## b. Instrument Reliability

Reliability comes from the word reliability means the extent to which the results of a measurement can be trusted. A measurement result can only be trusted if in several times the measurement of the same group is obtained relatively the same measurement results as long as the aspects measured in the subject have not changed.<sup>23</sup>

The criteria for finding reliability are used in three ways, namely<sup>24</sup>:

<sup>22</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (CET. I Agustus; Parepare:CV.Kaaffah Learning Center, 2019), p. 98.

<sup>23</sup> Ali hamzah, "Evaluasi Pendidikan Matematika", (Jakarta: Rajawali, 2014), p. 230.

<sup>24</sup> Suharsimi Arikunto, "Dasar-Dasar Evaluasi Pendidikan" (Jakarta: Bumi Aksara, 1996), p. 87-113.

### 1) Parallel Form Method (equivalent)

Finding the reliability coefficient with the parallel form method or parallel test or equivalent test are two tests that have the same objective, level of difficulty and arrangement, but the problem items are different from the alternative forms method (parallel form).

### 2) Retest method

The retest method is that the tester only has one test, but is tried twice. The term is single test double trial method. Then the results of the two tests were calculated for the correlation. There are many tests that reveal knowledge or memory and understanding. Using this method is not appropriate because you will still be trying to remember the points of the problem. The solution to this problem is that the grace periods for the first test and the second test are neither too narrow nor too long.

### 3) Split half method (split half method)

Looking for reliability with the method of halves, ie the tester only uses a test and is tested once so that the correlation coefficient is obtained after splitting and correlating the two halves. Then it is only known that the reliability of half the test.

### c. The Difficult Items

The difficulty items of the questions, also known as the item difficulty index, is a number that shows the proportion of students who answered correctly in a question that was carried out using an objective test. The difficulty of item tests is

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generally indicated by the percentage of students who get the correct item answers.

The item difficulty follows a formula like the following:

$$Pi = \frac{1}{Nt} \sum X_{ij}$$

Where:

Pi = item difficulty value

Nt = number of students in the sample

Xij = Score item i for students j

The higher the Pi value, the easier the questions will be for the students being evaluated. Conversely, lower Pi value means more difficult test items for students. Empirically, the limit on the difficulty score can be increased by making the total value of Nt equal to the number of students who have answered the item. This change can be significant one day, if it occurs in certain items that at the end of the test many of them are blank or do not answer. The difficulty item for the normative test can use the following formula:

$$\text{Difficult items} = \frac{R}{T} \times 100\%$$

Where:

R = The number of students who answered the item correctly

T = Total students who participated in the evaluation<sup>25</sup>

d. The Difference Items

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<sup>25</sup> Sukardi, *Evaluasi Pendidikan Prinsip dan Operasional*, (Jakarta: Bumi Aksara, 2009), p.136-137.

The different items of questions is the ability of a learning outcome test item to be able to different between high-skilled students and low-ability students. Knowing the different items of the questions is very important, because one of the bases held for compiling the learning outcome test items is the assumption that the abilities of one student and another are different and that the items on the learning outcome test are different. Must be able to provide test results that reflect the differences in abilities that exist among these students.<sup>26</sup>

The different items of the questions can be seen by looking at the size of the discrimination index score for the questions. The discrimination index number for an item is a number or number that shows the size of the discriminatory power possessed by an item. The different items is basically calculated on the upper group, namely the group of students who are classified as smart and the lower group, namely the group of students who are classified as stupid.

The method of determining the two groups can vary, namely by looking for the discrimination index for the question or usually denoted by the letter D. The discrimination index number for this question ranges from 0.00 to 1.00. If a question is the discrimination index number = 0.00 then this shows that the item in question has no distinguishing power at all, in the sense that the number of students in the upper group whose answers are correct or wrong is the same as the number of students in the lower group whose answers are correct. So between the two groups of students there is no difference at all or the difference is zero.

e. Distractor Analysis

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<sup>26</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), p. 385-386.

The effectiveness of a distractor is an alternative measurement of answers to multiple choice questions. Multiple choice questions have options or answer choices consisting of an answer key and a distractor. The answer key and distractor in a question need to know whether the answer key or distractor is functioning or not. The answer key is said to be functional (effective) if it is chosen by at least 25% of the participants and more students who already understand the material are chosen. Meanwhile, the distractor can be said to be functioning if the cheater is chosen by at least 5% of the participants and more is chosen by groups of students who do not understand the material.<sup>27</sup>

If the cheater is chosen evenly, it is a very good cheater, if the cheater is chosen by more test takers from the upper (smart) group than the lower (less smart) group, then it is a misleading deceiver.<sup>28</sup> The effectiveness of a good distractor is one that can be avoided by smart students and will be chosen by students who are less intelligent. Thus the effectiveness of the new deceiver can be said to have functioned well if the effectiveness of the deceiver already has a good stimulation or attraction.

#### **4. Student Response**

##### **a. Understanding Student Responses**

Response is an action given by other people after receiving, feeling, trying, and paying attention to something. Based on the large Indonesian English dictionary the essay states, the response comes from the word response which means answer, reply, or response.<sup>29</sup> While the definition of response according to the Ministry of

<sup>27</sup> Abdul Kadir, “Menyusun dan Menganalisis Tes Hasil Belajar”, *Jurnal Al-Ta'dib*, Vol.8, No.2, p.77.

<sup>28</sup> Gito Supriadi, *Pengantar dan Teknik Evaluasi Pembelajaran*, (Malang: Intimedia Press, 2011), p.165.

<sup>29</sup> Echols, J.M. & Shadily, H, *Kamus Inggris Indonesia: An English – Indonesian Dictionary*, (Jakarta: PT Gramedia, 2015), p. 481.



Education and Culture's response is a response, reaction, answer, to a symptom, or event that occurred. The meaning of the word response based on 2 different linguistic dictionaries shows that the meanings shown are similar. In addition, Soekanto also defines the response that response is a behavior that is a consequence of previous behavior as a response or answer to a particular problem or problem.

So, based on the explanation above, conclusions can be drawn about the response. That the response is seen from the process of arising in a thing / event as a form of observation / feedback from the experience gained. The feedback given is in the form of an effort to provide a response after observing something in the form of an object, environment, both obtained through visual, audio, and kinetic activities.

b. Factors for Forming the Response

The teacher's attempts to elicit student responses, sometimes unsuccessful. The absence of student response does not mean that there are no problems in the implementation of learning, but the response factor does not yet exist. Walgito stated that there are two factors for the formation of the response, namely:<sup>30</sup>

- 1) Internal factors: related to body and spirit. Normal physical conditions make it easier to make an observation, with such conditions, the resulting observations are much clearer so that the likelihood of a response arising is higher. The second is the spiritual condition, which includes feelings and views to change / reinforce a person's decision to respond to something.

