THESIS

UPGRADING EFL TEACHERS' ONLINE TEACHING COMPETENCE BY PAIR TEACHING IN KAHOOT TRAINING AT MADRASAH TSANAWIYAH WONOMULYO.

By

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Reg. Number: 18.0213.008

ENGLISH EDUCATION

POSTGRADUATE PROGRAM

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2022

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UPGRADING EFL TEACHERS' ONLINE TEACHING COMPETENCE BY PAIR TEACHING IN KAHOOT TRAINING AT MADRASAH TSANAWIYAH WONOMULYO.

A Thesis Submitted in Partial Fulfillment of Requirements for the Degree of Master of Education (M.Pd) at IAIN Parepare Postgraduate Program

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PERSETUJUAN KOMISI PENGUJI

Tesis dengan judul ***"Upgrading EFL Teachers' Online Teaching Competence By Pair Teaching in Kahoot Training at Madrasah Tsanawiyah Wonomulyo"***, yang disusun oleh Saudari **NURSAKIAH**, **NIM: 18.0213.008**, telah diujikan dalam *Ujian Hasil Penelitian Thesis* yang diselenggarakan pada hari **Rabu**, **26 Januari 2022 Masehi**, bertepatan dengan tanggal **24 Jumadil Akhir 1443 Hijriah**, memandang bahwa telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk menempuh *Ujian Akhir Thesis*.

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Stated that this thesis is her own writing, the things out of her masterpiece in this thesis are signed by citation and referred in the bibliography. If it can be proven that thesis has discrepancies, copied, or duplicated by any other people, this thesis, and the degree that has been gotten would be postponed.

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعٰلَمِيْنَ Firstly, in the name of Allah the Beneficent, and the Merciful. Praised be to Allah the one and only proprietor all of the things in this world, and also has been given a greatest love and compassion to complete the entire requirement in graduating of the degree of Education Magister from English Education of Postgraduate Program of State Islamic Institute (IAIN) of Parepare. Without the mercy and guidance, the researcher would not have had the courage to begin and complete this exertion. Peace and the most advance always are upon to the prophet Muhammad SAW, his family, friends, and the members of Islam religion community.

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اَلْحَمْدُ لِلّٰهِ رَبِّ الْعٰلَمِيْنَ

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ABSTRACT

NURSAKIAH. *Upgrading EFL Teachers' Online Teaching Competence By Kahoot Training At Madrasah Tsanawiyah Wonomulyo.* (Supervised by Abdul Haris Sunubi and Zulfah)

Professionalism teaching in the field of education has always been a big consideration for parents and society today. Entrusting education to professional institutions and teachers are the main foundation for parents before deciding to put their children to the right place. This consideration must have a basic reason, that teachers' competence is also included in the list. Then, in reality the teachers still does not have the overall competencies. One of the four basic teachers' competencies is professional competence and here the focus is problem in it, especially in operating media technology. Therefore, this research aimed to upgrade teachers' online teaching competence by Pair Teaching in Kahoot training.

The action research design was employed in this study. It consisted of two cycles, where first cycle was explained by demonstration and the second cycle was integrated with pair teaching. Then, the subjects of this research were five English teachers of Madrasah Tsanawiyah Wonomulyo. There were three instruments used to obtain the data, they were observation, field note, and documentation. In gathering data, researcher was used observations, field note, and interviews, and the data was analyzed by Miles and Huberman technique involved data reduction, display, and conclusion.

The results of this study were seen from the success of teachers in achieving target indicators in operating Kahoot. In the first cycle, there were some teachers who managed to reach the target and they can operate Kahoot independently, but almost teachers cannot achieve the targets. Then, after the training was repeated in the second cycle using pair teaching, there was an increase in teachers' interest in training. In the second cycle, almost teachers can operate Kahoot independently starting from creating an account, getting to know the features of Kahoot, log in to the application, uploading questions and materials, and log out, although there is still a teacher who sometimes still asks during practice but, overall the second cycle was better when researcher used pair teaching.

Keywords: *EFL Teachers' Online Teaching Competence, Pair Teaching, Kahoot Training.*

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ABSTRAK

Nama	:	Nursakiah
NIM	:	18.0213.008
Judul Tesis	:	Meningkatkan kemampuan guru bahasa Inggris dalam pembelajaran online dengan pelatihan Kahoot di Madrasah Tsanawiyah Wonomulyo. (Dibimbing oleh Abdul Haris Sunubi dan Zulfah)

Profesionalisme mengajar seorang guru selalu menjadi pertimbangan besar bagi orang tua dan masyarakat saat ini. Mempercayakan pendidikan kepada sekolah dan guru merupakan landasan utama bagi orang tua sebelum memutuskan untuk menempatkan anaknya pada tempat yang tepat. Pertimbangan ini harus memiliki alasan dasar, bahwa kompetensi guru juga masuk dalam daftar pertimbangan tersebut. Kemudian, pada kenyataannya guru masih belum mencapai kompetensi mengajar secara keseluruhan. Salah satu dari empat kompetensi dasar guru adalah kompetensi profesional, contohnya kemampuan guru dalam mengoperasikan teknologi media. Kemudian, berkaitan dengan permasalahan pada penelitian ini, peneliti melakukan pelatihan kepada guru untuk meningkatkan kompetensi mengajar online mereka, melalui pelatihan penggunaan applikasi Kahoot.

Desain penelitian yang digunakan dalam penelitian ini adalah tindakan kelas. Proses penelitian terdiri dari dua siklus, dimana siklus pertama dijelaskan secara demonstrasi dan siklus kedua pelatihan diintegrasikan dengan belajar berkelompok. Subjek penelitian ini adalah lima guru bahasa Inggris Madrasah Tsanawiyah di Wonomulyo. Ada tiga instrumen yang digunakan untuk memperoleh data, yaitu observasi, catatan lapangan, dan dokumentasi. Dalam pengumpulan data, peneliti menggunakan observasi, catatan lapangan, dan wawancara, dan data dianalisis dengan teknik Miles dan Huberman yang meliputi reduksi data, display data, dan penarikan kesimpulan.

Hasil penelitian ini dilihat dari keberhasilan guru mencapai beberapa target tahapan dalam mengoperasikan Kahoot. Pada siklus pertama, beberapa guru berhasil mencapai target dan dapat mengoperasikan Kahoot secara mandiri, namun hampir semua guru tidak dapat mencapai target tersebut. Kemudian setelah pelatihan diulang pada siklus kedua yang diintegrasikan dengan pair teaching, terlihat adanya peningkatan minat guru terhadap pelatihan. Pada siklus kedua, hampir semua guru dapat mengoperasikan Kahoot secara mandiri mulai dari membuat akun, mengenal fitur-fitur Kahoot, login ke aplikasi, mengupload soal dan materi, dan logout. Walaupun masih ada guru yang terkadang masih bertanya pada saat praktik, namun secara keseluruhan hasil siklus kedua lebih baik saat penelitian diintegrasikan dengan pair teaching.

Kata kunci: Kompetensi Mengajar Online Guru Bahasa Inggris, Pembelajaran Kelompok, Pelatihan Kahoot.

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تجريد البحث

الإسم : نور زكياة

رقم التسجيل : ٨٠٠.٣١٢٠.٨١

موضوع الرسالة : تحسين قدرة مدرسي اللغة الإنجليزية في التعلم عبر الإنترنت مع تدريب كاهوت في مدرسة التسناوية ونومولیو (بإشراف عبد الحارس السنوبي وزلفاح)

لطالما كانت الاحتراف في تدريس المعلم اعتبارًا كبيرًا للآباء ومجتمع اليوم. إن تكليف المدارس والمعلمين بالتعليم هو الأساس الرئيسي للآباء قبل أن يقرروا وضع أطفالهم في المكان المناسب. يجب أن يكون لهذا الاعتبار سبب أساسي، وهو أن كفاءة المعلم مدرجة أيضًا في قائمة الاعتبارات. ثم، في الواقع، لا يزال المعلمون لم يحققوا الكفاءة التدريسية الشاملة. الكفاءة المهنية هي إحدى الكفاءات الأساسية الأربعة للمعلمين، على سبيل المثال ، قدرة المعلم على تشغيل تكنولوجيا الوسائط. ثم فيما يتعلق بالمشكلات في هذا البحث، يقوم الباحثون بإجراء تدريب للمعلمين لتحسين كفاءتهم في التدريس عبر الإنترنت، من خلال التدريب على استخدام التطبيق كاهوت.

تصميم البحث المستخدم في هذا البحث هو عمل صفي. تتكون عملية البحث من دورتين ، ويتم شرح الدورة الأولى من خلال العرض التوضيحي وتم دمج الدورة الثانية من التدريب مع التعلم الجماعي. شارك في هذه الدراسة خمسة مدرسين للغة الإنجليزية في مدرسة تسناوية في ونومولیو. هناك ثلاث أدوات تستخدم للحصول على البيانات، وهي الملاحظة والملاحظات الميدانية والتوثيق. في جمع البيانات، استخدم الباحثون الملاحظات

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والملاحظات الميدانية والمقابلات. وتم تحليل البيانات باستخدام تقنيات ميليس وهوبيرمان والتي تشمل تقليل البيانات وعرض البيانات واستخلاص النتائج.

تظهر نتائج هذه الدراسة من خلال نجاح المعلم في تحقيق عدة مراحل مستهدفة في تشغيل الكاهوت. في الدورة الأولى ، تمكن العديد من المعلمين من تحقيق الهدف وتمكنوا من تشغيل الكاهوت بشكل مستقل. لكن جميع المعلمين تقريبًا لم يتمكنوا من تحقيق هذا الهدف. ثم بعد إعادة التدريب في الحلقة الثانية التي تم دمجها مع التدريس الثنائي، شهدت زيادة في اهتمام المعلمين بالتدريب. في الدورة الثانية، يمكن لجميع المعلمين تقريبًا تشغيل الكاهوت بشكل مستقل بدءًا من إنشاء حساب، والتعرف على ميزات الكاهوت، وتسجيل الدخول إلى التطبيق، وتحميل الأسئلة والمواد، وتسجيل الخروج. على الرغم من أنه لا يزال هناك مدرسون لا يزالون يسألون أحيانًا أثناء التدريب، ولكن بشكل عام كانت نتائج الدورة الثانية أفضل عندما تم دمج البحث مع التدريس الثنائي.

الكلمات الرائسية : كفاءات التدريس عبر الإنترنت لمدرسي اللغة الإنجليزية، التعلم الجماعي، تدريب كاهوت.

إتفق عليها :

رئيس مركز اللغة

Amzah Selle

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CHAPTER I
INTRODUCTION

This first chapter introduces the topic of this research. It describes the problem, the logical and argumentative reason, the urgency of the research as well as the significant aspects for the foreign language teaching field. In detail, the explanation is elaborated into some sub-chapters namely Background, Research Questions, Research Objectives, and Research Significances as well.

A. Background of the Research

Professionalism teaching in the field of education has always been a big consideration for parents and society today. Entrusting education to professional institutions and teachers is the main foundation for parents before deciding to put their children to the right place. This consideration must have a basic reason, that teachers' competence is also included in the list. As mentioned by Umiyanti Jabri[1], in reality being a teacher is not an easy task because teachers have to fulfill parents' expectations and ensure that students are well educated. This paradigm applies in society and has become a general view that the skills of teachers are very much considered.

The professional level of the teachers is seen from two factors, first from within the teacher himself, namely how he develops theirself in their work. The second comes from outside who is influential, one of which is the principal who leads the teachers. Then the competence of teachers is seen from the success of students in class[2]. A Teacher is a profession, in which this profession requires

[1]Umiyanti Jabri, "*The Profile Of English Teachers' Professional Competence and Students*' Achievement At Sma Negeri 1 Enrekang", Edu Maspul Jurnal Pendidikan, Volume 1– Nomor 1, April 2017, p. 61-62.

[2].M. Nafi Annuri. "*Peningkatan Potensi Profesional Guru Melalui PTK*" Dimas Journal, Volume, 18. No, 2. 2018, p.179.

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responsibility, scholarship, loyalty, and the ability to carry out its duties[3]. This profession cannot be practiced by just anyone without prior training or preparation. A profession develops into a job and requires consistency and responsibility in that job. Another competency needed by a teacher is the skill and ability to operate media instructional devices. The teacher should be able to operate such devices with efficiency and confidence. As an outcome, teachers are expected to be able to empower their learners to think critically, independent, access and analyze information, work collaboratively in projects, and solve problems creatively[4].

According to Permendiknas No 16/2007[5], the teacher must have four competencies, first pedagogical competence, second is personal competence, then social competence, and last is professional competence. The success of the teaching materials about teaching content is influenced competence. Based on some of the teacher competencies mentioned, that the success of students in receiving lessons, one of which depends on the teachers' competence. However in reality, the teacher still does not have the overall competency of the teachers mentioned earlier, as found from the research results by Syamsinar and Baso Jabu[6], that there are six problems teachers have with their competence, include;

1. Problems in mastering the materials,
2. Problems in mastering the curriculum

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[3]Beatrice Obura Ogange, "*Improving Teachers Quality Through Innovative Professional Development*", Commonwealth of Learning, October 2017.

[4]Beatrice Obura Ogange, "*Improving Teachers Quality Through Innovative Professional Development",* October 2017.

[5] Umiyanti Jabri, "*The Profile of English Teachers" Professional Competence and Students' Achievement at Sma Negeri 1 Enrekang*", p. 62.

[6] Syamsinar and Baso Jabu, "*The Problems in Professional Competence of Teachers in Teaching English Subject at Vocational High Schools*", ELT World wide Vol.2, No.2 October 2015, p. 95.

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3. Problems developing materials creatively
4. Difficulties developing the teacher professionalism continuously
5. Problems in using information technology
6. Problems in classroom management.

Another side from a more specific perspective, teacher competency in educational media and technology refers to the knowledge, understanding, skills, and abilities needed by the teachers to use educational media and technology in the teaching and learning processes[7]. EFL teachers' competence problems are in utilization of media online teaching. Then in some cases, because it is difficult to choose the right media, learning objectives can not be achieved and will also affect to all students' aspects of the learning process. Lohr[8], argues that lack of confidence and experience with technology influence teachers' motivation to use information communication technology in the classroom. Then, now the problem is the lack of knowledge and skills of teachers in operating technological media, which makes it easier for them to teach and present more interesting material, and nowdays the traditional learning model in the classroom is rarely used.

Many teachers and schools have upgraded their skills by using technology for teaching. Sometimes, the traditional learning model makes students difficult to accept their lessons and also reduces learning motivation. Besides educational systems builder, curriculum builder, educational observer, the researchers, and the experts, then the teachers are the most influential component in educational element in improving the quality of education. Djamarah[9] said, teacher is one of

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[7]Thinkwell Machingauta, "*What are the Teacher Competencies for Successful Use of Educational Media and Technology*?", University of Ulster, Belfast, an essay from Academia.

[8]Thinkwell Machingauta, "*What are the Teacher Competencies for Successful Use of Educational Media and Technology*?", an essay from Academia.

[9] Djamarah, Syaiful Bahari, "*Guru dan Anak Didik dalam Interaktif Inovatif*", Jakarta: Rineka Cipta. 2000, p. 73.

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the human elements in the word of education. If there is an educational innovation, especially in an effort to improve the quality of education, it will always lead to the teacher, because teachers interacte direcly with students and know more about what learning methods are needed.

Then from these problems above, professional teachers should have the competence to plan and implement the learning activities. In achieving these learning objectives, teachers must not only convey learning materials, but also updated and mastering the learning materials that they present to the students; in this case, the teachers need to upgrade their professional competence. Upgrading the learning method, upgrading skill and knowledge, and using an online learning technology, could be considered by teachers to increase their professional competence. Then to get all of those criteria, doing training for teachers can be a consideration at this time. Teachers still need training, even though they have taught and studied related theories, but because technology and humans are also developing, of coursethe teaching tools and ways of teaching students are also increasingly diverse. Sokley said, a teacher who has been teaching for eighteen years said that getting training to improve teacher quality is recognized as very helpful in teaching. By getting training in teaching methods, it will increase, then share it with students and become a valuable experience for teachers[10].

There are many ways that teachers can make this stage more interesting, combining audio and visual effects can also be an option, such as using video, film, music, and voice recording technology. Several applications were found by experts, one of which is kahoot. This application is a global learning platform that wants to empower everyone, children, students, to unlock their full learning

[10] Ilaria Vanzin. "*The Key Ingredient to More Efficient Early Grade Learning? Upgrading the Qualifications of Teacher Educators*".Official website GPE Transforming Education UNESCO, 28 Januari 2020.

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potential[11]. Kahoot can be used to review learners' knowledge, as a formative assessment[12], or as a distraction or a variation from regular class activities[13] Kahoot also includes a quiz, so it can be used in the evaluation process[14]. Kahoot here can be made in the form of multiple-choice which can be set by the teacher. The teacher adjusts to the material to be evaluated and is made with animation, motion, sound, interesting and unusual evaluation models.

Then, although the use of technology-based application media is often used in the education system, there are still some schools that have not used it more widely. The use of the old method is still more dominant, one of which is in the madrasah schools in Wonomulyo. Several Madrasah English teachers in Wonomulyo admit that they rarely use technology media when they taught. The media they use such as laptops and LCDs, instructional videos, and during this online learning, they used what's up in teaching. One of the obstacles which later became the reason for the lack of use of technological media in the form of applications there is in addition to the lack of teacher knowledge, also because not all students have their cell phones. Then this does not support each other in terms of technicians and is difficult to solve, where the current learning application requires students to each have their cell phone.

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[11]Kahoot team, "*Kahoot News*", Datum Group, Accelerator Investments LLC (owned by Walt Disney Company), and Norwegian and international investors. Kahoot! was listed on the Oslo Stock Exchange's Euronext Growth on October 10, 2019.

[12]Kahoot! as *Formative Assessment - Center for Instructional Technology*".Center for Instructional Technology (dalam bahasa Inggris).2015-07-02. Diarsipkan dari *versi asli* tanggal 2017-02-01.Accessed on 08-09-2017.

[13]Kahoot team, *"Why Kahoot is One of My Favourite Classroom Tools — Tomorrow's Learners*" *(Dalam Bahasa Inggris).* Diarsipkan dari versi aslitanggal 2017-08-10.Diakses tanggal 2017-08-09.

[14]"Kahoot Trivia*"*, *Allen County Public Library*. Diarsipkan dari *versi asli* tanggal 08-10-2017.

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This problem then became the reason why researchers chose Kahoot as an application to be taught to teachers at Madrasah Wonomulyo, where without using cellphones students could attend lessons with the teacher preparing laptops and LCDs as media. Apart from that, this is also the reason that is why training and seminars are important to be held, and schools under the auspices of the Islamic Ministry of Religion should be given more attention in this regard. From the results of several studies above, it is also proven that training is needed by teachers today to upgrading their online teaching competence. Then in this study, the researcher will conduct training for several English teachers at the madrasah tsanawiah in wonomulyo Polewali Mandar, by using kahoot application.

There are two cycle in this research, first the research is explained by demonstration. Then for second cycle, will be integrated with pair teaching if all targets are still not achieved by all teachers. This research is intended to upgrade the competence of teachers in online teaching used Kahoot, and last the teacher will be able to upload material into the application after this training is carried out.

B. Problem Statement

Based on the background above, the researcher formulates the question of the study as follows;

How does Kahoot training upgrade EFL teachers' online teaching competence at Madrasah Tsanawiyah Wonomulyo?

C. Objectives of the Research

As the research questions, the researcher considers the main purposes of this research that consist of one objective as follows;

To upgrade of EFL teachers' online teaching competence by Kahoot training at Madrasah Tsanawiyah, Wonomulyo.

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D. Significances of the Research

These Significances of this researchwill give contribution both theoretical and practical aspects as follows:

1. Theoretical Aspects
   a. As a reference for further research related to the theory in this study.
   b. As an excerpt for research or related articles.
   c. The results that will be obtained from this research contribute to the theory about teachers' competence, specially in online teaching with media technology.
2. Practical Aspects
   a. In the practical aspect, this research will give contributions to the teaching materials produced later. This research can help and facilitate teachers in teaching, even designing English learning in Kahoot application.
   b. The result of this research is to become the data for use in reporting teachers' activities in madrasah schools.
   c. The results of this research become a policy in schools for teachers who participate in this training, to be recommended later in seminars or further research related to training in this research.
   d. The benefit to students is very much taken into account here, with this teachers' training, then in the future teachers in madrasah schools can be more creative in teaching English. Not only does it have an impact on students, but this will also have a good impact on teachers, they will be more confident in their ability to provide material with more interesting methods, they can also compete with teachers in general in terms of mastery of technology.

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter describes several studies related to the development of teaching materials and some results of Kahoot application while it is used for learning activities. There are several theories, approaches, research result, related to the teachers' competence and Kahoot function for learning in the classroom.

A. Previous Related Research Findings

The teachers teaching competence is increasingly being considered nowadays, especially when technological developments are also increasingly advanced and indirectly require teachers to learn and be more professional in using technology in the classroom. From Academia education, arranged by Thinkwell Machingauta[15] said that teachers need to possess many different competencies for the successful use and integration of educational media and technology to upgrade their knowledge and skill in teaching. However, there are some barriers that may prevent the teachers to possess their competencies such as a poor financial system of the school and lack of enough time for using instructional media effectively. Therefore teachers need seminars or training specifically discussing learning media that they might be able to create themselves without being provided by the school. As we know, some schools are still lacking in terms of providing technology-based learning media facilities.

Then in line with this research, the Kahoot application as a technology-based learning media is known to give a big contribution to learning. Some researchers had found facts related to the kahoot function in learning results.

[15] Thinkwell Machingauta, "*What are the Teacher Competencies for Successful Use of Educational Media and Technology*?", University of Ulster, Belfast, *a paper* for students' projected media from Academia.

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Based on the results of research on the use of Kahoot as a learning medium, several functions of kahoot were found that can support the implementation of good learning. Fenny Eka Mustikawati found that Kahoot as a visual learning media has an attention function, namely an interesting social media function and directs learning attention to concentrate on learning related to the visual meaning displayed. Kahoot is also a learning media that meets the demands of digital learning, increases interest, and innovated students' learning styles[16]. Nurul Fazriyah found that the Kahoot application is a popular application today that involves teachers and students interacting with each other with learning materials in the need to involve this application in learning to support a learning atmosphere that tends to be boring[17].

Then, Ahmad Busiri found that Kahoot can also improve students' motivation and listening skills. Besides being able to display material text, Kahoot can also display videos that are directly connected to the internet, in this case being a medium for learning foreign languages. Some of the advantages found when using Kahoot are,

a. Kahoot is one of the interesting and innovative applications
b. There is innovation and creativity in making quizzes
c. Students can improve listening skills and can be repeated
d. Lecturers can monitor student ranking results in online line[18]

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[16] Fenny Eka Mustikawati, "*Fungsi Applikasi Kahoot Sebagai Media Pembelajaran Bahasa Indonesia*", Jurnal pendidikan bahasa dan seni, prosiding Seminar nasional pendidikan dan sastra, 2019, Universitas Bengkulu.

[17] Nurul Fazriyah, dkk,"*Penggunaan Applikasi Kahoot pada Pembelajaran Media dan Sumber Pembelajaran SD*", Journal Ilmiah PGSD STKIP Subang, Vol.6, No.1, Juni 2020.

[18] Achmad Busiri, "*Pemanfaatan Media Kahoot dalam Keterampilan Mendengarkan Bahasa Arab di Sunan Kalijogo Malang*", Rumah jurnal pendidikan Bahasa Arab, https://doi.org/10.24042/ijsme.v1i2.3517, Vol.2, No.2, desember 2020.

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Then, besides of various Kahoot functions mentioned above, one of the Kahoot functions for students and teachers is as an evaluation tool. By Cahya kurnia dewi, using research and development research methods and instrument test development models. In analyzing data used questionnaires with expert validation and student responses. The results obtained were validation by material experts with very feasible criteria, media experts very feasible, linguists very feasible, and participant responses with very interesting criteria, then it was concluded that Kahoot was very feasible to be used as an evaluation tool[19]. Darren H Iwamoto, Jace Hargis, Erik Jon Taitano, and Ky Vuong found that there was a significant improvement in the test results of students who used Kahoot compared to those who did not, it can be concluded that pedagogically Kahoot has the potential to improve test results, students using Kahoot feel more have an interesting experience in evaluation and better understand the material. Overall, the results of this study also found that Kahoot creates a pleasant learning atmosphere and improves academic performance[20].

Then for the teachers themselves in the research of Herwina Bahar, Dewi Setiyanengsih, Laily Nurmalia, and Linda Astriani found the effectiveness of Kahoot especially for teachers where learning with technology has an impact on the professionalism of a teacher, given that the use of technology is very important in improving the teaching skills of teachers in this digital era, make it easier for teachers to teach, and this competency will also then be given to their students as a new understanding. In this study, researchers also provide training to

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[19] Cahya Kurnia Dewi, "*Alat Evaluasi Menggunakan Kahoot pada Pembelajaran Matematika Kelas X*", Indonesian journal of science and mathematics education, Vol.1, No.2 2018.

[20]Darren H. Iwamoto, op.cit, "*Analyzing the Efficacy of the Testing Effect Using Kahoot on Student Performance*", Turkish online journal of distance education TODJE, Vol.18, No.2, Article 7.

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teachers on how to use existing features, upload materials and questions, and apply them to students. The form of training in this study was carried out in stages by giving two questionnaires about the teacher's opinion on how effective Kahoot is if it is used in the classroom as a learning medium. After being practiced in the classroom, it was found that the Kahoot application was effectively used, as evidenced by the increase in learning motivation, making the learning atmosphere more effective, creative, and conducive[21].

The same research was also conducted by Ernalida, Santi Oktarina, Izzah, Akhmad Rizqi Turama, to improve the quality of teachers in media-based learning. Researchers combine teachers in the same room with different subject matter. Then equate their perceptions related to the research objectives to be achieved. After that, the next day the teacher was introduced to Kahoot and practiced it alternately. After the training was completed, participants were asked for their opinions as evaluation material for researchers. Overall, participants like this application and think that this can be a new motivation for students to focus more when studying[22].

Then connected to this research, Kahoot training that will be integrated with pair teaching was also carried out to upgrade the teacher's ability to use applications when teaching. Then for pair teaching, some researchers also found effectiveness when it is appliyed in leraning process. Kothiyal, Majumdar, Murthy, and Iyer[23] while observing the effect of Think-Pair-Share in a large CS1

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[21] Herwina Bahar, et all, "*Efektifitas Kahoot bagi Guru dalam Pembelajaran di Sekolah Dasar*", Journal KACANEGARA pengabdian pada masyarakat, DOI: 10.28989/kacanegara.v3i2.677, Juli 2020.

[22]Ernalida, et all, "*Pembuatan Media Berbasis Kahoot dalam Pembelajaran bagi Guru Guru SMA Swasta di Kota Palembang*", Journal Proseding Sembadra Universitas Sriwijaya, Vol.2, No.1, 2019.

[23] Kothiyal. et all, *"Effect of Think-Pair-Share in a Large CS1 Class:83% Sustained Engagement"*. Institute for Clinical and Economic Review, 2013, 14 (12).

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(Computer Science) class, found that Think-Pair-Share is a suitable strategy to use for Computer Science instructors who intend to incorporate active learning techniques in their courses. During the discussion phase, it was observed that students were interested in discussion with their partners. It was recommended that students working in small groups and providing regular feedback was effective for learning. Then, researcher expects that pair teaching model can upgrade techers' online teaching competence in Kahoot training.

However, this study focuses on increasing the ability of teachers to know, understand, and then be able to use the Kahoot feature which they will later practice with students as a new teaching medium to support the implementation of learning objectives. Looking at the previous situation in several Madrasah in Wonomulyo, from five teachers only two teachers sometimes use technology media when teaching. Here the researcher intends to upgrade teacher knowledge with pair teaching in Kahoot training. Some findings of previous researchers regarding the Kahoot application, for both students and teachers had gotten positive results and supported the implementation of creative and innovative learning in accordance with current technological developments.

Some differences from the previous training are in terms of the methods used; this research uses action research which is carried out in two cycles, where in the second cycle it is integrated with pair teaching if the first cycle has not reached the desired standard. Then, this research focuses on English teachers in Madrasah, where knowledge of using technology in the classroom is still very minimal, and the data analysis process is carried out qualitatively by looking at the results of research in the first and second cycles. As illustrated from some of the research before, the researcher concluded that pair teaching model and Kahoot are one of many kinds of training application model that were recommended for

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used. Then the results above also prove that teachers need special training in developing their skills, especially in preparing the material until giving an evaluation. For this research, researchers focused on upgrading teachers' competence in teaching English material for madrasah students by pair teaching in Kahoot application training.

B. Some Pertinent Ideas

1. EFL Teachers' Online Teaching Competence

a. Teachers' Teaching Competence

Implicitly, Law Number 20 of 2003 concerning the National Education System states that teachers are professional staff in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, to the community, especially for educators at higher education[24]. Referring to the contents of the law above, teachers do play an important role in the progress of a nation and even a country. Not only do they have an important role in the school, teachers also participate in advancing society. Apart from teaching, teachers also carry out research, training, and community service. Of course, this is not easy for them; it requires education and certain skills before someone is ready to become a teacher.

According to the behaviorist flow of learning, the professional teacher is the teacher's effort to form the desired behavior by providing an environment or stimulus. The cognitive flow defines learning as the way the teacher provides opportunities for students to think to know and understand something that is being

[24] Sardi Salim, "*Upaya Peningkatan Kompetensi Profesional Guru Sekolah Kejuruan*", Gorontalo: Pedagogika FIP Universitas Negeri Gorontalo , 2011, p. 1.

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studied[25]. In the process, learning has two combinations of aspects, namely learning which is focused on what students have to do, and teaching which is oriented towards what the teacher must do. These two aspects must always go hand in hand and collaborate well so that there is always good interaction in the classroom, which in turn creates a comfortable learning atmosphere for teachers and students. Then in UUGD No.14/2005 in paragraph 10 verse 1 and PP No.19/2005 paragraph 28 verses 3, said that teachers must have four basic competencies, which is included of pedagogic, personality, social, and professional[26].

Four competences that must be possessed by teachers;

1. Pedagogy is the ability that relate to the students' knowledge and in managing the leraning tools. This pedagogy is also the discipline that deals with the theory and practice of teaching, evaluation of learning material, and developing of students' potential in every aspect. In pedagogy, the teachers inform teaching strategies, methods, and teacher actions toward the theories of learning. Then in detail, from Permendiknas No.16 in 2007 about educator standard and education are explained that pedagogic competence is teachers' ability in managing of students learning, which consist of understanding knowledge in basic of education and developing students' potential. According to Phelps and Lee in Jamil from their book of Guru Profesional, teachers need to upgrade their knowledge and access the conceps of learning in future and knowing the pattern. That is because the technology is increasing

[25] Darsono, "*Model Pembelajaran SAVI (Somatik, Auditori, Visual, dan Intelektual*)", 23 November 2000, p. 24.

[26] Jamil Suprihatiningrum, *"Guru Profesional",* Yogjakarta: Ar-Ruzz Media, 2016, p.100.

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more and more in every year, then society's demands for education service increasing too.

2. Professional in general is a context professional that is related to a profession or any person who deals with their job or profession. Profesional also describes the standards of education and training that prepare the teacher to understand their professionalism as the particular knowledge and skills necessary to perform their specific role within that profession.
3. Personality can be defined as the way to interact with the circumstance and other individuals. This personality reflected of strength, stable, wise, mature, calm, and as a role model of students. It means the teachers must be the good interactive people in their work field. They know how to behave with their partners and students will be then exemplified by students.
4. Social related with an ability of teachers in communicate and bound a relation with students, teachers, staff, parents, and onther society. This competency that builds a capacity for how to deal with social things, teachers must be sensitive to the problem around them. Teachers are social human, where their life cannot be separated with in social life, a teacher can not work alone; they need other individuals around the school to control students' activity at school. Teachers must work with society to encourage the students to study and to learn new things in society.

In general, a teacher must already have knowledge and skills in their respective fields. All teachers must at least have pedagogic, personal, professional, and social skills. Based on the Teacher and Lecturer law[27], teacher certification is an absolute must for teachers, who must also have academic qualifications, physically and mentally healthy competencies, and be able to

[27]Republik Indonesia, "*Undang-Undang Dasar 1945*", Pasal 11 ayat 3 tahun 2005.

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achieve the goals of national education. In the process, the teacher is always the center of the success of students in mastering a material, when students fail, the main mistake and what will be spotted is their teacher. If we look at the past few years, it is very different when compared to today's reality. In this 21st century, we encounter many educators who do not take the path of education, they only take courses, master technology, and are more diligent in studying, this quality is then preferred over bachelor graduates who have a diploma.