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<sup>30</sup>Walgito. B, *Pengantar Psikologi Umum*, (Yogyakarta: Andi, 2004), p. 55

- 2) External factors: these factors relate to the objects / means used. So that the learning environment that is formed is influenced by the use of these objects, as users of the objects used, will get a stimulus to create a response.

So, the conclusions that can be drawn. The response is formed by the factors that support the formation of the response. So, teachers who want to get student responses must be able to adjust between external factors and the physical and spiritual conditions of students.

- c. Preparation of Student Response Questionnaires Regarding Media Interest

To assess student responses by using a questionnaire, an indicator is first needed to serve as a reference for assessment. Wahyuningsih provides indicators for response questionnaires given to students. The following is the arrangement of indicators in the student response questionnaire about media attractiveness.<sup>31</sup>

- 1) Material Completeness

Students respond to the presentation of material in the media used. In the material presented students can criticize the completeness of the material, the suitability of the material, the clarity of the material in its presentation system. As for what can be called material on learning media covers all things related to the transfer of learning.

- 2) Clarity of the Language Used

Students respond to the language used. The scope of student responses to this indicator includes everything including the arrangement of language into a sentence and all that includes the arrangement of language into a paragraph. In

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<sup>31</sup>Wahyuningsih, A. (2015). E-Learning Media Development Using Edmodo in Monetary System Materials for Class X Ips Students in Man 1, Jember. Essay. Jember: University of Jember. H. 60

short, the language indicators cover the clarity of language in every word used to present material in a learning medium.

### 3) Clarity of Media Content

Students give an overall response about the presentation of the content of learning media related to the level of clarity. The scope of media content that can be criticized by students includes all the components involved in relation to the transfer of learning. In other words, it can be understood that the scope of media content is visual and audio matters.

### 4) Clarity of Language in Problem

The response to this indicator is in the form of students' critical opinion in the use of language in the questions. What can be criticized by students in assessing this indicator is the clear intention of using language in the questions. The form of language used in the problem can be in the form of a mention command, an order to provide an explanation, an order to give examples of cases, an order to provide problem solving, and even an order to provide illustrations.

### 5) Easy Media Access

In a lesson sometimes it is necessary to involve electronic devices to be used as media instruments. Because students have different abilities to own electronic devices, on this indicator they have the opportunity to criticize access to using learning media. access to media includes accessibility, and a degree of flexibility.

### 6) Interest in Display Media

Students respond by assessing their interest in existing media displays. Assessment of media display interest provides an explanation that the existing media display does not interfere with students in using it. The level of student

interest in media displays also shows how likely it is that students will explore what can be done related to learning through that media.

#### 7) Pleasure in Using Media

Assessment by providing a score provides an explanation of the level of satisfaction in the form of pleasure when using the media. If the results show a high percentage of pleasure, it indicates that the learning media can be used as a mood booster. Besides that, by successfully making students' moods good, it can also affect the atmosphere of a pleasant learning environment.

#### 8) Motivating in Learning

Motivation arising after using the media is an external factor. Another purpose of using the media is to provide a stimulus so that students are motivated. On this indicator students provide an assessment of whether the media used can provide motivation.

#### 9) Interest in Using Media for Other Material

When students are interested in using the same media to be used in other material. This shows that the media has a supporting function in student learning well. This indicator can be used to reveal things that are related to each other as described above.

The preparation of indicators is based on the student response indicators that have been made by Wahyuningsih. By looking at the existing research problems, only 4 indicators are used. This indicator becomes a reference for researchers to measure what is being sought. The following indicators are included in the questionnaire for student responses.

Table 2.1 Questionnaire indicators for student responses to media attractiveness

No.	Student questionnaire indicators
1	Complete media content
2	An interest in media viewing
3	Ease of accessing media
4	Language clarity in questions.

## 5. KAHOOT

One of the games that appear on the learning platforms used in educational institutions is kahoot."Kahoot!" can be accessed and used for free, including all the features in it. "Kahoot!" Platform can be used for several forms of assessment including online quizzes, surveys, and discussions which all three have different ways to play. Internet connection is required to be able to play this game. "Kahoot!" can be played individually, however, the main design is group play. Quoting from the Official Websiet Kahoot, "Kahoots are best played in a group setting, for example, a classroom.

Players answer the questions on their own devices, while games are displayed on a shared screen to unite the lesson. It creates a 'campfire moment' encouraging players to look up and celebrate together. Besides creating your own kahoots, you can search among the millions of existing games. "Kahoot has four features, namely: games, quizzes, discussions and surveys. For games, there are options to make the type of question, and determine the most appropriate answer and the time spent answering the question. Uniquely, the answers will be represented by pictures and colors. Participants are asked to choose a color / image that represents the answer. You can search among millions of existing games.

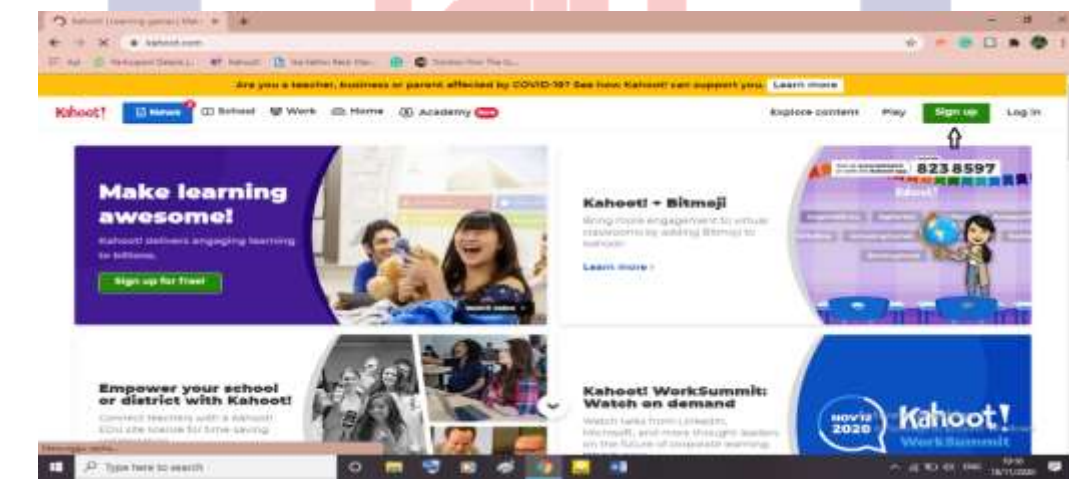
Points are awarded for correct answers and participating learners will immediately see the results of their responses. Game-based learning has the potential

to be an effective learning tool because it stimulates both visual and verbal components.<sup>32</sup>

Kahoot is available for free, a real-time game-based learning platform that has received wide acceptance globally with more than 30 million users worldwide. This allows teachers to create games based on quizzes, surveys, and a few other things. The top responders for each question are listed and the overall winner will be shown at the end of the session. The scoreboard at the end of the match will show the winner. The good thing about kahoot is that the descriptive analysis data results can be exported and saved by the user for future reference.

Steps to access and use Kahoot media:

1. Enter the link <https://kahoot.com/>, it will appear as in Figure 1. In Figure 2.1 is the main screen display of Kahoot. Click "Sign Up"



<sup>32</sup>Darren H. Iwamoto et al., "Analyzing The Efficacy Of The Testing Effect Using Kahoot On Student Performance", Turkish Online Journal Of Distance Education-TOJDE, (2017), p. 82.

**Figure 2.1 The Main Screen Display of Kahoot**

2. Then, there will be four choices for kahoot users to choose from, namely: As a Teacher, As Student, Socially and Work.



**Figure 2.2 Display Usage Options**

3. Since we will make questions after registering, we will choose As a Teacher, then figure 2.3. After that comes the description of the job, namely: school, higher education, school administration, business and others. Please choose according to your workplace.



**Figure 2.3 Display Job Description**

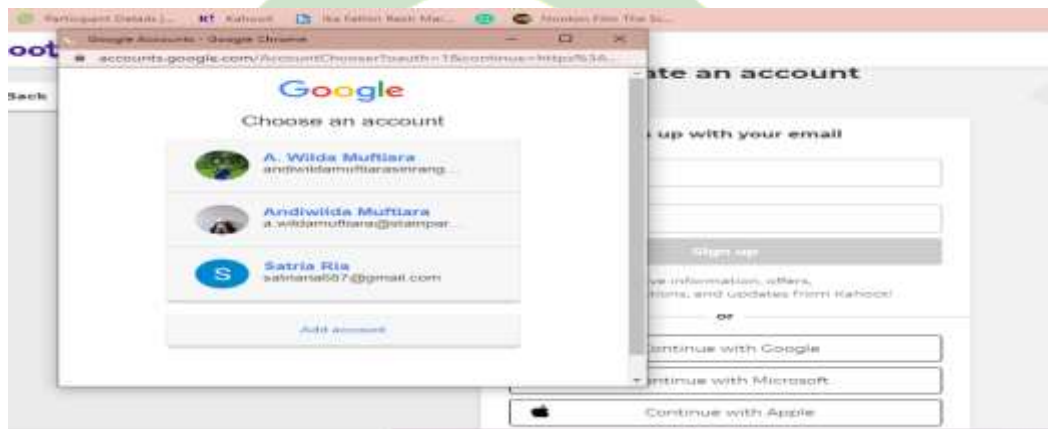
4. Figure 2.4 will appear, the option to sign up first, make sure you already have a gmail account before. To register yourself in this kahoot application. Then select sign up with google.





**Figure 2.4 Sign Up View**

5. Will appear in Figure 2.5, the email account that will be used to sign up. Enter the password that matches the email that has been selected.



**Figure 2.5 Email View**

6. A welcome screen appears at kahoot, so please fill in your name, country, school name and then save and continue. Congratulations, you already have an account on the kahoot application.



**Figure 2.6 User Account Details**

**How to make a quiz in the Kahoot application:**

1. After logging in with the kahoot application, a display will appear in Figure 2.7, the initial appearance of the kahoot application. Then click create to create a question.