As for humanism, it describes learning as giving freedom to students to choose learning materials and how to study them according to their interests and abilities[28]. This humanistic flow is reflected in the curriculum currently used in Indonesia, where students are directed to explore more about themselves in learning. The teacher continues to guide, accompanied by a textbook, then students find their answers and are given the freedom to create according to their creativity. This method is also by one of the learning objectives, namely building scientific ideas, where students interact with the environment and surrounding events. Of course, developing this idea needs help and support from teachers, students, and othereducational system. The methods are varied and appropriate with students' need, and then will help students to be more active in the class.

b. Teachers' Online Teaching Competence

Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" -the umbrella term for any learning that takes place across distance and not in a traditional classroom. By far the most popular approach today is online learning. According to the Sloan Consortium, online

[28] Sugandi, Achmad, et all, "*Belajar dan Pembelajaran*", Semarang; IKIP PRESS, 2000. P., 9.

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enrollments continue to grow at rates faster than for the broader student population, and institutes of higher education expect the rate of growth to continue increasing. Some of the key findings:

1. Over 1.9 million students were studying online in the fall of 2003.
2. Schools expect the number of online students to grow to over 2.6 million by the fall of 2004.
3. Schools expect online enrollment growth to accelerate — the expected average growth ratefor online students for 2004 are 24.8%, up from 19.8% in 2003.
4. The majority of all schools (53.6%) agree that online education is critical to their long-term strategy.
5. A majority of academic leaders believe that online learning quality is already equal to or superior to face-to-face instruction.

Teachers is a centre in a classroom[29] and need a lot of strategies to applied it, then learning media is one of the things that need to be prepared. In using the media, teachers should not act carelessly; even teachers are required to be creative. The media in question must be able to facilitate teacher creativity and innovation, or in other words, the media must be able to attract attention and stay within the corridor of efficiency. The lack of the teachers' ability to transfer knowledge, both theory and practice, will greatly affect the quality of these graduates. However, it is not only the government's attention, teachers' awareness and professionalism are also needed.

As previously explained, the use of technological media in teaching English is very popular today. The media is in the form of web applications, youtube, illustration in the video, and the use of laptops and LCDs. It has shifted

[29] Ernalida, et all, "*Pembuatan Media Berbasis Kahoot dalam Pembelajaran bagi Guru-Guru SMA Swasta Kota Palembang*", Universitas Sriwijaya, Vol.2, No.1. 2019, p.225.

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the learning process from conventional teaching into contemporary learning. Nowadays, we felt a lot of the various media used in teaching English, in which English focuses on how these students can communicate and understand what their interlocutors are saying. According to Kennedy[30] digital technology in learning literate in the 21st century means that a relatively stable set of basic competencies must be mastered dealing with the everyday emergence of new digital tools. It includes the appropriate use of digital tools to identify, integrate, manage access, assess, and functionally analyze digital resources.

Furthermore, Sarica[31] whose study to review technology in English learning activities and internet communication tools looks at Web-based English language learning tools ma educational environment more enjoyable. Her study includes the latest trends in e-learning which are mobile learning (iPod, cell phones, Iphone) blogs, e-mails, online quizzes and tests, instant messenger, and internet telephone skype.

Some functions of media for students and teachers according to Asri and Santiana:[32]

1. Media technologies can improve teachers' creativity

Using technology improves his creativity in teaching. Based on the interview given to the respondent, "Using technology improves my creativity. I usually want to make the students fun while learning. Using prezi, really encourages me to be a creative teacher. There are so many things I can do by

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[30] Kennedy, I.G ., Gloria, L., & Hélia, J, "*Education Skills for 21st Century Teachers Voices From a Global Online Educators' Forum*". New York: Springer, 2016.

[31]Sarica, G. N., & Nadire, C, "*New Trends in 21st Century English Learning. Procedia - Social and Behavioral Sciences", 1*(1), 439-445. doi:10.1016/j.sbspro.2009.01.079.

[32]Asri Siti Fatimah, and Santiana, " *Teaching In 21st Century: Students-Teachers' Perceptions Of Technology Use In The Classroom* ",Script Journal: Journal of Linguistic and English Teaching, October 2017, Vol. 2 No. 2 p.,129-130.

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using those applications and it really produces better learning environment for the students."

2. Media technologies can produce a better learning experience

Using technology as instructional media certainly can produce a better learning experience for the students. The previous method when the teacher only explains the material by using traditional media frequently made the students bored to learn. Technology can create interesting and various activities for the students until students can interact with each other and the teacher with the help of technology.

3. Media technologies can increase the students' motivation

Students should be able to have the motivation to study and produce better learning. In this study, it is also proven that technology can increase the students' motivation and curiosity for learning. Respondent says, "When I deliver material by using Prezi presentation, my students' motivations are really enhanced. They watch the presentation enthusiastically and focus on what I explain in the classroom".

4. Media technologies can help to assess students

Besides helping the teachers to deliver material, media technologies also help them assess the students' ability easily. It is proven from the expression given by the respondent, "Edmodo can help me to easily assess the students' by using a quiz. I do not need to count the right answer given by the students. But the system automatically does it for me. It is really useful, I like it"

Teachers who realize their short comings will always try to upgrade themselves, especially supported by current technological developments. Teaching and learning tools, interesting material design procedures are now all available on the internet. Back again to teachers and schools, do they want to learn

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and keep up with the times, or stick to the old method with student learning outcomes that do not change every year? Dealing with English subject, English teachers are faced with the great demands to deliver Students achieving high competencies in English[33]. It is because the importance of English is in accordance to the 21st century which requires many skills to get high standard use of English language. Training or seminars can certainly be a solution so that learning objectives are achieved and students also know better what they are studying the material for.

A study conducted by three researchers Tertiaavini, Tedy Setiawan Saputra, and Anisa Fitriani in 2017[34] on increasing the potential of teachers in making teaching materials using smart learning media in South Sumatra. The results of their research found that teachers had many obstacles in teaching, one of which was not achieving the material achievement targets. Related to this problem, researchers then applied smart learning methods to improve teacher competence in making interesting and innovative teaching materials. Teaching material recorded on a cassette with the audio voice of their teacher can have a psychological effect and the teacher can also motivate student personality. Not only students, this method also help teachers feel confident in teaching.

The use of technology media can be realized in various forms, one of which is game-based learning, Gabriel Savonitti and Joao Mattar in 2018, found many benefits felt by students when teachers applied the game's method in the classroom. Here they use entertainment games, where they interact with each other in learning and as a result, student motivation increases, classroom

[33]Suherdi, D.."*Towards the 21st Century English Teacher Education; An Indonesian Perspective.",* Bandung: CELTICS Press, 2012.

[34]Tertiaavini, et all, "*Peningkatan Potensi Guru dalam Pembuatan Bahan Ajar Menggunakan Media Pembelajaran Smart Learning di Sumatra Selatan*", Volume 1, no 1, November 2017, p. 46.

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interaction, social interaction, grades, vocabulary, repetitive written content, and many more. Of course, this proves that games-based learning improves many aspects of the classroom[35].

From several research results on online teaching competence, it can be concluded that online teaching competence is the ability of teachers to use, process, and utilize technology for use in the classroom, which can increase motivation and ceate a new atmosphere. Using technology in the classroom helped teachers and students to explore more about learning styles and learning materials. Teachers are easier to provide tools and materials, and students are more interested in following lessons with methods that are supported by audio and visual. In today's technology era, it is not a taboo for teachers to avoid technology in the classroom. Information is also easier to find, so missing information or not knowing about the digital era is no longer an excuse for teachers to avoid using technology in their class.

c. The Importance of Upgrading EFL Teachers' Online Teaching Competence

Traditional classrooms characterized the transmission model in which the teachers becomes a giver of knowledge and the only source of knowledge for students, different from the current situation where teachers are not only the source of student knowledge. The media and the internet are other sources that are more accessible to students and contain more information with a variety of features and views[36]. It is a challenge for teachers in teaching in today's

[35]Gabriel Savonitti & Joao Mattar, "*Entertainment Games for Teaching English as a Second Language*", International Journal for Innovative Education and Research, Vol, 6. No, 2, 2/28/*2018 p.* 188.

[36] Nastiti Handayani, "*Becoming the Effective English Teachers in the 21st Century : What Should Know and What Should Do* ?", UPI Indonesia ELLiC conferences, p.156.

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technology era, as we discussed earlier the development of technology which also affects the education system, teachers need to upgrade themselves and their knowledge. Especially on the creativity of teaching in the classroom, the use of media, tools, and the teachers' way of teaching. Meanwhile, the ability of the teachers themselves is limited, for example, English teachers who are only studying language science and teaching theory, they will experience problems when teaching office majors which they do not get in college.

Not only those methods, but teachers also need to be developed, for example by using visual and audio technology that is more interesting and less boring. The main cause of this problem is related to the problem of effectiveness and relevance of the education implemented. The effectiveness of education is closely related to the process of implementing the education carried out, while relevance is related to the suitability of education with the interests, talents, and abilities of students as well as the needs of society, science, and education technology. Improving the quality of education is done by improving the quality of relevance to the world of work. Relevance in the world of education is the suitability between the process and the material given in education to the needs of the market. Starting from improving learning tools, then learning methods and tools, books, media, and how the teacher teaches. In developing this device, a special genre is needed to be related to the focused at the school. For this reason, a more comprehensive approach to making tools by the needs of the student's field is needed. As an example in Madrasah School that needs a special material or treatment for their Islamic students.

Learning English in madrasah needs to be adjusted to what they are learning, especially in Islam which is the focus of their learning. Teachers can modify or search for relevant references in English material, for example telling

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some Islamic vocabulary, such as stories of prophets, angels, sins, rewards, about heaven and hell. For example, in the student book English for Islamic studies, where the aim is to connect general knowledge with Islamic studies. With this, model, students will know the stories and terms of Islam in English, and with a learning model that is not boring.

Some opinions also related to the development of teaching competence by teachers expressed by Angeline Barret and the team in 2007[37], in the paper title Initiatives to improve the quality of teaching and learning, a review of recent literature. Reviews recent literature relating to the quality of teaching and learningprocesses within schools in low-income countries illustrated with analyzes of specific initiatives to improve quality. The paper focuses on three key areas of meeting diverse learners' needs, trends in curriculum change and enabling teachers including the provision of teaching, and learning resources. It was also stated that success in the learning process was seen from the relationship between students and teachers and the material itself. The main thing here is that the teacher, who is in control of the class is required to master the material and be able to control the students. Mayer in 2005[38] asserted that a goo teacher must have the competency of using cognitive theory of multimedia learning, which states that; words and picture are more conducive to learning rather than just text or picture alone.

In relation with the previous explanation regarding the function of technology for teachers and students, improving the ability of teachers in material development and the ability to use technology is the first thing that must be done.

[37]Angeline Barret, et al, "*Initiatives to Improve the Quality of Teaching and Learning, A Review of Recent Literature*", *Paper,* from edqual UNESCO, 2007,p.,121.

[38] Mayer, R.E, "*The Cambridge Handbook of Multimedia Learning*", New York: Cambridge University Press, 2005, p.,47.

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Teachers can find several training sites on youtube that are related to their needs. In addition, teachers can also develop material by looking at the new booksof various learning method. As for better understanding quickly, teachers can take part in training related to material development or teaching methods. One of the reasons for teachers need to consider is competition in this era of globalization. In days later, the fresh graduates are increasing and also more creative in terms of teaching methods and the use of technology. It is undeniable that this competition will have an impact on the work place and the priorities of the educators needed. In fact, students are also more interested in creative and innovative learning than traditional methods, and then teachers really have to consider developing their respective abilities.

2. Kahoot Application

Kahoot[39] is a game-based approach to blended learning that has been introduced in some areas of life especially in education. Kahoot is blended of games in ICT, it contains questions on specific topics. Kahoot was founded in 2012 by Johan Brand, Jamie Brooker, and Morten Versvik in a joint project with the Norwegian University of Science and Technology. They teamed up with Professor Alf Inge Wang and later joined the Norwegian businessman Åsmund Furuseth[40]. Kahoot launched in privacy beta at SXSWedu in March 2013 and beta released to the public in September 2013.

Kahoot is designed for social learning, with learners gathering around a common screen such as an interactive whiteboard, projector, or computer monitor.

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[39] Budiati, "*ICT (Information and Communication Technology) Use : Kahoot Program for English Students Learning Booster*)", Ellic 2017, The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula, May 2017, p.180.

[40]About Kahoot*!* | *"Company History & Key Facts"*. Kahoot! (dalam bahasa Inggris). Diarsipkan dari *versi asli* published at 2018-11-03. *Accessed* on September 01 2018.

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This site can also be used via a screen sharing device such as Skype, google, and cellphone[41]. So it is not only used in schools, this application can also be used in other social settings as needed. This application is very flexible to be used in schools, especially at the madrasah level, because it is very rare in madrasah schools to allow their students to bring cellphones, and according to the teachers' information, not all students have their cellphones, so this Kahoot can still be used with the teacher providing a laptop, then provide evaluations by playing games using the Kahoot model.

Some of the advantages of Kahoot that are considered by researchers are using this application to be applied in Madrasah Schools of Wonomulyo[42]; First, Kahoot is not only used for educational media, but can also be used socially, for example in the office, at home, and in other workplaces. So this application is very flexible, not only focusing on certain education or skills. Second, Kahoot can be used as a learning medium even though students do not have cell phones. The teacher provides a laptop and LCD screen, and then in turn the students play evaluation games using the teacher's laptop. Third, Kahoot stimulates student concentration and focus. One of the Kahoot features used during student evaluation is to test their concentration and focus, wherein playing this feature; students must be fast and answer the right answer. Fourth, Kahoot can support direct interaction via video if compared to other applications; there are some cannot interact directly with video. By this video interaction, the student learning atmosphere becomes more relaxed, and overall students are required to be active and interact with each other.

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[41]Skype in the Classroom & Kahoot - Microsoft in Education".*Education.Microsoft.com (dalam Bahasa Inggris). Diarsipkan dari* versi asli tanggal 08-10.2017 Accessed on August 09 2008.

[42]Dede Sudirman, "*Perbedaan Platform Kahoot dan Quizizz*", Virtual Tech; 29 maret 2020.

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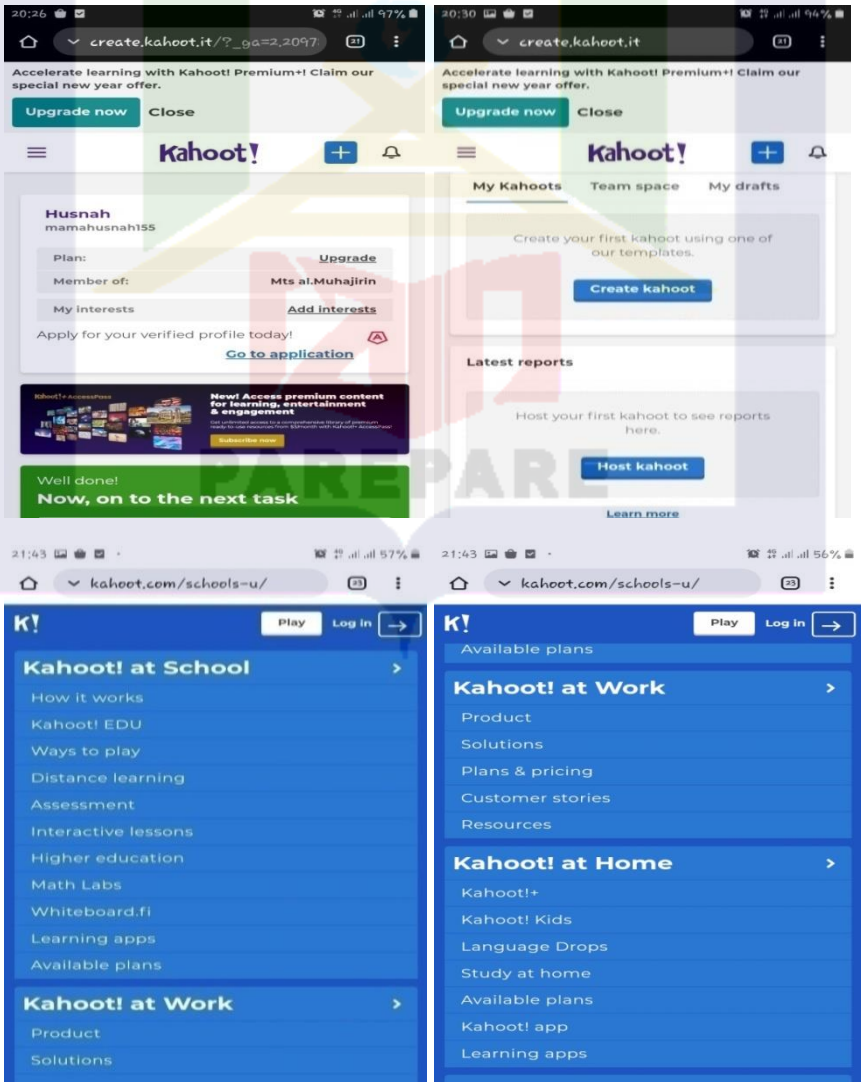
There are three types of Kahoot; they are quiz, discussion, and survey. Quiz is the most common type used in the learning process. The teacher as a leader of the game needs a laptop as a server, LCD projector, and also speaker. And for the players, is needed smartphone or laptop equipped with Wi-Fi, and then students join the class, and follow the teacher's directions. In the end, the teacher can evaluate by playing games. There are a variety of games that teachers can choose in the kahoot application, only adjusting to the material that has been previously studied. In several research results, it was found that kahoot supports the implementation of more conducive learning activities. Some features, quizzes, and illustration of Kahoot described as follows;



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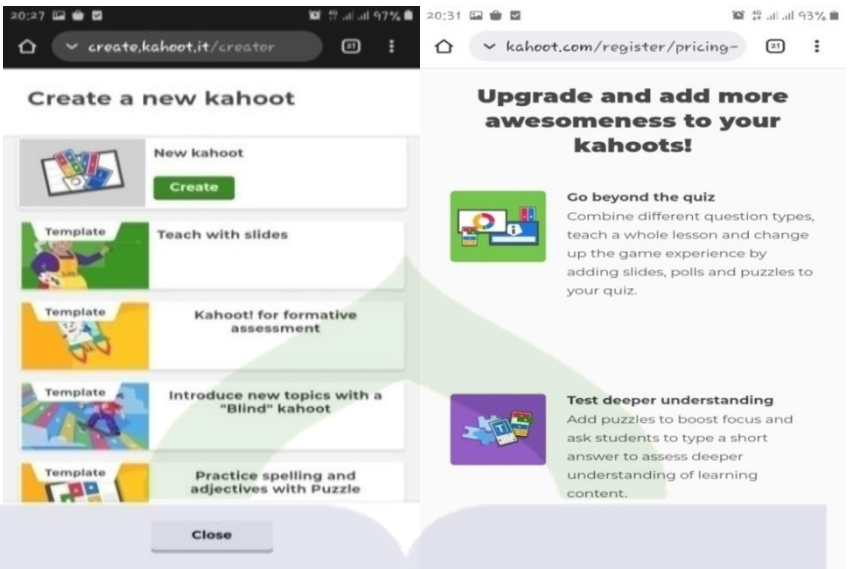

Figure 2.1, Kahoot Account

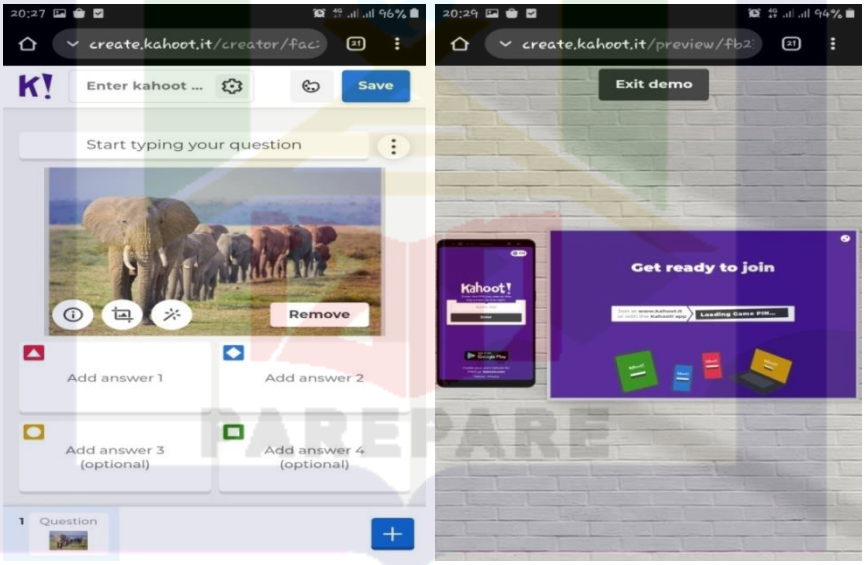

Figure 2.2; Games features of Kahoot

As for the effectiveness of kahoot for students and teachers, where was found by researchers are as follows;

a. Kahoot as a Media in Learning

Several research results found that kahoot was an interesting technological innovation, created a conducive classroom atmosphere, and helped teachers in

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evaluation. Esti Erlina Sari[43], using the Kahoot game media in the learning process can help students understanding each other, better understand the virus material, exchange ideas and work together in choosing answers that have been prepared in the kahoot game application, wherein the learning media students are required to pay attention to every image or video that exists. On the Kahoot game application display, students will see directly the value each group has obtained. That way, students can be more enthusiastic to get the highest score, learn more and remember a lot of information. Based on the explanation above, it can be seen that the use of Kahoot game learning media in teaching and learning activities can be used as an alternative to overcome educational problems such as low learning outcomes.

b. Kahoot as a Media in Evaluation

It has been explained previously that one of the features of Kahoot is a quiz, where this quiz serves as a student evaluation tool after passing certain lessons. Many researchers or teachers have found that Kahoot is mostly used for evaluation by playing games.Army Justitia, Badrus Zaman, Rimuljo Hendradi, Fitri Retrialisca, Roslinda Salim, in their research found that, this pandemic period it is increasingly difficult for teachers to provide teaching and achieve curriculum targets. Online learning makes students less focused and neglects their assignments. Then it becomes a challenge for teachers to provide innovative learning styles, especially in the evaluation process. Kahoot application is considered to be a solution for teachers and students in providing an interesting and transparent evaluation.

[43] Esti Erlina Sari, "*Pengaruh Media Game Kahoot Terhadap Hasil Belajar Siswa Kelas X Sman 19 Makassar Pada Materi Virus, Universitas Muhammadiyah Makassar*", Skripsi, UMPAR Makassar, 13 Februari 2020, p.,39.

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The result of this training activity is an increase in the skills of teachers in mastering Kahoot, and understanding of the Kahoot material. This can be seen from the occasional increase of 15.97% after the training was completed. The training participants were satisfied with the implementation of the training as evidenced by filling out the feedback questionnaire, with a satisfaction score above 3.5 out of 4. This community service has a positive impact on skills and understanding related to the use of Kahoot for interactive learning and evaluation media[44]. The Kahoot application helps students make evaluations in a fun way, besides that the teacher is also easier to make assessments because the results of the evaluation can immediately be seen after students complete one level of the game. This method is also very effective in reducing students' cheating in evaluation process.

c. Kahoot Increasing Motivation

Budiati has done research and using Kahoot program for English students' learning booster, and found that teachers need variation and creativity in teaching English. It is easy to design and very applicable, very useful and very effective to boost the students' learning. It is stated to be an effective way to make the learning more fun, joyful, interesting, and relaxed. Then last but not least, it can boost the learning, so that the students are looking forward to coming to the class. However to apply the games, it is needed well ICT support, and a good Wi-Fi connection.

[44]Army Justitia, et al, "*Training of Kahoot! As an Interactive Game-Based Learning Evaluation Platform for Students*", Darmabakti Cendekia Journal of Community service and engagements, http://dx.doi.org/10.20473/dc.V3.I1.2021.19-23, Vol.3, No.1, 2021.

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The other researchers are Andarusni Alfansyur and Mariyani[45] using Kahoot was proven to increase student motivation. The research method of this study is library research. The discussion of this study is the importance of accuracy in the selection of instructional media, Kahoot as ICT-based media, efforts to increase students motivation and, utilization of kahoot media in PPKn learning to increase students' motivation. Previous research from Nokham (2017) stated that game-based student responses succeeded in increasing student engagement, motivation, and learning after using Kahoot. The use of kahoot in English classes is highly recommended to increase student motivation, and teachers make it easier to teach in a pleasant classroom atmosphere. One thing to note here is a stable internet connection.

d. Kahoot Create a Teamwork Learning

In the results of research by Lime[46] it was found that the level of student cooperation increased when using the kahoot application at several meetings. Obtained percentage indicator of student cooperation at the first meeting is 60%, then the second meeting is 80 & and the third is 100% and this is in the very good category. Cooperation in this class is needed by students in addition to making it easier to do assignments but also to strengthen their relationships and social behavior. By this kahoot, students will be more enthusiastic and cooperate with participate in class.

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[45] Andarusni Alfansyur and Mariyani, "*Pemanfaatan Media Berbasis Ict "Kahoot"Dalam Pembelajaran Ppknuntuk Meningkatkan Motivasi Belajar Siswa*", Jurnal Bhineka Tunggalika, Volume 6, Nomor 2, November 2019, p. 210.

[46] Lime, "*Pemanfaatan Media Kahoot pada Proses Pembelajaran Model Kooperatif, Ditinjau dari Segi Kerjasama dan Hasil Belajar SMPN 5 Yogyakarta*", skripsi, UN Sanata Darma, 10 juli 2018, p. 89.

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From the results of research by Harlina, Nor, & Ahmad, in 2017[47] finding that Kahoot is a choice of various kinds of interactive learning media that make the learning process fun and not boring for both students and teachers, because the Kahoot application emphasizes learning styles that involve the active role of student participation with their peers. Kahoot can be played individually or in groups, but teachers often use the group feature, one of the goals is to build teamwork in groups.

e. Kahoot Increasing English skill

It has been mentioned several functions of kahoot for students and teachers to further increase interest in the lesson, then it was further found that Kahoot can also improve students' English skills, such as reading skills and vocabulary. A related study was conducted by Elyza martiarini, Asti Ramadhani endah Lestari, and Ferawati Puspitorini who used Kahoot to improve reading and vocabulary skills for English tutors. In the process, this research was carried out in stages, starting with the introduction of the Kahoot application to tutors to the request for participant responses related to the Kahoot application. The participants said that with the help of the Kahoot application the learning process became more interactive; students were very enthusiastic in learning vocabulary and indirectly improved their reading skills.

Thus, it can be said that the socialization program using Kahoot in improving reading skills and vocabulary mastery provided great benefits for the participants. The information provided not only improves the ability of the participants, but also indirectly helps the process of learning English at English tutoring institutions in the South Jakarta area to be more effective. Then it was

[47]Harlina, Nor, Z. M., & Ahmad, A,"*Pembelajaran Interaktif Berasaskan Aplikasi Kahoot dalam Pengajaran Abad Ke-21*". Seminar Serantau,. Retrieved from https://seminar serantau 2017.files.wordpress. com/2017/09/74-harlina-binti-ishak.pdf, (2017).p. 627.

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also explained earlier that Kahoot also improves listening skills, because one of its features is that it can be directly connected to youtube which can be used for listening classes.

As illustrated from the information from various sources above, it can be conclude that today's media is increasingly diverse and cannot be separated from the increasingly developing technology. The variety of media in learning English certainly further supports students in their creativity according to their respective interests. Likewise for madrasah students, even though they are preoccupied with religious activities, some of these media can help them develop knowledge and creativity, especially if they are supported by teachers who are also professional. However, there is one thing that the teacher needs to pay attention to, namely the selection of media which must also be adapted to the situation of the students, the school in terms of facilities, and also the teachers themselves. For starters, teachers can use simple media, for example, only with the help of cell phones or computers. One simple application that uses a cell phone or laptop is Kahoot, which had been used in this research.

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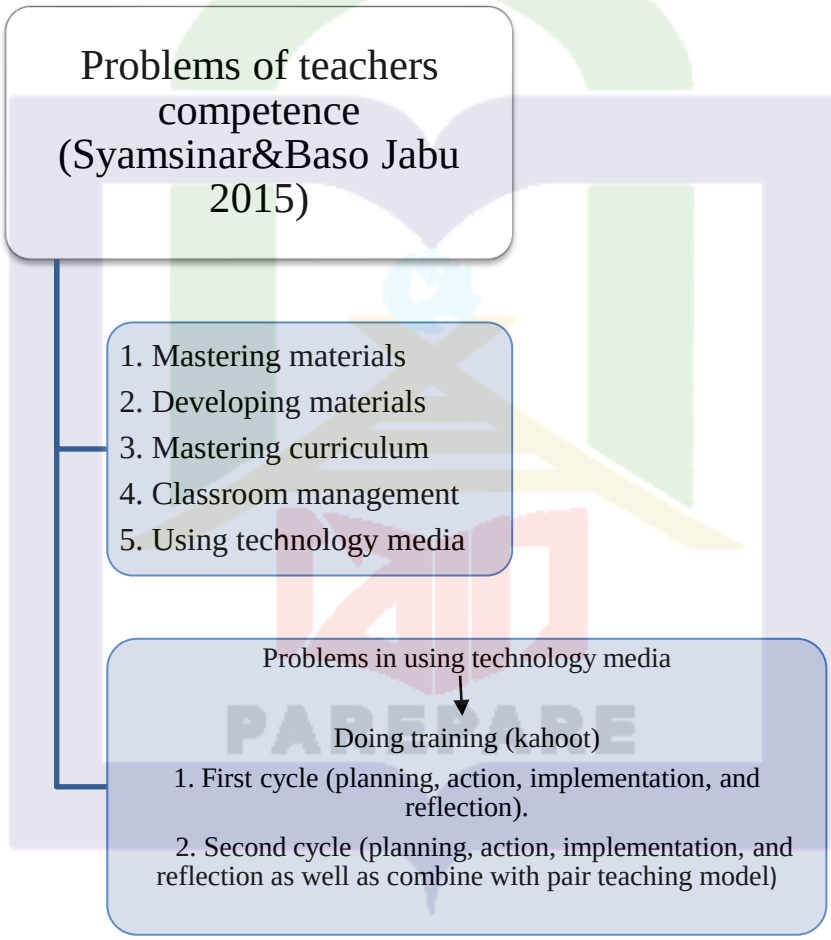
C. Conceptual Framework

In this part of the Conceptual Framework, the researcher describes the flow of the research stages starting from the beginning to end. As for the research process, the methods used, as well as the data calculation procedures are also briefly described in this section.



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D. Operational Defenition of Research Variables

This research involved three variables namely teachers' online teaching competence and Kahoot Application. The explanation of the three variables is explained as follows:

a. Teachers' online teaching competence; online teaching competence is the ability of teachers to use, process, and utilize technology for use in the classroom, which can increase motivation and ceate a new atmosphere.

b. Kahoot Application; Kahoot is a game-based approach to blended learning that has been introduced in some areas of life especially in education. Kahoot is blended of games in ICT, it contains questions on specific topics.

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CHAPTER III
METHODOLOGY OF THE RESEARCH

This chapter deals with research methodology. It provides readers information about research design, research participants, research instruments, data collection, and data analysis as well.

a. **Design of the Research**

The design of this research was the action research method, which was used to develop, discovered, and created new actions, which were applied in the work. This was by following the objectives of this study, where after participating in the training, the knowledge and skills of teachers are growing, and finally, Kahoot was applied in the classroom.