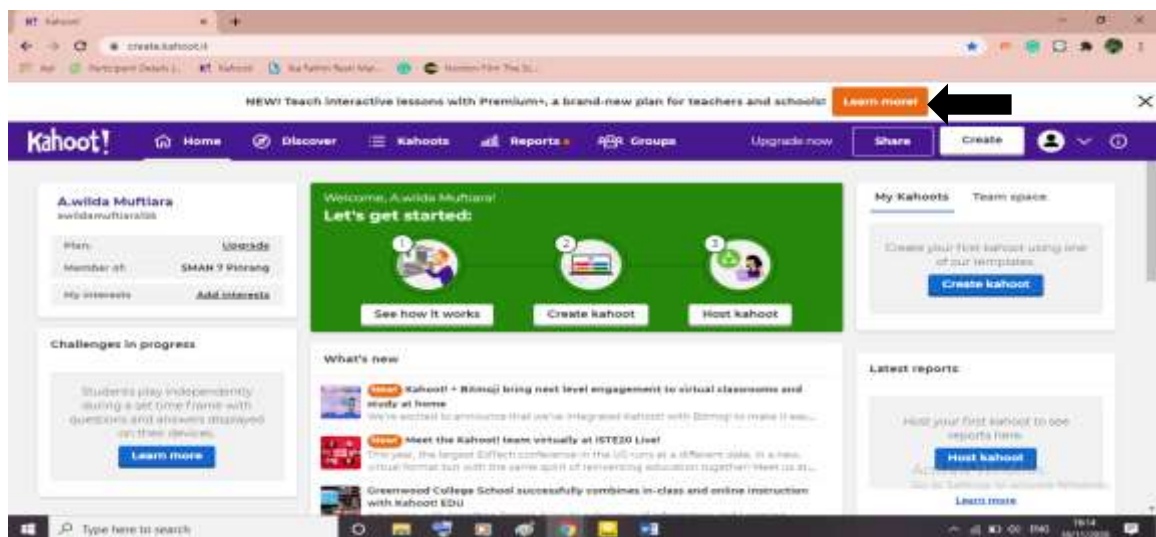


Figure 2.7 Display of Kahoot Application

2. After clicking, the create a new kahoot menu will appear, as shown in Figure 2.8. Please select create.

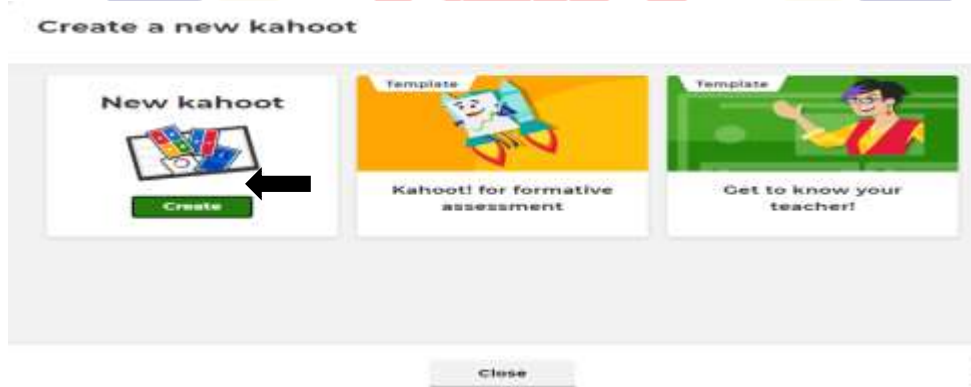
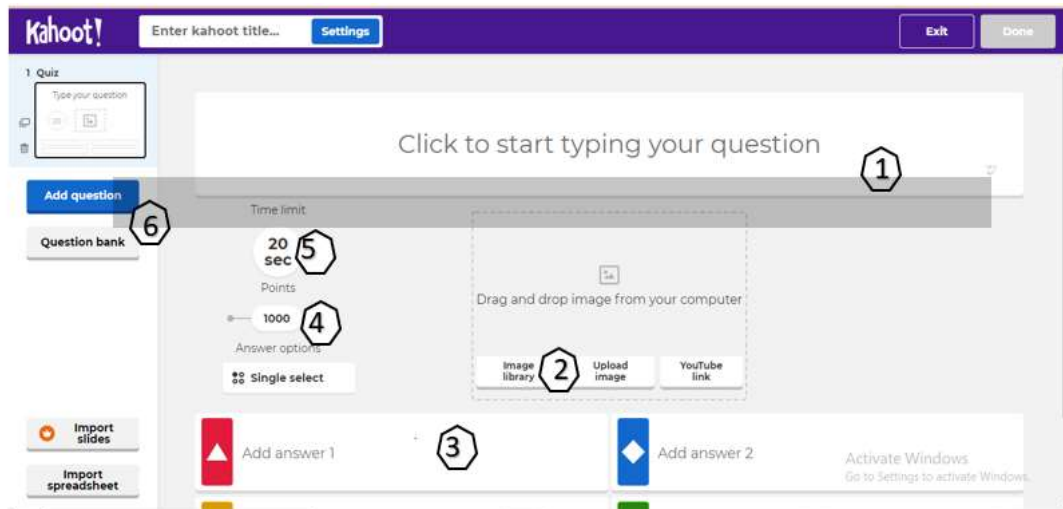


Figure 2.8 Display Create

3. In figure 2.9 is the initial appearance in making the first problem.



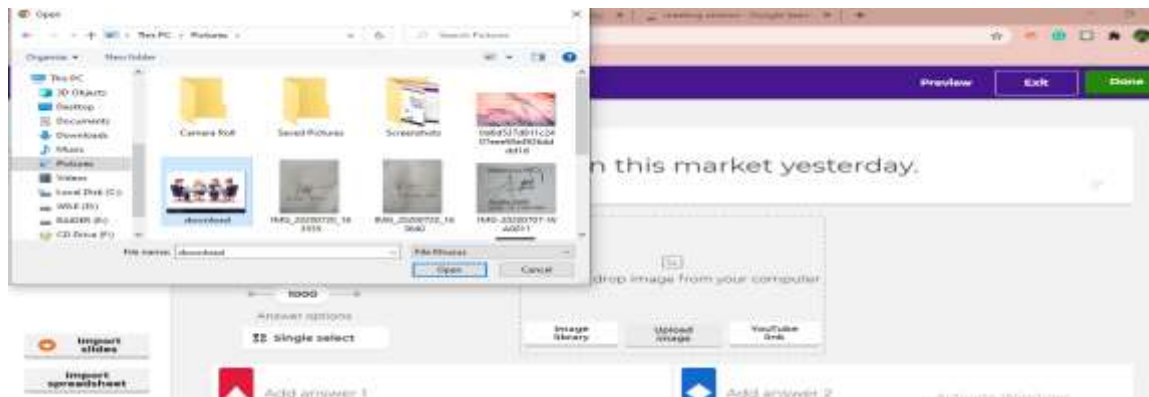
**Figure 2.9 Quiz Description**

- Description: 1: Place to make inquiries      4: Points / Points  
 2: Uploading images      5: Time to answer questions  
 3: answer option      6: Increase the number of questions
4. After filling in and setting the first question, it will appear in the image, first save the question on the kahoot enter kahoot title menu. Then it will appear as shown below. Fill in the required data and click done.

#### Kahoot summary

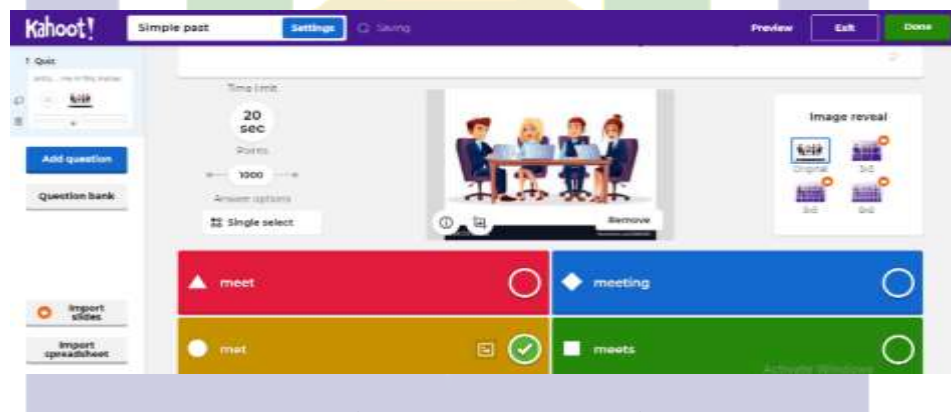
**Figure 2.10 Quiz Data Display**

5. To insert an image in the question, just click on the upload image section as shown in Figure 2.11. And a dialog box will appear to insert the image. Please enter a picture.



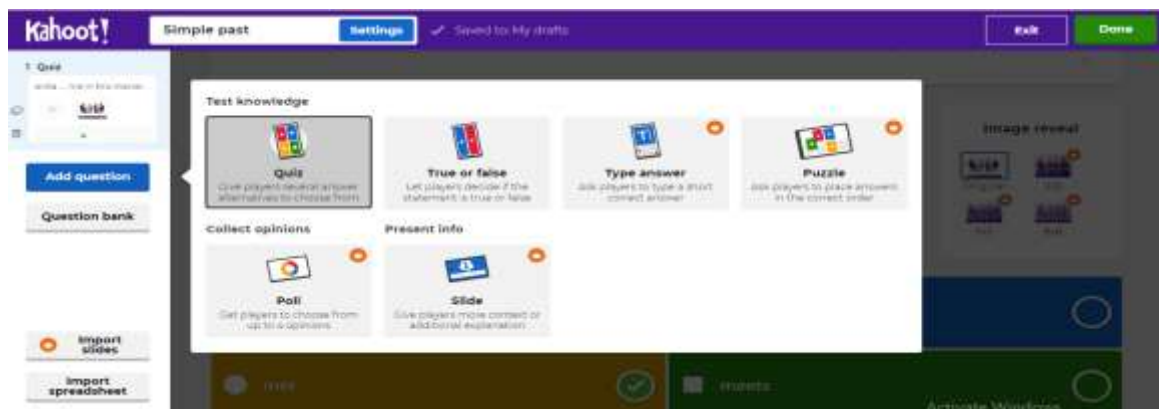
**Figure 2.11 File Selection Display**

6. Then it will appear like Figure 2.12 after the image is uploaded. And this is like when the problem is finished.



**Figure 2.12 Uploaded image**

7. To add a question, on the display there is an add question menu, please click it, it will appear as in the following image. Please select the question model to be added



**Figure. 2.13 Question Feature Display**

8. The next question will appear as below.



**Figure 2.14 Question Display**

7. After the questions are finished, please click on done. The display will appear as shown below. Wait a few moments later, and a display will appear. And finally the questions are ready to be shared and played with students.