This research had done in two cycles, where four meetings in the first cycle, and two meetings in the second cycle. Then, after the first meeting was done, teachers tried to operate Kahoot from creating an account, logging in, and tried some features in Kahoot, then uploading questions, until log out from the Kahoot application independently. This first cycle was used Stephen Kemmis and Robin McTaggart model by following several steps. It started from planning, action, observation, and reflection. If there are deficiencies in the first cycle, it would be explained again in the second cycle combined with the pair teaching model where the teachers are divided into two groups and discussed in a group in operating Kahoot application. As described in the book "Langkah Mudah Penelitian" for classroom action research by Kunandar, said that classroom action research is a research method used in this type of research that is to improve the quality of an institution, change or update knowledge or abilities in advancing the institution. For the second cycle, the researcher and trainer repeated it in some

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ways, but it was integrated with pair teaching. The chart description of the stages of action research was illustrated as follows[48]:

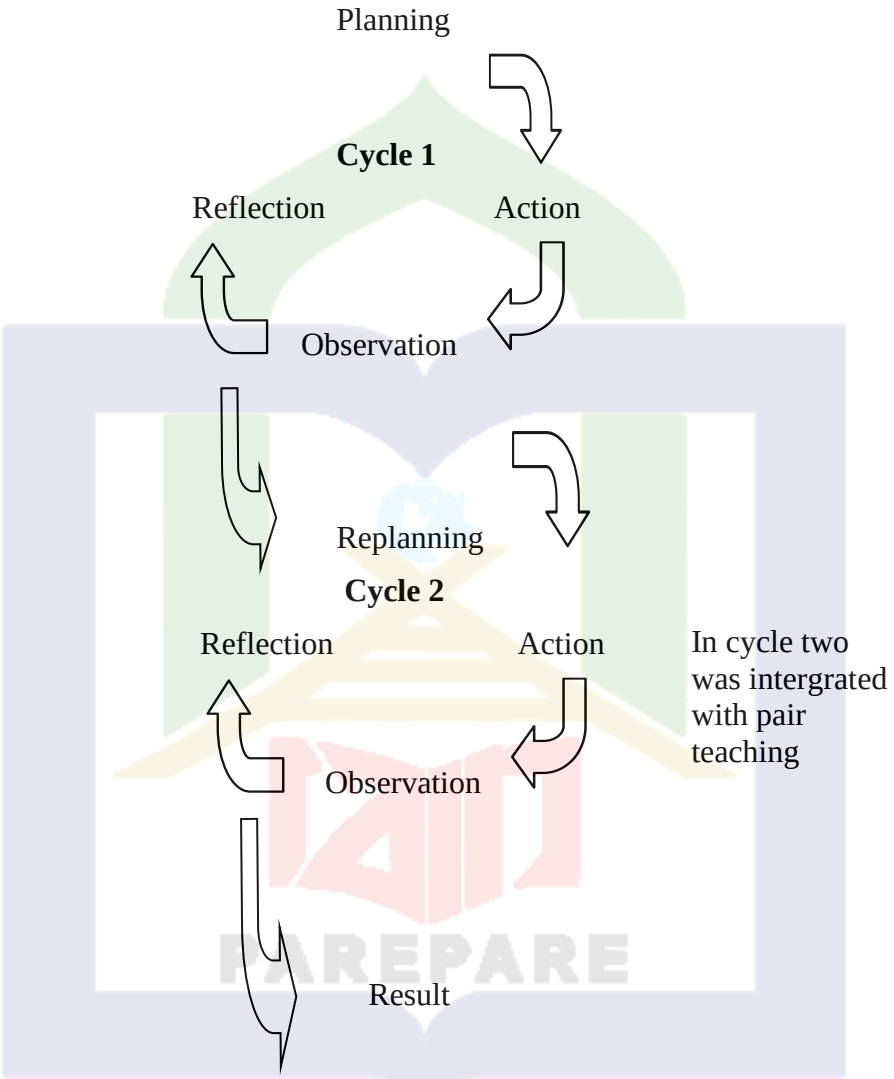

Figure 3.1. Action research planning in two cycles

Then, the design of data would be done with the teachers' progress as explained below:

[48] Sukardi, "*Metode Penelitian Pendidikan Tindakan Kelas (Implementasi dan Pengembangannya*)", PT Bumi Aksara, Yogyakarta 2013, p. 8.

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1. Planning

Planning in action research is all steps in detail when researcher and team did the training. Then, for steps in planning for training activity was explained below;

1. The researcher and trainer observed the teachers' method and material in teaching English, teachers' knowledge and experience in using technology media, and the facilities (media) used by teachers in order English material in their school.
2. The researcher and trainer prepared all research tools before beginning the teachers' training. It could be time and place for the training class, demonstration method preparation, pair teaching method preparation, observation checklist for teachers, interviews script, and any other necessary for preparation.
3. The researcher and trainer did action steps in detail, in the training activity.
4. The researcher and trainer prepared all the needs for the implementation of CAR (teaching materials or Kahoot materials, teaching methods, as well as observation techniques and instruments).
5. The researcher and trainer estimated obstacles that may arise in the implementation and planned them for the next cycles.

2. Action

The action here was the realization of the theory, teaching techniques and actions (treatment) that had been planned. This stage also included the process of collecting data and information referring to the instruments that have been made, and it was possible to involve outside observers, wherein in this study, the observations were carried out by the researcher. The action steps include of explanation about Kahoot, where for first cycle Kahoot was explained by

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demonstration and for second cycles the method was integrated with pair teaching. After that, the trainer had shown Kahoot games, features, and the steps to do it. Then for last, the trainer directed teachers to practice the steps for creating their Kahoot account by did it independently. This action research data serves as a basis for reflection in the sense that the data allows the researcher to carry out the construction of related actions. Therefore, the data resulting from this action becomes a determinant in the action research round. A good action is an action that consists of the following three elements; practice improvement, practice understanding, and practice in where the activities were taken[49].

Then, the planning stages of the action were as follows:

a. The Researcher and trainer built up a chemistry with the teachers first.
b. The Researcher and trainer carried out training by introducing Kahoot to teachers in the first and second cycles.
c. The Researcher and trainer explained how to sign in to the application, then showed the various kinds of English learning in application and functions.
d. The Researcher and trainer explained how to apply the material to the application.
e. The Researcher and trainer explained how to evaluate students with the Kahoot application
f. The Researcher and trainer provided several examples of the use of English games in the classroom.

3. Observation

Finding information for action research data should be referred to the problem of the question, and it probably involves an observer from the outside

[49] Sukardi, "*Metode Penelitian Pendidikan Tindakan Kelas (Implementasi dan pengembangannya*), p. 5.

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(collaborator). In the first cycle, the trainer introduced Kahoot and explained the function, some features of Kahoot, then directs the teacher to try to make their account, uploading their material, making evaluations using Kahoot, and giving games as a closing meeting for the learning of that day. The Researcher and team observed the situation that occurs in a class and note some things that we're still lacking, for example, the response of the teacher in receiving the material, their motivation, and also how their attitude was during the training. The data could be in the form of all notes on observations, interview transcripts, audio or video recordings, photos, notes, and more.

Several aspects were observed at this stage, namely, the action process used an observation checklist, the effect of the action, the circumstances and constraints of the action, how these conditions and constraints hinder or facilitate the planned action and its effects, and other problems that may arise in the implementation of the action. Three aspects would be observed, first is teachers' performance, second is teachers' attitude, and last is teachers' knowledge.

3. Reflection

Reflection is a critical evaluation effort carried out by researchers and collaborators. Reflection was used to examine what had happened and did not happen, what had been produced or which had not been completed with the corrective actions that had been taken. The results of these reflections were used to determine further steps, efforts to achieve the goals of action research. The deficiencies in the first cycle, such as teachers' ability in operating Kahoot, teachers' responses, motivations, and attitude in following Kahoot class were repeated in the second cycle. Repeating was done with some stages, but it was different in the training method. The learning method and guidance in the second cycle paid more attention, and it was integrated with pair teaching. The trainer

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guided by explaining in detail and giving more examples to the teacher. Then, some reflections in actions are as follows:

b. Observational data were analyzed, evaluated, and then improvements were made in the second cycle if deemed necessary.
c. Analyzing the data could involve outsiders. In this study, the researcher was assisted by two friends, one as a trainer and the other as an observer or collaborator.
d. Conduct discussions to discuss the results of the evaluation, and then plan further actions.
e. Improve the implementation of actions and learning scenarios that have been carried out.
f. The last stage is drawing conclusions from the results of the overall data at the action stage.

B. Location and Duration of the Research

The researcher decided to conduct the study in Madrasah Tsanawiyah Al. Muhajirin Wonomulyo and consists of five teachers. Seeing from the procedure of this research, it took about one month. Researcher and trainer had conducted two cycle sessions, four meetings for first cycle and two meetings in the second cycle.

C. Subject of the Research

The subjects of this study were five English teachers of Madrasah Tsanawiyah, Wonomulyo Polman, where the schools were Mts As Adiyah Al.Muhajirin, Mts Darul Hasanah, and Mts Masudiyah Wonomulyo. The total numbers of these subjects research were five English teachers of Madrasah Tsanawiyah Wonomulyo, Polman.

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D. Instrument of the Research

1. Field Note

Field notes are written records of what was heard, seen, experienced, and thought about in the context of summarizing data reflection. Field note was done while the researcher made an observation. According to Sugiyono data collection could be done in various settings, sources, and methods[50]. Field notes were used to record all activities that occur while the research was being carried out. Contains notes that explained when, who, how, and the content of the activity being observed. Notes could be descriptive or following what was observed, and reflections were following the researcher's interpretation.

This note was in the form of scribbles as needed which were greatly abbreviated, containing keywords, phrases, subject matter the content of the conversation, or observation. In this research note field was used as an instrument, that was recorded in the field existing data collection from the start of the action to the end, thus it could be expected that no one data was missed in this research activity.

2. Documentation

In the Big Indonesian Dictionary, documentation is defined as something that is written, printed or recorded which can be used as evidence or description[51]. Evaluation of progress can also be equipped or enriched by examining documents. This research would be implemented documentation besides using field notes. Documentation was also data sources which can inform of written or visual that could contribute to the understanding of what was happening in teaching-learning

[50] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2014), p, 137.

[51] Andrani Saptika & Rizal Amarulloh, *Kamus Bahasa Indonesia*, (Jakarta: PT Multazam Media Utama, 2010), p, 436.

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processor in the research site where the research was conducted. The picture of the teaching process and the screenshot of the Kahoot account were the documentation of this research.

E. Procedures of Data Gathering

1. Observation

Observations were made by looking at the training process, observations were made in the response and progress of teachers when they attended the training. Understanding and interpreting particular research issues could not be done only from what had been done by participants, but it needs to conduct observation to see how they acted. Through this observation, the researcher observed directly what they were going to investigate. The researcher joined in the learning-teaching process, in this case through online teaching.

This activity was intended to find out suitability between planning and implementing actions as well as for teachers' activity data to see the teachers' knowledge, performance, and attitude in the training process. The researcher also provided field notes to help the researcher code every kind of phenomenon which was happened while the observation was held. Field note were done for note the upgrading of teachers' competence with the treatments given. Field notes were done wherever the researcher doing the observation. The researcher took note during the observation in the training-teaching and joined in the class without disturbing the teaching and training process.

2. Field Note

In collecting data, researchers also used field notes. Field notes were taken during the observation was done. Field notes in this study were descriptive. It means that this field note contains an overview of the background of observations, people, actions and talks about everything related to research focus. The

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descriptive section contains several things; among them are physical self-image, dialogue reconstruction, background description physical activity, notes about special events, descriptions of activities, and behavior.

3. Interview

This interview was used to get more information from observation and field notes. The researcher had done an open-ended interview, where the questions are not limited[52]. The researcher asked some questions to the teachers related to teachers' opinions about Kahoot training. Interviews are also used to compare and match the research subjects' statements, behavior, and actions with actual learning. The researcher also conducted interviews with the students, headmaster, and other teachers there as the collaborators for this research.

F. Technique of Data Analysis

The data had been analyzed using the Miles and Huberman model where there are three stages used, data reduction, data display, and data conclusion or verification[53].

1. Data reduction

In this section, there are a lot of initial data obtained from the field. This data was obtained from the results of observations, field notes, and interviews. Some of the information obtained from both the sample in question and the possible collaborators would be very large and some were not needed, here the researcher would only focus on important information and discard what was not needed. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has

[52] Andrani Saptika & Rizal Amarulloh, *Kamus Bahasa Indonesia*, p, 1351.

[53] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, p, 247-252.

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been reduced will provide a clearer picture and make it easier for researchers to carry out further data collection, and look for it when needed.

In reducing data, each researcher is guided by the goals to be achieved. In this study, the reduction was carried out since the initial observations in each school related to the learning process and methods carried out by the teacher. Then, the data from the reduction will be used for the next stage. Researchers reduce data by simplifying data and discarding data that is considered unnecessary or unrelated to the research, such as personal information from sources and the history of researchers who have researched at the school.

2. Data display

After the reduction, it then presented the data. The data on the results of the cycles of training was presented in the form of a chart to see how far the research was going and how then the next step was to achieve some predetermined training categories. Researcher sorted and described the data in each cycle were complete to make it easier to see what results had been achieved in each cycle. Presentation of data here could be in the form of tables with neat formats, graphs, charts, and others. Here the researcher would use the observation checklist, so the data obtained in the form of a table made with an adjusted format. Likewise, the results of the interview would be in the form of information or explanations from the teacher related to the questions asked.

3. Conclusion or verification

The final steps in data analysis were drawing conclusions and verification. The initial conclusions found were still tentative, and would change if no strong evidence was found to support the next stage of data collection. From the start of data collection, the qualitative analysis was beginning to decide what things mean was noting regularities, patterns, explanations, possible configurations, causal

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flows, and propositions. After carrying out the first cycle of Kahoot application training, the researchers' conclusions on the results of the first training were still temporary. If the teacher still had not reached the targets standard, the second cycles of training were carried out. This conclusion would change after the second training cycle using the pair teaching method in this training.

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CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter reveals the findings and discussions which refer to the result of kahoot teachers' training to upgrade teachers'competence in using technology in learning process. They are presented in two heading: research finding and discussion.

A. Finding of the Research

Overall, this research was carried out of six meetings in two cycles, four meetings for the first cycle, and two meetings for the second cycle. In the first cycle, the teachers were given training by listening to the trainer's directions, and then alternately practicing the use of Kahoot. Overall, from the total number of training participants, some teachers met the training indicator targets, while the other teachers could not operate the Kahoot independently even though they could upload questions, and used some of the Kahoot features, but still needed more guidance.

Then, because in the first cycle the target had not been met, the second cycle was carried out by integrating pair teaching in the training. Then, the results of training in two cycles have explained as follows:

1. Cycle 1. Teachers' Training Online Teaching Competence

a. Planning

1). Target Indicators of Achieving Teachers Training Competencies

a). The teachers can understand the function of some features of Kahoot.

b). The teachers can understand and practice how to log in to the application and create an account.

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c). The teachers can understand and practice how to upload materials and questions into the application.

d). Teachers can understand and practice how to provide evaluations with the Kahoot feature.

2). Training Plan

Training method that was applied in this first cycle was a demonstration method, where the trainer explained about the Kahoot and displayed the examples on slide screen. Then, the steps of training plan are explained below;

a). Researcher informed teachers to bring and prepare tools that are needed in training class, such as laptop or phone, internet access and book if it is needed.

b). Researcher prepared another training activity for the second cycle if the first cycle has not been achieved.

c). Researcher prepared a comfortable room, snack, and others for training activity.

d). Researcher prepared Kahoot material, LCD projector, and internet for training activities.

b. Action (training activity first cycle)

1). First, the trainer introduced Kahoot to teachers by demonstrating, explaining the function of Kahoot, the features in it, and also what learning activities could be done with the Kahoot application.

2). Second, the trainer explained the steps to create an account for teachers, as well as how to log this into the Kahoot application.

3). Third, the trainer showed a Kahoot game example and tried to play it.

4). The Fourth trainer directed teachers to ask anything that they can not understand.

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5). Fifth, the trainer provided explanations relate to Kahoot features, such as steps to create materials, upload questions, and use Kahoot for activities in class.

6). Sixth, the trainer directed the teacher to practice the steps for creating an account, logging into the application, and uploading materials and questions using their laptops and cellphones.

c. Observation

1). Performance

a). After the trainer introduced Kahoot in terms of understanding, function, features of Kahoot, and others, several teachers looked enthusiastic, listened to the trainer's explanation seriously, and thought this application would help them overcome boredom in the classroom. From the first meeting until the fourth meeting, almost all teachers were visibly enthusiastic in attending the training, while several teachers were looked bored.

b). Then, after the second training activity was carried out, one of the teachers opens the Kahoot application and tried to independently create a Kahoot account by following the trainer's directions. In four meetings of the first cycle, the ability of teachers was getting increase. Some teachers actively asked questions during this training on progress, teachers asked about the use of Kahoot as an evaluation media. Then, after the second meeting of training, a teacher can create her Kahoot account. As we can see from the picture below, that is the Kahoot account from Mrs.Z, the first teacher who could create an account after two times meetings.