Figure 2.15 Validate Questions

### How to play the kahoot quiz

1. In the question display that has been created then click play to start the quiz.

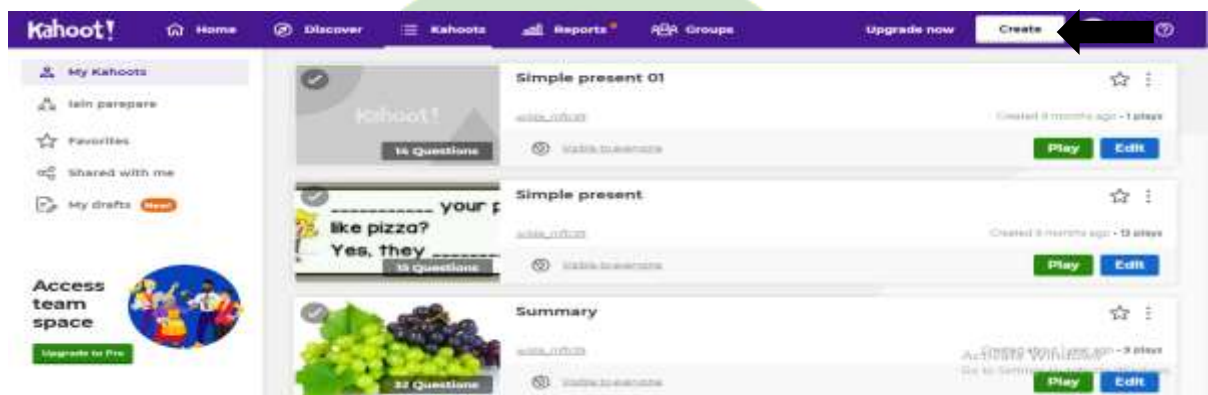


Figure 2.16 Display Questions on Kahoot

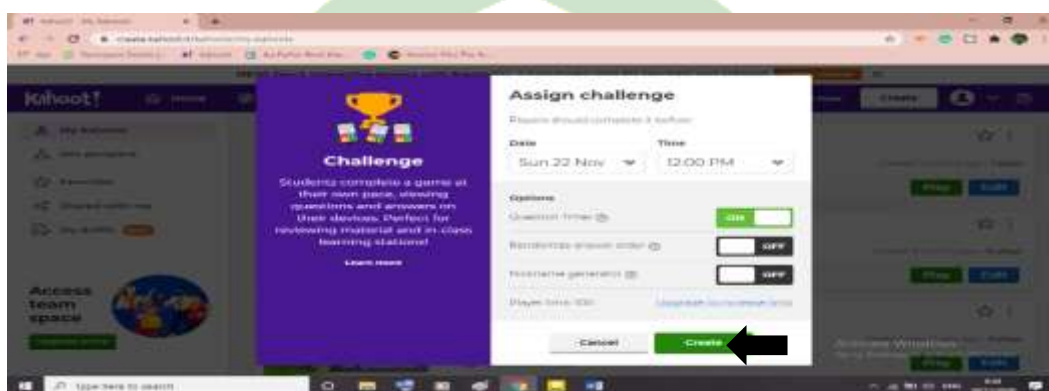
2. In this problem you can also edit if there are questions you want to add or vice versa. On the edit menu click and it will return to when you created the question. After clicking the play menu will appear, the display shown in Figure 2.17.



Figure 2.17 Display to Start the Question

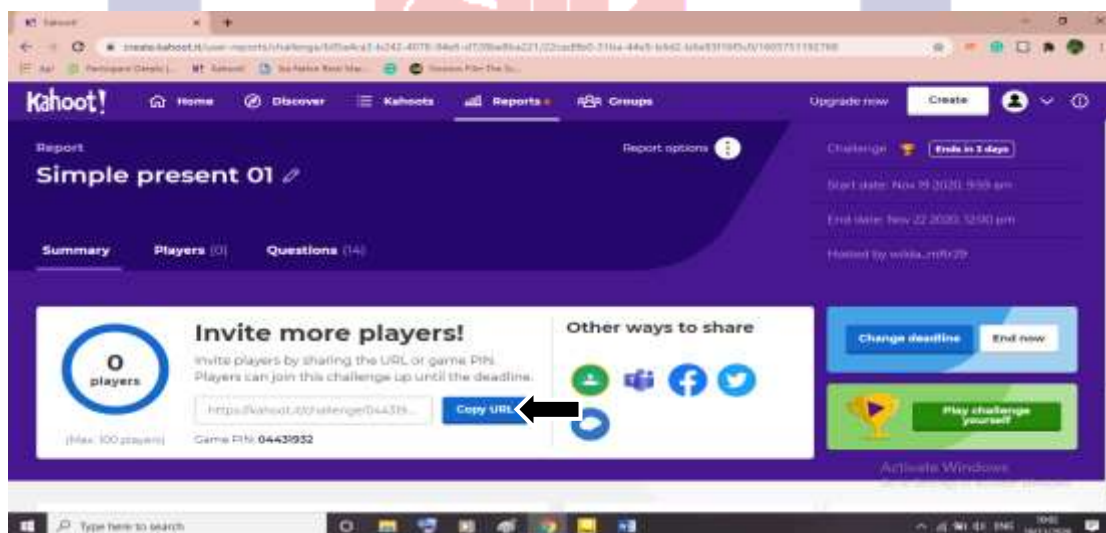


At that time, please choose how to play kahoot. For virtual classroom or for self-paced learning. So for virtual classrooms the teacher can play quiz quizzes when doing online learning via zoom or google met while playing kahoot while for self-paced learning the teacher only shares a link which then students will answer independently. When the teacher chooses for self-paced learning, a display will appear in Figure 2.18.



**Figure 2.18 Display Assign Challenge**

3. In the display above, the teacher will set the time and date. Determine the time it will take to collect the questions. After that click create, and the display will appear in Figure 2.19.





### Figure 2.19 Display Url

4. Click copy url then share the link or game pin to the meeting room to answer the quizzes that have been shared, according to the following image.