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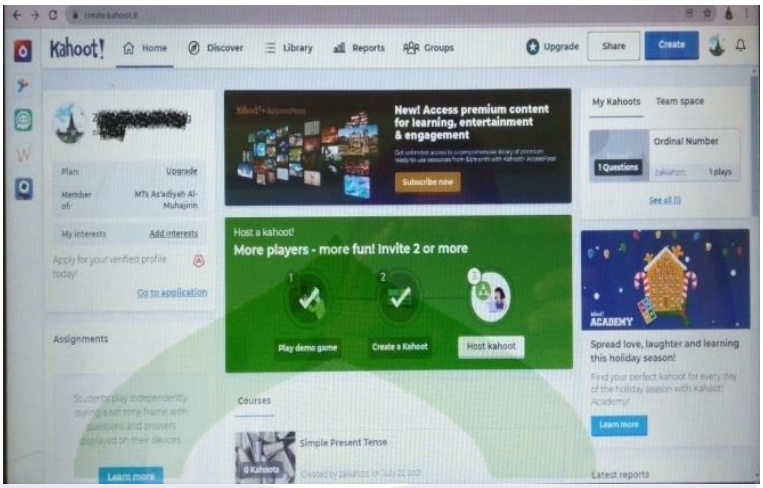
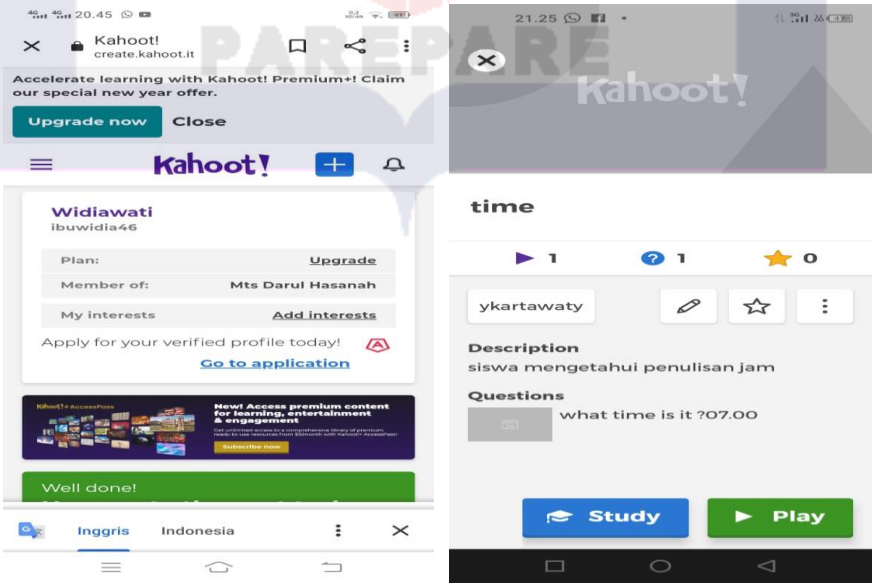


Figure 4.2, First Teacher's Kahoot Account

c). After the trainer explained some of the functions of the Kahoot features, teachers who had created Kahoot accounts then started to try other activities independently, she tried the quiz feature by uploading questions to the application first. Meanwhile, other teachers just started creating accounts by occasionally asking their friends beside them because they had missed the trainer's explanation. Then, as seen from the picture below, several teachers had created their Kahoot account after the first cycle had been done.



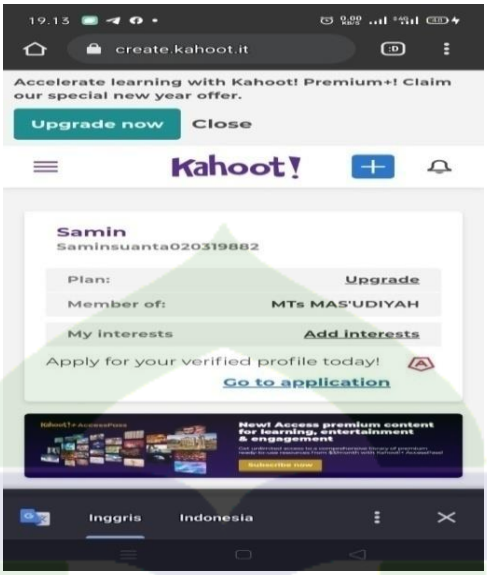


Figure 4.3, Teachers' Kahoot Account

d). After the trainer directed the teachers to practice the quiz feature and act as a teacher in the classroom, several teachers had successfully uploaded questions to the application and tried the quiz feature, making materials, uploading questions, and making quizzes with the help of the trainer. Some teachers just started logging in to the application with the help of a trainer, because still can not memorize and do not understand the steps for creating a Kahoot account, and how to play it. As we can see from observation when this research did, the extract shows;

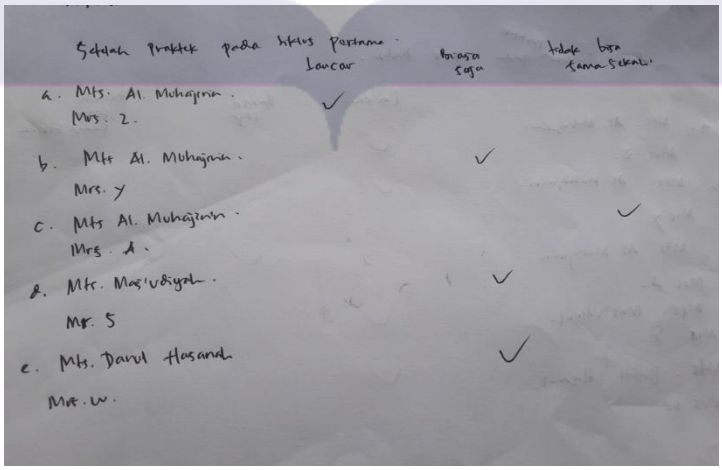


Figure 4.4, Teachers' Performance in cycle 1.

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2). Attitude

a). In the first step action, almost all teachers were enthusiastic to attend in this training, however, some came late and paid less attention, and talked to each other with other friends and she was looked not enthusiastic about participating in the training. It shows from the extract below;

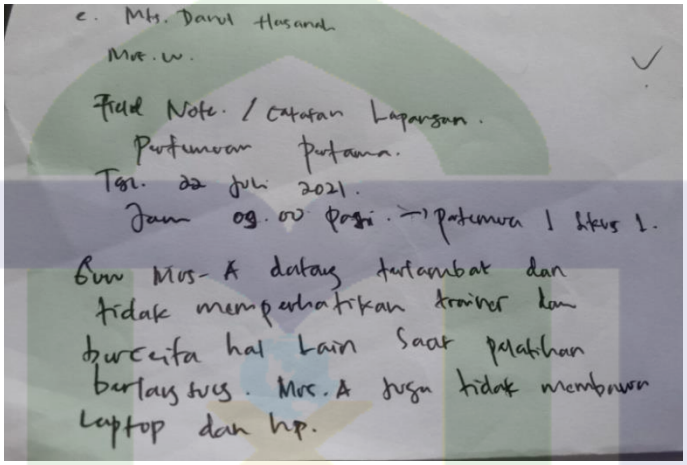

Figure 4,5. Teachers' attitude for cycle 1

The extract above shows that a teacher in the first meeting came late, and she looked uninspired and unprepared for attends this training. Then, for the next meeting, until the first cycle was done, she always came late for various reasons.

b). In the second step action, most teachers follow the trainer's direction about creating a Kahoot account and operating it. Even, some still do not pay attention to the trainer's explanation and have not downloaded the Kahoot according to the trainer's instructions. Then in the second meeting, all teachers had a download and had accessed the Kahoot link.

c). In the third stage of the action, all the teachers followed the trainer's directions by trying out some of the Kahoot features themselves. There was an increase in the teachers' attention at this third stage, the teacher who previously looked less enthusiastic, started to open his cell phone and asked other teachers about

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the initial steps taken before logging into the Kahoot account, as well as the next steps. It shows from the documentation below;

Figure 4.6, Teachers training activity cycle one

As illustrated from the documentation above, it could be seen that teachers started opening their phones and asked the trainer about the steps to operate Kahoot.

d). In the fourth step action, the teachers' overall attention to training has increased compared to before, looking at some examples of the quiz features by the

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trainer; it can attract the teachers' attention. A teacher showed the Kahoot account that had been created, tried to upload the questions to the game feature, and played it. However, several teachers who have never used the application still feel confused and find it difficult to learn Kahoot. Other teachers still ask trainers, because they do not fully understand the steps for creating an account and others. The teachers looked very impressed at this stage because they saw a very different evaluation model, with this Kahoot application evaluation was carried out very easily and pleasantly.

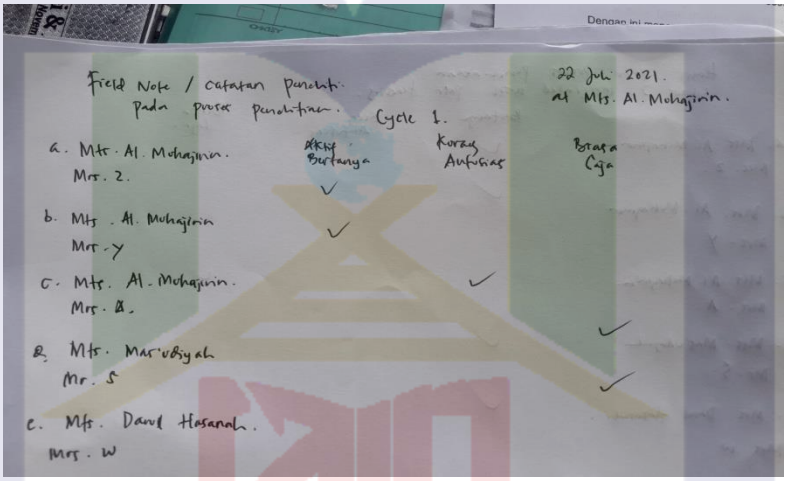

Figure 4,7. Teachers' attitude in cycle one

As shown from the observation above, some teachers often ask about the Kahoot application, and other teachers still pay attention but rarely to asking, while some were less enthusiastic about this training.

3). Knowledge

a). Overall, the knowledge of some teachers regarding learning applications is extensive and they are familiar with several applications, such as the E-learning application, google classroom and zoom which they use for online learning during the covid-19 pandemic, but Kahoot they have never known it before.

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b). In the second stage, overall the teacher did not understand the steps to enter the application. There was only one teacher who understood and she could follow the trainer's directions. As illustrated from the extract as an interview result below,

> "As long as I thought English for almost seven years, I have never used technological media like Kahoot, so far I have used flashcards, played guessing games, and explained demonstrations of material to students. I know that while many applications make it easier for teachers to teach, I have never used them myself. There are many obstacles from schools, students, and myself that have implemented technology-based learning not yet implemented. Maybe someday I will use it; maybe I will try this Kahoot[54]".

c). In the third stage, the trainer explained some of the features of Kahoot, various learning models in the Kahoot application, and how to upload questions to the application. In this section, the teachers asked more questions related to several learning applications to the trainer and related it to the learning model they had used. One of the teachers said that he had used the spring suite at his school, and he liked the learning model with technology, but the school facilities that did not support this application were not continued to be used.

d). In the last stage of the training implementation in the first cycle, almost all teachers had achieved the first target of Kahoot learning. All teachers had understood Kahoot, in terms of function, types of learning media, features, and implementation of use in the classroom. Then the other teacher has achieved two targets, they had created their Kahoot account and did it independently. Then, as explained from the result of the fourth stage above, almost teachers had successfully created a Kahoot account, but only a teacher could reach all targets, as shown in the image below;

[54] The Research Subject. "Mts Teachers ", Observed on July 22th, 2021

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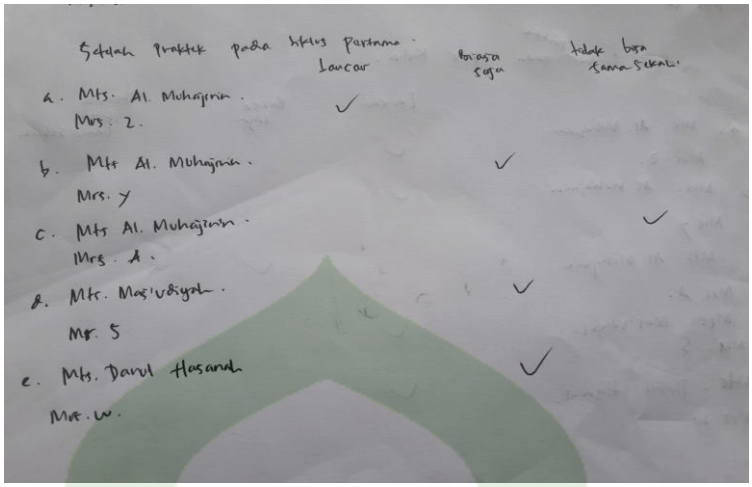

Figure 4,8. Teachers' knowledge in cycle one

Besides the illustration above, the result of training cycle one could be seen from observation which is taken from training process;

> "…In this first cycle, overall there were only two targets achieved by the teachers, namely understanding Kahoot in definition, its functions, some of its features, and its use as a learning medium, the second is the teachers being able to create an account and log in to the Kahoot application even though only a teacher can do it independently. Then, from the observations, it was found that almost teachers rarely even had never used technology media in the classroom. As for the teachers who could operate Kahoot in this first cycle, they had used the Google Classroom application during the pandemic, while other teachers used the WA application and sometimes also used Zoom. So, the researcher hypothesizes that teachers who could operate Kahoot in the first cycle have previously used a similar application, while teachers who could not because they were have not and require repeated practice[55].

c. Reflection (Evaluation)

Several teachers thought that upgrading themselves with technology is very important to do recently. They considered that this Kahoot was very interesting and made it easier for teachers to carry out activities in the classroom, especially in providing assessments or evaluations. Considering the teachers' development from the first to the fourth meeting, it could be concluded that some

[55] The Research Subject. "Mts Teachers ", Observed on July 22th, 2021

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teachers who failed to achieve the overall target in the first cycle were due to their lack of experience and confidence in their abilities. After the trainer gave several stages of training, only two targets were achieved at the four meetings in the first cycle. Some teachers complained that using applications when they thought, it made them difficult because there was a lot of preparation that had to be done before starting the lesson. Teachers must set up the networks, LCDs, laptops, and other devices that support the implementation of technology-based learning, they must prepare beforehand. Besides that, the obstacles felt by teachers were the lack of experience in using technology which makes it difficult for them to follow the trainer when the Kahoot training was carried out.

Then, based to the lack of teachers' experience and confident in using technology, some teachers seemed less enthusiastic about participating in the training. Finally, researchers, trainers, and collaborators decided to change the training method by integrating training with pair teaching. The research was integrated with the pair teaching method because it saw the attitude of the teachers in the first cycle, who was less enthusiastic and asked the teacher more often than the trainer. Researchers estimated that the application of pair teaching could increase teachers' motivation, and finally they could achieve the overall target.

Then, based on the results in the first cycle, it was concluded that several things that made it difficult for teachers to achieve the target were;

1. Overall the teachers were not experienced in operating technology
2. The teachers' lack of interest in using technology, because according to them it were quite inconvenient in terms of media equipment
3. The researcher's approach method was less attractive
4. Teachers felt insecure about their abilities
5. The method was not suitable for teachers' condition

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Then, for the reasons of some teachers that had achieved of all targets were;

1. Several teachers had accustomed to media technology in learning.
2. Several teachers were comfortable with learning-based technology media.
3. Several teachers were young teachers, and then it made easy for them to teach.
4. Kahoot application was a simple tool with a simple language and features.

2. Cycle 2. Teachers' Training Online Teaching Competence (Integrated with Pair Teaching)

a. Planning

1). Training Plan

Training method that was applied in this second cycle was a pair teaching method, where the trainer divided class in two groups and let them discussed and shared their knowledge about Kahoot. Then, the steps of training plan are explained below;

a). Researcher and trainer evaluated the result of cycle one, examined targets that were achieved by teachers, and plan another training activity for cycle two.

b). Researcher and trainer prepared training activity for cycle two, that would be integrated with pair teaching.

c). Researcher and trainer designed the pair teaching activity, that would be applied in cycle two.

d). Researcher and trainer confirmed to teachers about cycle two training activity, that would be integrated with pair teaching.

b. Action (Training activity for second cycle)

1). The trainer divided the class into two groups with each group leader who was considered to have understood the steps to use Kahoot and could guide other friends.

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2). The trainer repeated the explanation from beginning to end related to the steps to operate the Kahoot, and it is assisted by each group leader who explains to the teacher who does not understand.

3). The trainer shown a Kahoot game example and tries to play it.

4). The trainer directed teachers to ask anything that they could not understand.

5). The trainer directed each group to ask friends who were considered to have understood the Kahoot application or interacted with each other, like working in a group team.

6). The trainer directed teachers who do not understand Kahoot in the first cycle, to try to practice using Kahoot in the second cycle.