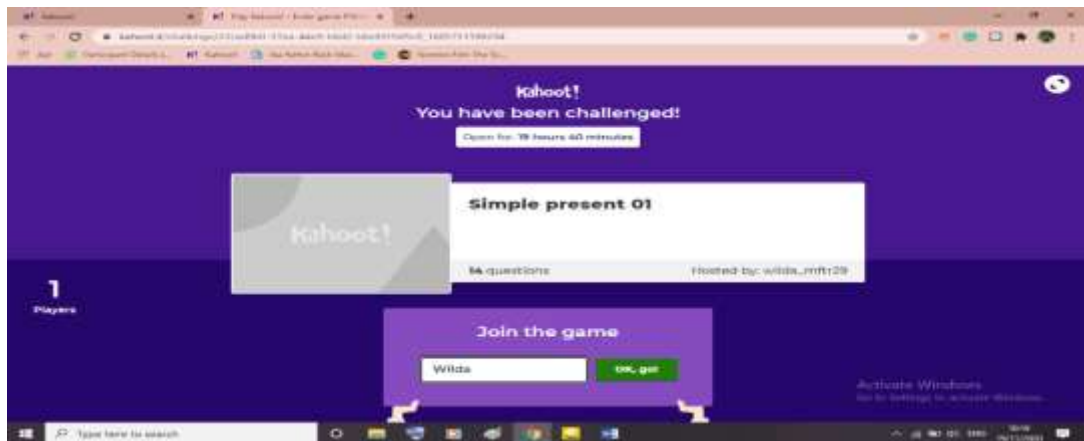
### Figure 2.20 WhatsApp Groups View

5. The link that is shared with the group will then be clicked on by the student. And it will automatically take the student to the browser or to the Kahoot application, if the student already has the application on their Android. As in Figure 2.21



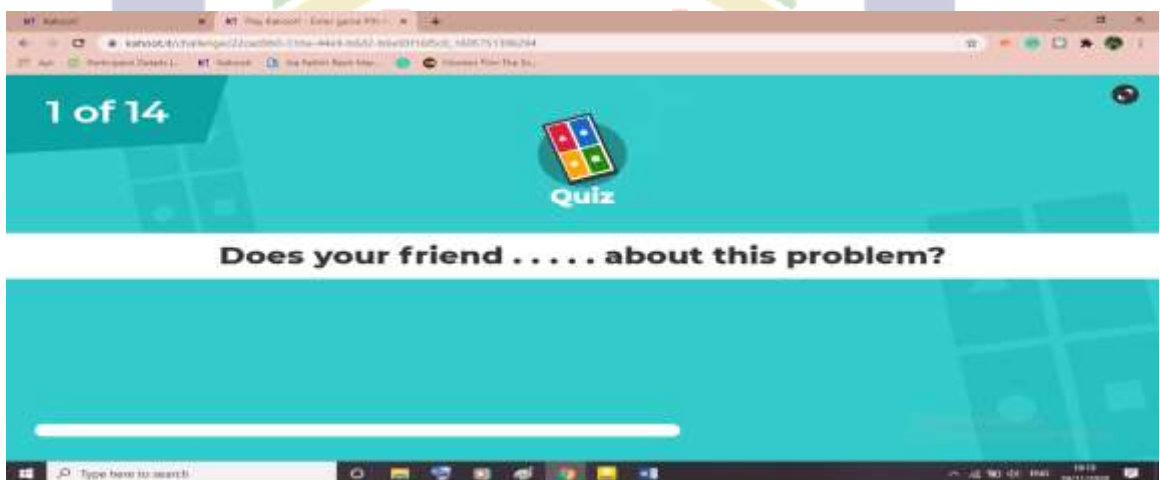
**Figure 2.21 the Quiz View Will Start**

1. After the display above, a display of the name of the quiz will appear, the time to work with the quiz and the display for the nickname, after entering the name click OK, go! As per figure 2.22.



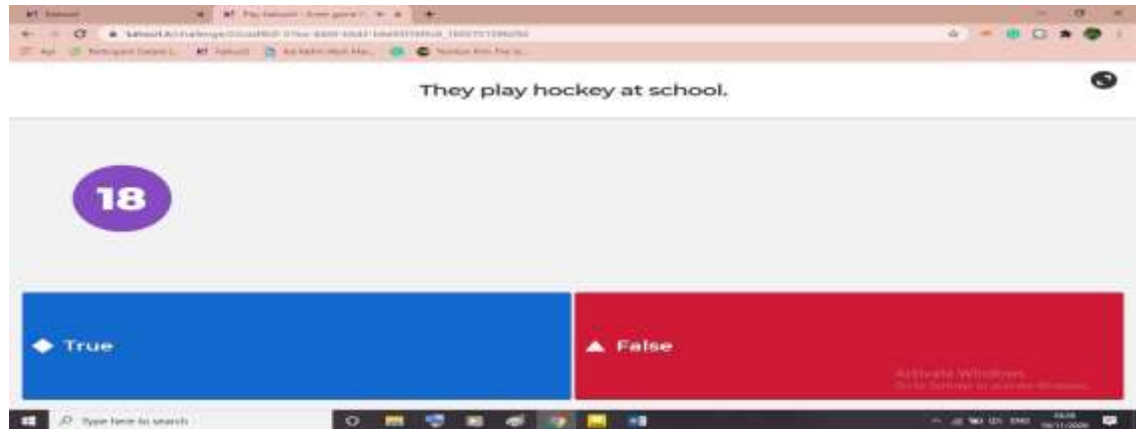
**Figure 2.22 Display Player Name**

8. After clicking OK, go! , then the first question will appear according to the image below. There will be a few seconds to read the question before the answer options appear.



**Figure 2.23 Question Display**

9. In Figure 2.24, questions and answers will appear and the questions will appear again at the top. There is also time when working on questions.



**Figure 2.24 Answer Selection Display**

10. After reading the questions, and choosing the answers that are considered correct, the correct answers will appear and the number of scores that will be obtained after answering the questions. In figure 2.25.



**Figure 2.25 Display of Right and Wrong Answers**

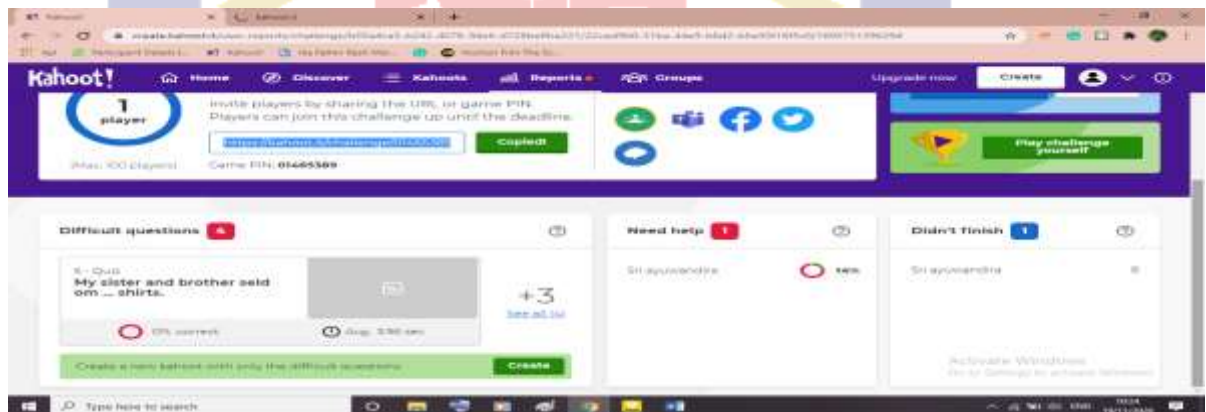
11. Now, to continue with the next question, click next, and the scoreboard will appear first, namely the number of points obtained after answering the

questions as shown in Figure 2.26. Then click next, then the next question will appear.



**Figure 2.26 Scoreboard**

12. In the picture above, namely Figure 2.26, is the next question. Students then answer the questions to completion. In Figure 2.27, the teacher can monitor the results of students' answers



**Figure 2. 27 Display Monitors Question Answers**

For the next stage the teacher can create the desired questions where the questions can be more varied and adjusted to the level of student ability. For this reason, the teacher's creativity and hard work are required so that the learning process can take place comfortably and pleasantly as well as to achieve the learning objectives itself.<sup>33</sup>

It is concluded that kahoot is an educational 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 learning so that learning becomes interesting and not boring.

### **B. Previous Related Research Findings**

In this part, the researcher presents several research results from several previous researchers. Research conducted by Siti Nurhazizah with the title research “Evaluasi Pembelajaran dan Pengaruhnya Terhadap Minat Belajar Siswa pada Mata Pelajaran Ips Ekonomi Kelas VII Di MTS Al-Ihsan Babakan Manjeti Kecamatan Sukahaji Kabupaten Majalengka”. This study aims to describe the implementation of Learning Evaluation in Economic Social Studies Subjects at MTs Al-Ihsan Babakan Manjeti, Sukahaji District, Majalengka Regency, to assess Student Learning Interests with Learning Evaluation in Economic Social Studies Subjects at MTs Al-Ihsan Babakan Manjeti, Sukahaji District, Majalengka Regency, to examine the effect of learning evaluation given by the teacher on student interest in social studies subjects in economics at MTs Al-Ihsan Babakan Manjeti, Sukahaji District, Majalengka Regency. Learning evaluation is a stage that needs to be done by the teacher to determine the quality of learning, this activity is often called a reflection of the

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<sup>33</sup>Irma Rasita Gloria Barus, Tatit Soedewo, “*Use of Kahoot Media! In Learning English Structure Case Study*”, Bogor Agricultural University Vocational School Students, Applied Technology Based On Local Wisdom.

learning process. The current learning process requires an interest in students so that the learning process will be effective and get good results and goals can be achieved. Collecting data in this quantitative study used observation, interview, questionnaire and documentation study techniques. The population in this study were 107 grade students of MTs Al-Ihsan Babakan Manjeti, Sukahaji District, Majalengka Regency, and the sample taken was 37 people. As for analyzing the data, the writer uses Product Moment Correlation. Based on the results of the research, it can be concluded that the Implementation of Learning Evaluation at MTs Al-Ihsan Babakan Manjeti, Sukahaji District, Majalengka Regency is in poor value with 45 percentage results, 69% and students' interest in learning is not good with a percentage of 52.44%. Implementation of Learning Evaluation on Student Learning Interests there is a positive correlation of 0.35. If you look at the results of the t-test, the t-test value is greater than t-table or  $2.22 > 1.697$ . So  $H_0$  is rejected and  $H_a$  is accepted. The research is similar with both discussing evaluation. And differentiation is in examine the effect of learning evaluation on students' interests.<sup>34</sup>

Lime with the title research “Pemanfaatan Media Kahoot pada Proses Pembelajaran Model Kooperatif Tipe STAD Ditinjau dari Kerjasama dan Hasil Belajar Siswa Kelas VIII.1 SMP Negeri 5 Yogyakarta Tahun Ajaran 2017/2018”. This research used quantitative and qualitative descriptive research method. The subject was 25 students VIII. 1 grade in Junior high school 5 Yogyakarta. The technique that had been use were observation, interview and written test. The instrument that has been used were (1) observation sheet about using of kahoot, (2) observation sheet about student's

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<sup>34</sup> Siti Nurazizah, *Evaluasi Pembelajaran dan Pengaruhnya Terhadap Minat Belajar Siswa pada Mata Pelajaran Ips Ekonomi Kelas Vii Di Mts Al-Ihsan Babakan Manjeti Kecamatan Sukahaji Kabupaten Majalengka*, Skripsi of Institut Agama Islam Negeri (Iain) Syekh Nurjati Cirebon: 2012. Unpublished.

cooperative, (3) interview sheet, (4) questions about student' learning result. The data from were analyzed using quantitative and qualitative. The result of this research were (1) percentage the using of kahoot on cooperative learning process STAD type of 86, 11 %. Based on that percentage, the using of kahoot is very well, (2) students' cooperative which had been verified with interview result stated that the student's cooperative is very well (3) passing learning result percentage reached 78, 26 %. Based on the percentage, student's learning result is very well. The research is similar with this research use kahoot. The differentiation this research is researcher using kahoot for the cooperative model STAD type of learning is reviewed from student cooperation and learning while in my research uses kahoot as an evaluation tools.<sup>35</sup>

Cahyani Kurnia Dewi with the title "Pengembangan Alat Evaluasi Menggunakan Aplikasi Kahoot Pada Pembelajaran Matematika Kelas X. The purpose of this study was to determine the feasibility of the evaluation tool using the KAHOOT application and how students respond to the evaluation tool that will be developed. The research method used is the Research and Development (R&D) method using a test instrument development research model. The research instruments used were tests and questionnaires. While the technical data analysis used was in the form of material expert validation sheets, media expert validation sheets, linguist validation sheets, student assessment response questionnaires and item analysis.

The validation results from material experts get the final percentage of 82% with very feasible criteria. The results of the validation from the media expert get a final percentage of 83% with the very feasible category. The results of the validation

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<sup>35</sup> Lime, "Pemanfaatan Media Kahoot pada Proses Pembelajaran Model Kooperatif Tipe STAD Ditinjau dari Kerjasama dan Hasil Belajar Siswa Kelas VIII.1 SMP Negeri 5 Yogyakarta Tahun Ajaran 2017/2018", Skripsi: of Universitas Sanata Dharma Yogyakarta, 2018. Unpublished.