7). The trainer directed each group to make their Kahoot game for each teacher.

c. Observation

1). Performance

a). The trainer gave time for each group to discuss and share information related to the operation of the Kahoot. As previously explained, it seemed that the teachers were more enthusiastic about learning in groups and after learning with this pair teaching model. The teacher in the second cycle looked more enthusiastic and more interested in the material. Studying together in groups made it more comfortable for teachers to share with other teachers what they known and what they did not know. As shown in the extract below, almost teachers were more excited about having a class for the second cycle. There was an increase in asking about Kahoot by applying the pair teaching method;

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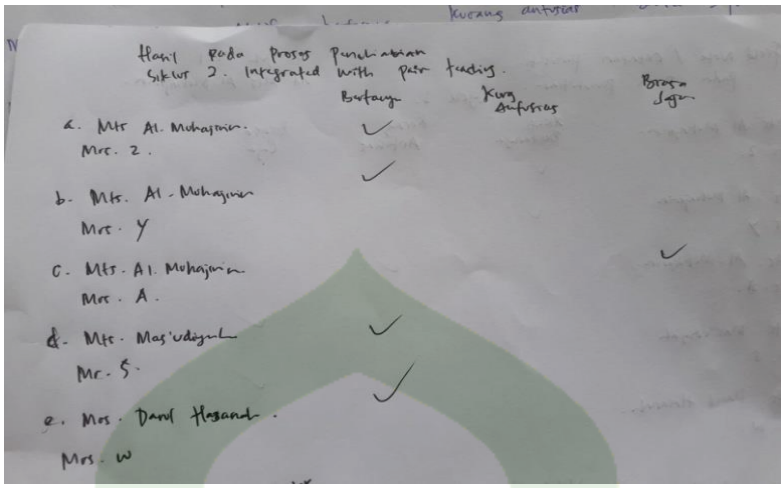

Figure 4.9, Teachers' Performance in second cycle

b). In the second training activity, the teacher asked more questions to other teachers whom they thought had understood and were able to guide them.

c). In the third training activity, teachers who still did not understand try to repeat from the beginning by doing it independently. Likewise, with other teachers, they tried several Kahoot features and they discussed with each other the stages they were working on.

d). In the fourth training activity, teachers who had not reached the target in the first cycle tried to upload questions and tried one of the game features in Kahoot. Then, their Kahoot account was shown to the trainer, and they tried other games. Each teacher had an improvement after the second cycle was carried out with pair teaching. Several teachers had understood and operated the Kahoot independently, and other teachers could operate the Kahoot even though they were still assisted by the trainer. One teacher had understood but could not operate the Kahoot because they still need more guidance. The trainer directed the teachers to try again to practice teaching in the classroom using Kahoot.

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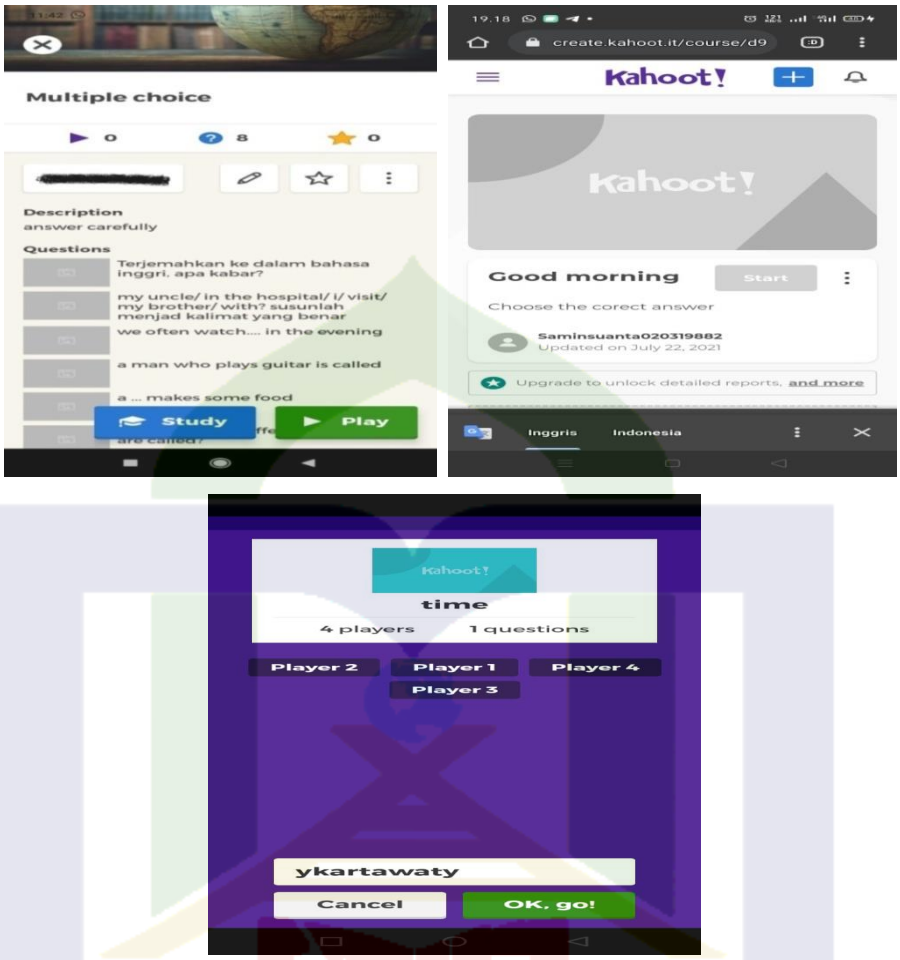

Figure 4,10. Teachers' Kahoot games

2). Attitude

a). The trainer divided the class into two groups, where each group consists of two and three teachers where the division of group members is determined by the teacher. The trainer and two other teachers explained more deeply to the teacher who did not understand the trainer's explanation in the first cycle, and it seemed that the teacher could more freely ask questions and discuss with each other regarding the Kahoot features and how to operate them. As described from the extract below, the result of observation shows;

> "Training in the second cycle was carried out by integrating training with pair teaching. The teachers were divided into two groups and taught about Kahoot as in the first cycle. In the second cycle, the teacher looked more motivated than before. The targets that have not

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> been achieved were successfully achieved in the second cycle. The researcher concluded that there was an increase in the motivation and enthusiasm of teachers to study in groups, which affected the research results in the second cycle"[56].

b). In the second training activity, teachers were seen exchanging information and seriously listening to other teachers' directions. Sometimes, they talked about the state of the schools, and the technology-based learning methods they had used in class. One teacher said that "In this training cycle two, she preferred to study in groups because she was reluctant to ask the trainer". The teacher looked very enthusiastic about the group learning model in the second cycle and compared to the first cycle, the teacher seemed to pay more attention to the Kahoot material and looked more comfortable with directed discussions with other teachers.

c). In the third training activity, teachers who have reached the target in the first cycle, checked other teachers' accounts and ensure that they had successfully created accounts and understood the steps.

d). In the last training activity, the teacher directs group members to try to upload questions, and try some of the evaluation features in the application. In this second cycle, overall the teachers were able to achieve all the targets, although there were still some teachers who had not been able to do it independently. As shown from the field note below, all teachers had gotten the targets of research even there are teachers still need more guidance,

[56] The Research Subject. "Mts Teachers ", Observed on July 22th, 2021.

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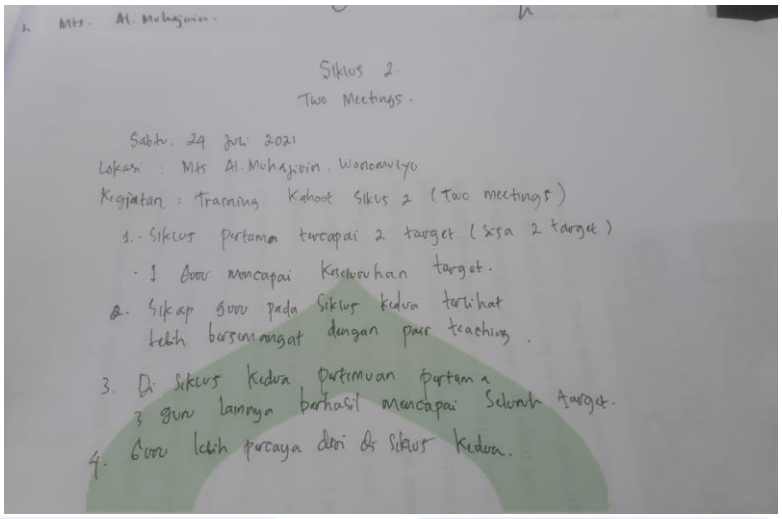

Figure 4.11, Teachers' Performance in cycle two

3). Knowledge

Teachers' knowledge of technology-based learning media had increased after attending this training. They said that this is their first time knowing about Kahoot. Although some of the teachers had used a similar application, this Kahoot was very suitable for the situation of the students in their class because of the various evaluation features available in the application, so that it could change the evaluation atmosphere to be more pleasant. As seen in the result of the teachers interviewed below,

Besides the extract from documentation above, the result of the training cycle two could be seen from observation which was taken from training process;

> "…in the second cycle, the teacher seemed more enthusiastic about participating in the training using the pair teaching-learning model. There was an increase in the teacher's interest in the material so that the teacher could achieve the overall training target. Although there was one teacher who still could not do it independently, the results in the second cycle are better than the first cycle[57]"

Then, result of interview in second cycle from teacher who still had not achieved all of targets;

[57] The Research Subject. "Mts teachers ", Observed on July 22th, 2021

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> "…Today, for the first time, I participated in English learning media training, apart from the MGMP which was held with friends in the region, this training was very good but I still needed repetition to be able to do it myself. I have never used an application before; during the pandemic, I used WA to direct students[58]".

The researcher concluded that in the second cycle, there was an increase in teacher interest in participating in the training using the pair teaching method used. So, with teachers' increasing interest in research, it made it easier for them to learn Kahoot.

d. Reflection (Evaluation)

After conducting training in the second cycle which was integrated with pair teaching, the targets achieved increased from before. Overall the teachers were able to achieve all the targets, although there was still one teacher who had not been able to achieve all the targets independently. The teacher had not been able to run the Kahoot feature as a whole, from the observations in the beginning of the training in the first cycle, the teacher paid less attention when the trainer gave an explanation and was less enthusiastic about participating in the training. This training takes a few more days to be carried out, but due to some busyness from the teachers, this training could only be done in six meetings. Even so, most of the teachers were able to achieve the four targets set by the previous researchers.

Then, based on the results in the second cycle, it was concluded that several things that made it easier for teachers to achieve the target were;

1. Pair teaching method increasing of teachers' interest and motivation.
2. Pair teaching method increasing knowledge of teachers while they discussed each other.

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[58] The Research Subject. "Mts teachers" Interviewed on July 22th, 2021

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3. Pair teaching method increasing teachers' skill in operated Kahoot.

Then, for the weakness of pair teaching method were;

1. Pair teaching method made another topic while teachers are in one group.
2. Pair teaching method made a teacher prominent than other.

e. Results

It has been explained previously that the purpose of this training was to improve the competence and professionalism of teachers in the use of technology, especially for English teachers at Madrasah Tsanawiyah Wonomulyo, Polman. Then, Kahoot which was introduced to the teachers was an application that was easy to learn with language that was also easy to understand. Several targets must be achieved by the teacher to be considered successful in participating in this training until finally being able to use the Kahoot application which would then be used in the classroom. After going through two research cycles, four of the five teachers managed to achieve all the targets and were able to operate the Kahoot feature independently. Meanwhile, another teacher had not been able to operate the Kahoot independently but had a general understanding of the functions and features of the existing Kahoot, she still needs further guidance. The obstacles faced by several teachers so that the second cycle was carried out were that there was no previous experience using similar applications.

The teacher admitted that this Kahoot application was the first time they knew about it. Some teachers were also familiar with learning applications using technology media, but Kahoot is game-based and attractively presented with various new game features they found. The teachers said that this application was very suitable to increase students' interest and motivation, because of its varied and fun features. In addition to students, this application also greatly facilitates teachers in providing teaching to evaluation. Regarding the training to increase the

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competence of English teachers at Madrasah Tsanawiyah Wonomulyo, they hope that learning media training activities would be held again in the future. Teachers realized that it was very important to upgrade knowledge and skills in the form of technology-based teaching in this modern era. Unlimited technological advances require teachers to continue to upgrade themselves and their knowledge in teaching so that students' motivation and interest in learning also increase.

The teacher said that in addition to media in learning, Kahoot could also be used when conducting a quiz competition that tests students' speed in answering questions. Introducing new features to teachers and students takes a long time and it is repeated, especially in training with technology media which was not easy to learn. Researchers in the future would continue to communicate with teachers regarding the implementation of the Kahoot application in their respective schools.

Then, answering the questions from the statement of the problem in this research was seen from the final results in the second cycle. It had been explained that in the first cycle, which was carried out by demonstration with four meetings, it had not been able to assist teachers in achieving all targets. After this training was integrated with pair teaching, the final result showed that overall teachers were able to achieve all targets, although there was still one teacher who had not been able to operate Kahoot independently. From these results, the key that the answer to the problem statement in this study was that it was not the Kahoot training that upgrades the teachers' competence, but the paired teaching method that increases the motivation and interest of teachers in research so that it affects their ability to operate Kahoot. Finally, the teacher was able to achieve the target in total by pair teaching in Kahoot training.

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B. Discussion

This part would discuss and explain more about the result of training teachers' competence in two cycles. The results of the research in the first cycle showed that from the four research targets, two targets were achieved, firstly, teachers could understand the function of some features of Kahoot, and second teachers could understand and practice how to log in to the application and create an account. Results have shown that after the first cycle the teachers had understood Kahoot in terms of understanding, the function of Kahoot for teachers and students, various features of Kahoot. The teachers have also been able to create an account and be able to log in to the application even though; it could not be done independently.

1. EFL Teachers' Online Teaching Competence first cycle

In the first cycle, the teacher attended training with four stages of action research method that carried out by trainer and researcher. The first stage was planning, at this stage, the researcher determined the research targets that must be achieved by the teacher related to understanding the Kahoot application, then the researcher also determines what kind of training activity would be given to the teacher. There were four target indicators of achieving teachers training competencies, they were;

1). The teachers can understand the function of some features of Kahoot.

2). The teachers can understand and practice how to log in into the application and create an account.

3). The teachers can understand and practice how to upload questions into the application.

4). Teachers can understand and practice how to provide evaluations with the Kahoot feature.

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The next stage was action and observation. At this stage, the researcher observed the teachers' responses, performance, and attitude while participating in the study. At this stage, the researcher used observation and interviews to collect data and analyzed it according to qualitative methods. When the training activity was carried out, overall the teachers showed a professional attitude by listening to the trainer's explanation, even though there was one teacher who came late while the training was in progress and sometimes invited other teachers to discuss issues outside of the training. Sometimes, teachers also discussed their experiences related to learning applications and technology media that they have used. For Kahoot itself, new teachers found an application that provides many features for learning, even providing an interesting evaluation feature.

One teacher said that he did not deny that his knowledge of technology, especially learning applications, was still very lacking. So far, the teaching properties they use were still relatively simple, such as flashcards, word guessing games, and tree diagrams. Sometimes teachers also used power points, but due to limited facilities, they were no longer used. Teachers were very enthusiastic about this training because it added to their knowledge and their professionalism in teaching.

The last is reflection, at this stage, the researchers evaluated by taking several conclusions from the results of the training in the first cycle. In the first cycle, it had been described in the finding that of the four targets that had been determined, only two have been achieved. Overall the teacher had understood Kahoot and some of its benefits and various features. Teachers could create accounts, but some of them were still assisted by trainers. When viewed from the application, Kahoot was a learning medium that is very easy to learn, the language used was very simple. The training was also carried out by looking at the

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experiences of teachers in using technology in teaching. However, during the research, some teachers seemed less enthusiastic about learning technology. As for the results of interviews from several teachers, it was difficult to apply technology in their schools due to limited facilities, and their lack of knowledge. So even though they know that using technology would make it easier for them to teach, they have not used it because of the limitations.

Then, because there were still two targets that have not been achieved, the second cycle is carried out with the same stages but the training activity has changed. In the second cycle, the training was integrated with pair teaching, in which the teacher was divided into two groups and carried out Kahoot learning in groups. In a social media article related to group learning, it is said that during group study there is a knowledge transfer process that involves more than one person, where one and the other will complement each other. Learning in groups can also be through discussion, question, and answer, expressing opinions, and solving problems[59].

The application of pair teaching in the second cycle aimed to increase teacher motivation in participating in training, and also researchers want to see how teachers perform when interacting with trainers and when they interacted with other teachers in learning Kahoot. The researcher hoped that the increased motivation of teachers in learning Kahoot would also affect the achievement of their targets.

[59] Jarot BS, "*Manfaat Belajar Kelompok Menurut Ahli*, Daily vlog Jarot BS, posted on November 16 2017.

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2. EFL Teachers' Online Teaching Competence Second Cycle (Integrated with Pair Teaching)

The results of the second cycle showed that teachers experienced an increase in their attention to the training material. The group learning model makes them more relaxed and free to ask friends they think can provide explanations related to the steps in operating the kahoot. In addition, learning in groups is recognized as being able to provide new knowledge that other teachers do not know. For example, if other teachers know a new feature apart from the material being discussed, it will add insight to all teachers and try it together.

Sarlito in BEM Thamrin AKA in title "Pengaruh kelompok dalam psikologi sosial" said basically social psychology also has an influence between groups, group influence in social psychology can also be interpreted as the role of a person in a group with the same goals as what is expected by the group, the group itself has an understanding as an organizational structure that has a common goal and have dependence on one another, in this case the group can also be interpreted as a unit of several individuals who survive in the group in achieving common goals[60].