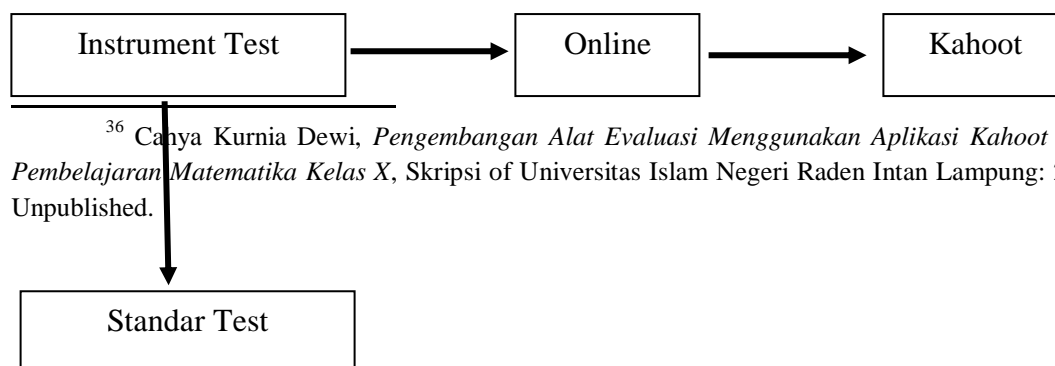


from the linguists get the final percentage of 84% with the very feasible category. The validity of the test results obtained in the first trial 6 invalid questions and in the second trial 12 invalid questions, the reliability obtained in the first stage was 0.943 and in the second stage was 0.537. In the assessment of students, the final percentage was 81% with very attractive criteria. It is concluded that the evaluation tool in the form of an online test developed is very feasible as a good evaluation tool used in learning mathematics. The difference in research is that in this study, the evaluation tool was developed using the kahoot application, while the similar research was the use of the kahoot application in the evaluation process.<sup>36</sup>

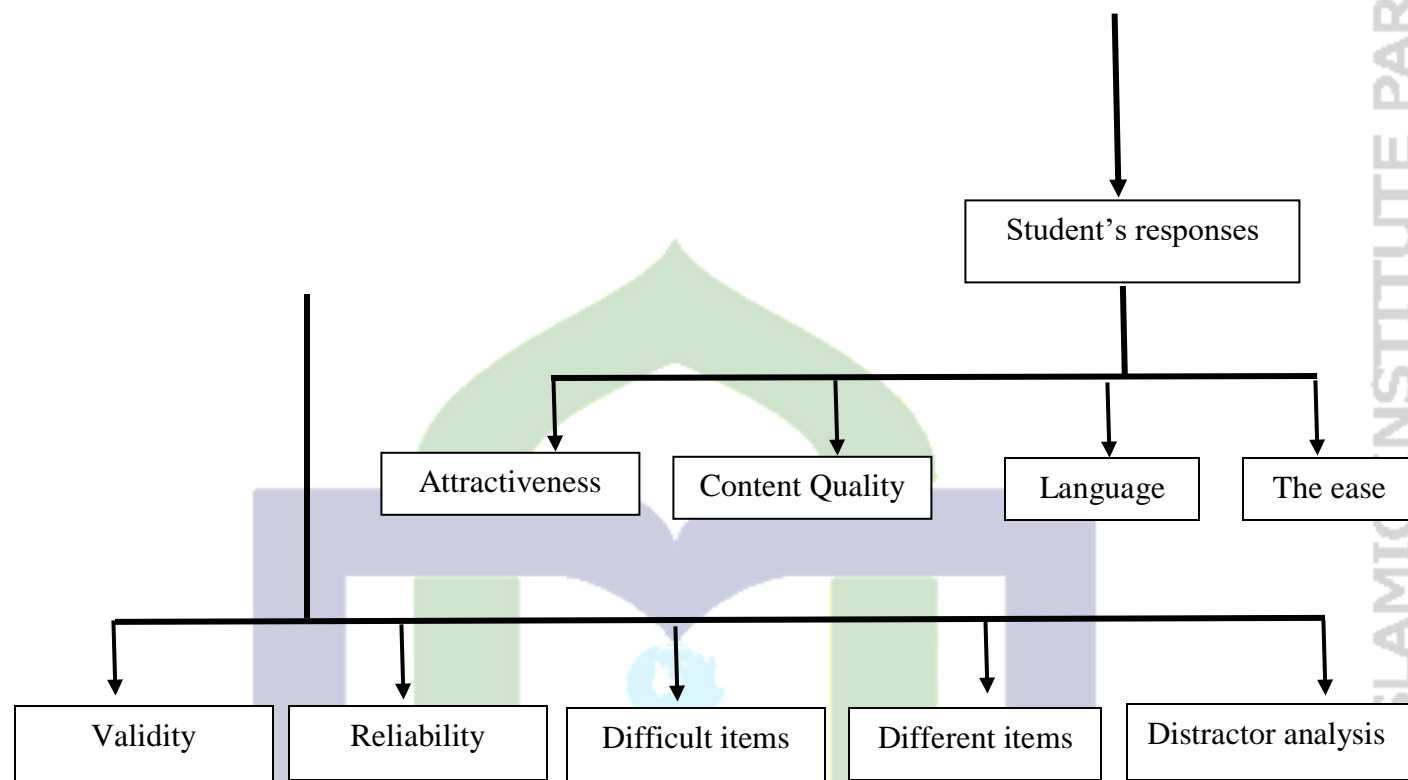
From these three studies, the writer considers that there is a relationship or relationship with the research that the author will do and shows that the evaluation tools used can support the evaluation tools so that they can be used in the learning and evaluation process.

### C. The Conceptual Framework

The conceptual framework of this research will be drawn in the following diagram:



<sup>36</sup> Canya Kurnia Dewi, *Pengembangan Alat Evaluasi Menggunakan Aplikasi Kahoot Pada Pembelajaran Matematika Kelas X*, Skripsi of Universitas Islam Negeri Raden Intan Lampung: 2018. Unpublished.



**Figure 2.28 Conceptual Framework of the Research**

Based on the conceptual framework Researchers made an online test instrument using the kahoot application. In making the test instrument, the researcher refers to the standard of the test, namely validity, reliability, difficulty items, different items and distractor analysis. After that, enter the stage of analyzing the items according to the test standards mentioned earlier. And for using the kahoot application, researchers look for student responses after using the kahoot application which is assessed from the aspects of attractiveness, quality of content, language and ease of using the kahoot application.

#### **D. Variable and Operational Definition of Items**

##### **1. Variable**

Variable of this research is using kahoot application as evaluation tools in learning English.

## 2. Operational Definition of Items

In order to avoid misunderstanding of the fiber of the reader's error as well as to facilitate understanding of the meaning contained in this research topic, the author need to explain the operational definition referred to as follows:

### a. Kahoot

Kahoot is a game based learning platform which is used as educational technology in school. Kahoot is evaluation tool which can be accessed via web browsing or the kahoot application.

### b. Evaluation Tool

The evaluation tool in this research is an intermediary to convey evaluation question to students in the form of visual media containing multiple choice question in the kahoot application. This tools is in the form of multiple choice and true false that is entered into the kahoot application.