The characteristics of groups contained in social psychology are the presence of motivation among members with each other so that the same goal occurs and was formed, in which there also different interactions were based on reactions and skills among the individuals involved in it. There was an affirmation of behavioral norms in the social environment in realizing the goals of forming a group. It could be concluded that psychology in group learning affects the behavior and knowledge of members in the group. So, for some people who lack confidence in public, it would be better if they study in groups. As has been done

[60] BEM Thamrin AKA, *"Pengaruh Kelompok dalam Psikologi Sosial"*, Dosen psikologi.com. 2022.

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in the research in the second cycle, Kahoot training with pair teaching was able to increase the motivation and confidence of teachers in participating in the training, thus affecting their ability to learn Kahoot. After all the action stages were carried out, all teachers were able to achieve the first and second targets well, and almost all teachers were able to achieve the third target, although there was one teacher who had not been able to achieve the overall target where she had not been able to operate Kahoot independently.

Hamalik in situs resmi kampung inggris pare from his book entitled Psychology of Learning and Teaching, explained that group learning was a way of learning thatwas carried out in a group process. Group members related to each other and participate, contributing to a common goal[61]. The group process has characteristics or aspects of relation, interaction, participation, contribution, affection and dynamics. According to Hamalik, the group process had several characteristics, including: Each individual related to one another, each individual influenced each other, each individual contributed thought, each individual were active, each individual got a division of tasks, and each individual developed social and moral personal traits. Groups are dynamic because groups are constantly changing and evolving.

Based on the research findings and discussion from result of study by Utama, I M. Permadi, Marhaeni, A.A.I.N, Putra, I Nyoman Adi Jaya[62], they found

[61] Patricia Aurelia, *"Meningkatkan Prestasi dengan Belajar Kelompok*", Harian sore sinar harapan, *www.budipekerti.com*, 30 September 2015.

[62] Utama I.M, "*The Effect Of Think Pair Share Teaching Strategy To Students' Self-Confidence And Speaking Competency Of The Second Grade Students Of Smpn 6 Singaraja*", e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Volume 1 Tahun 2013).

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some results, it can be proposed some suggestions to improve the quality of learning in speaking, such as;

1) The results showed that students who treated by Think Pair Share teaching strategy had higher self-confidence significantly than students who studied by conventional teaching strategy.
2) The results showed that students who studied by Think Pair Share teaching strategy had higher speaking competency significantly than students who studied by conventional teaching strategy.
3) The limited time and subject matter used in this study, it is suggested that other researchers to carry out similar research with the selection of a different subject and longer time to obtain more conclusive results about Think Pair Share teaching strategy on students' self confidence and students' speaking competency.
4) This study focused on investigating the effect of Think Pair Share teaching strategy on students' self confidence and students' speaking competency, the researcher hope to further research to be conducted related to Think Pair Share teaching strategy.

The pair teaching method that has been applied to the kahoot training for teachers at Madrasah Wonomulyo has been successful, and increase of teachers interest. After the second cycle with the same stages had done, four targets were achieved by teachers while a teacher had not been able to operate the kahoot independently, but had understood and was able to do it.

Basically, the knowledge of some teachers regarding learning applications is extensive and they are familiar with several applications, such as the E-learning application, google class room, and zoom which they actually use for online learning during the covid-19 pandemic. In addition, there are two teachers who

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are not accustomed to using the application due to several constraints on school facilities, as well as the availability of technological tools from students. The limited knowledge and ability of teachers to use technology is also the most influential obstacle. The professionalism of teachers in the knowledge and use of applications that are currently required to always be developed needs special attention. From the results of interviews with several teachers, it was found that their obstacle in this training was that they were not accustomed to using the application, so it would require repeated and consistent training for those who could not operate the kahoot independently.

Kahoot application itself is an application that is easy to learn with simple language. This application was chosen by researchers as a medium for upgrading the ability of teachers because it is easier to learn than other applications. The game features are diverse and equipped with attractive images and designs can increase student motivation and create a new atmosphere in teaching and learning. It was acknowledged by all the teachers who attended this training that students were more interested in the material when it was presented with the games method supported by audio and visual technology. One teacher said "All students are active, enthusiastic, and pay attention to the lesson if the material is presented in the form of guessing words, playing games, and using the LCD".

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CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter discuss about the conclusion of the research, and suggestion for the English teachers, the students and the other researchers. The conclusions and suggestion of each section would be delivered as follow;

A. Conclusions

In total there were six meetings in this study, first four meetings in the first cycle, and two other in the second cycle. The method used is an action research method. This research is divided into two cycles, which consist of several stages, namely planning, action, observation, and reflection. First cycle was done by demonstration technique, and the second cycle was carried out with pair teaching method, where teachers were divided in groups. The result of first cycle shows that only two teacher can operated Kahoot independently and overall from four target indicators, only two targets had been achieved.

Then, after the second cycle was carried out and integrated with the pair teaching learning model, it turned out that there was an increase in teacher motivation in participating in the training. They were more serious in studying with their group, and almost teachers had achieved all targets even there still a teacher who cannot aperate Kahoot independently. From these results, the key that the answer to the problem statement in this study was that it was not the Kahoot training that upgrades the teachers' competence, but the paired teaching method that increases the motivation and interest of teachers in research so that it affects their ability to operate Kahoot. Finally, the teacher was able to achieve all targets by pair teaching in Kahoot training. So the final conclusion was drawn that the training method was the most basic, that made the second cycle has succeed.

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B. Sugestions

Some suggestions were given to participants who were closely related to this research. The suggestions were made based on the result and the importances of this research. It was presented as follows;

1. For the English teacher

In today's digital era, teachers were indeed required to be more creative in the learning process in the classroom. The game methods were currently one of the ways to increase students' enthusiasm for learning. Currently, many media learning tools based-games could be used in the form of applications, such as Kahoot which had been introduced in this training. Self-improvement training needs to be routinely followed by teachers. There were many online pieces of training or tutorials on youtube that could be followed if face-to-face training was rarely held. Nowadays teachers must be active because the technology was growing, then the generations were getting more modern.

2. For researcher

Teacher development research is currently popular among students. Development and community service were increasingly becoming the title/material in researchers, which focus on improving quality/competencies. Before going into the field, researchers should make sure the existing problems, such as obstacles in teaching, student motivation, and teacher skills. By knowing everything, the research objectives will be achieved. Especially in research and development of the use of technology, more attention needs to be given.

3. For the other readers

This research was still far from perfect; the weakness of this study was in limited teachers and time in implementing the action. For other researchers who are interested in the same field are recommended to implement the action in a

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longer period of time to get more maximum results so that the improvement will be more significantly seen. Likewise in observation, this section is very important to note.

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APPENDICES

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APPENDICES

Appendix 1: Initial Observation of MTs Wonomulyo

No	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	Teacher's Activities				
	1. Opening Activities				
	a. The teacher opens the class by greeting and checking student's attendance	√			
	b. The teacher prepares the class condition.		√	Teachers rarely refresh their brains before starting lessons in class	
	c. The teacher gives the students apperception to attract their attention motivation.	√		Sometimes the teacher just asks the students' condition, whether they have eaten or not, and their readiness for learning that day	
	d. The teacher delivered material according with the topic that discussed today	√			
	e. The the teacher prepares books, property and other technology media to support the learning process in the classroom.		√	Teachers rarely use property/technology due to limited knowledge and facilities. Only a few times using flash cards, game methods, and phonetics	

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	2. Main Activities				
	a. The teacher introduces the topic before start teaching.	√			
	b. The teacher gives an explanation about the material until finish	√			
	c. The teacher combines Indonesian and English when teaching in the class	√		Like problems with students in general, students at Mts Wonomulyo also find it difficult to learn English if the teacher uses the direct method	
	d. The teachers teach using commonly used methods, such as discussion, group study, and explaining methods	√			
	e. The teachers provide opportunities for students to ask questions and discuss	√			
	f. During the learning process, the teacher maintains the classroom atmosphere by actively giving questions or answering tasks while playing games		√	Sometimes the teacher can not control the class, when the students are getting bored and sleepy	
	3. Closing Activities				

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	a. The teacher ends the lesson by concluding material and providing motivation to students	√			
	b. The teacher conveys a message or lesson that can be taken from the material (if any)	√			
	c. The teacher gives homework to students	√		Homework is given according to the needs and understanding of the students' material on that day	
.	Students' Activities				
	a. The students pay attention to the teacher'sexplanations.	√		Students will follow the lesson more if the teacher uses games	
	b. The students giving feedback in the class.	√		Sometimes students ask some questions	
	c. The students concentrate to the teacher's explanation.		√	Almost all students concentrate only at the beginning of learning	
	d. The students understand the expression/respond of suggestion and offer	√		Sometimes students find it difficult to understand when the teacher uses English	
	e. The students are confidence to speak English in the classroom.		√	Students rarely use English in class	
	f. The students enjoy			Students like it when	

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	the learning atmosphere presented by the teacher	√		the teacher uses games/property in teaching	
	g. The answers given by students are correct and in appropriated with the topic being studied	√		Sometimes they are right, but they are also often wrong	

Appendix 2: Observation list of teachers' in action session

a. Teacher A, Mts As'Adiyah Al.Muhajirin

No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	**Cycle one Activities**				
	a. The teacher arrives on time at the training ground	√			
	b. The teacher brings equipment, such as a laptop/cell phone, and stationery	√			
	c. The teacher actively asks trainers /researchers related to the kahoot application		√	Teacher A rarely asks questions and quickly understands the trainer's explanation	
	d. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	e. The teacher immediately asked to practice uploading questions to the application	√		Teacher A immediately volunteered when asked to practice uploading questions to the application	

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	f. Teachers can create accounts and upload questions to the Kahoot application independently	√			
	g. The teacher gives his opinion about the effectiveness of the kahoot application for their students later		√	Teacher A rarely comments in class	
	h. The teacher fills out the list of questions after the first cycle is completed independently	√			
	Cycle two activities with think pair share method				
	i. The teacher actively asks trainers/researchers related to the kahoot application		√	Teacher A rarely asks questions and quickly understands the trainer's explanation	
	j. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	k. The teacher immediately asked to practice uploading questions to the application	√		Teacher A immediately ask for practices uploading questions to the application	

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	l. The teacher gives directions to friends who don't understand how to operate the Kahoot application	√		In the second cycle, Teacher A gives directions to friends and shares information related to how to operate the kahoot	
	m. Teachers can create accounts and upload questions to the Kahoot application independently	√		Teacher A can upload questions to the app independently	
.	n. In this second cycle, the teacher is more relaxed and more fluent in operating the kahoot, after sharing with other teacher	√		Even though there are still some wrong steps, teacher A is already quite fluent in operating the kahoot from start to finish independently	

b. Teacher B, Mts As'Adiyah Al.Muhajirin

No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	**Cycle one Activities**				
	a. The teacher arrives on time at the training ground	√			
	b. The teacher brings equipment, such as a laptop/cell phone, and stationery	√			
	c. The teacher actively asks trainers /researchers related to the kahoot application	√		Teacher B often asks questions and has difficulty operating the kahoot in the first cycle	

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	d. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	e. The teacher immediately asked to practice uploading questions to the application	√		Teacher B cannot practice uploading questions to the application in the first cycle	
	f. Teachers can create accounts and upload questions to the Kahoot application independently	√		Teacher B cannot upload questions to the application in the first cycle	
	g. The teacher gives his opinion about the effectiveness of the kahoot application for their students later		√	Teacher B thinks that the Kahoot application is very suitable to be used to increase student motivation	
	h. The teacher fills out the list of questions after the first cycle is completed independently	√			
	Cycle two activities with think pair share method				
	i. The teacher actively asks trainers/researchers related to the kahoot application	√		Teacher B asked other teacher friends and understood the explanation from the trainer in the second cycle better	

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	j. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	k. The teacher immediately asked to practice uploading questions to the application	√		Teacher B in the second cycle volunteered to practice uploading questions to the application after the other teachers finished	
	l. The teacher gives directions to friends who don't understand how to operate the Kahoot application	√		In the second cycle, Teacher B was given directions by the trainer and friends and shared information related to how to operate the kahoot	
	m. Teachers can create accounts and upload questions to the Kahoot application independently	√		In the second cycle, teacher B can upload questions to the Kahoot application independently	
.	n. In this second cycle, the teacher is more relaxed and more fluent in operating the kahoot, after sharing with other teacher	√		Even though he still asks several times, teacher B is already quite fluent in operating the kahoot from start to finish independently	

c. Teacher C, Mts As'Adiyah Al.Muhajirin

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No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	**Cycle one Activities**				
	a. The teacher arrives on time at the training ground		√	Teacher C comes after 20 minutes of training	
	b. The teacher brings equipment, such as a laptop/cell phone, and stationery	√			
	c. The teacher actively asks trainers /researchers related to the kahoot application	√		Teacher C often asks questions and has difficulty operating the kahoot in the first cycle	
	d. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	e. The teacher immediately asked to practice uploading questions to the application		√	Teacher C cannot upload questions to the application in the first cycle	
	f. Teachers can create accounts and upload questions to the Kahoot application independently		√	Teacher C cannot upload questions to the application in the first cycle	
	g. The teacher gives his opinion about the effectiveness of the kahoot application for their students later		√	Teacher C thinks that the Kahoot application is very interesting to apply in class	

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	h. The teacher fills out the list of questions after the first cycle is completed independently	√			
	Cycle two activities with think pair share method				
	i. The teacher actively asks trainers/researchers related to the kahoot application	√		Teacher C asked other teacher friends and understood the explanation from the trainer in the second cycle	
	j. Teachers are enthusiastic about participating in the training	√		Until the second cycle, all the teachers were very enthusiastic about participating in this trainer	
	k. The teacher immediately asked to practice uploading questions to the application	√		Teacher C in the second cycle can slightly practice uploading questions to the application after the other teachers have finished	
	l. The teacher gives directions to friends who don't understand how to operate the Kahoot application	√		In the second cycle, Teacher C was given directions by the trainer and friends and shared information related to how to operate the kahoot	

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	m. Teachers can create accounts and upload questions to the Kahoot application independently	√		In the second cycle, teacher C was able to upload questions to the Kahoot application independently	
.	n. In this second cycle, the teacher is more relaxed and more fluent in operating the kahoot, after sharing with other teacher	√		Even though she still asks several times, teacher C is already quite able to operate the kahoot from start to finish independently	

d. Teacher D, Mts Mas'Udiyah

No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	**Cycle one Activities**				
	a. The teacher arrives on time at the training ground	√			
	b. The teacher brings equipment, such as a laptop/cell phone, and stationery	√			
	c. The teacher actively asks trainers /researchers related to the kahoot application	√		Teacher D sometimes asks and has a little difficulty in operating the kahoot in the first cycle	
	d. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	

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	e. The teacher immediately asked to practice uploading questions to the application	√		Teacher D can, but it's not smooth uploading questions to the application in the first cycle	
	f. Teachers can create accounts and upload questions to the Kahoot application independently		√	Teacher D is not yet fluent in uploading questions to the application in the first cycle	
	g. The teacher gives his opinion about the effectiveness of the kahoot application for their students later	√		Teacher D thinks that if possible, he will use the Kahoot application in his class	
	h. The teacher fills out the list of questions after the first cycle is completed independently	√			
	Cycle two activities with think pair share method				
	i. The teacher actively ask strainers/ researchers related to the kahoot application	√		Teacher D is asked other teacher and more understood the explanation from the trainer in the second cycle	
	j. Teachers are enthusiastic about participating in the training	√		Until the second cycle, all the teachers were very enthusiastic about participating in this trainer	

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	k. The teacher immediately asked to practice uploading questions to the application	√		Teacher D in the second cycle can slightly practice uploading questions to the application independently	
	l. The teacher gives directions to friends who don't understand how to operate the Kahoot application	√		In the second cycle, Teacher D was given directions by the trainer and friends and shared information related to how to operate the kahoot	
	m. Teachers can create accounts and upload questions to the Kahoot application independently	√		In the second cycle, teacher C was able to upload questions to the Kahoot application independently	
.	n. In this second cycle, the teacher is more relaxed and more fluent in operating the kahoot, after sharing with other teacher	√		Even though she still asks several times, teacher D is already quite able to operate the kahoot from start to finish independently	

e. Teacher E, Mts Darul Hasanah

No	TRAINING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
.	**Cycle one Activities**				
	a. The teacher arrives on time at the training ground	√		-	

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	b. The teacher brings equipment, such as a laptop/cell phone, and stationery	√		-	
	c. The teacher actively asks trainers /researchers related to the kahoot application	√		Teacher E often asked and had difficulty operating the kahoot in the first cycle	
	d. Teachers are enthusiastic about participating in the training	√		All teachers are very enthusiastic to follow this trainer	
	e. The teacher immediately asked to practice uploading questions to the application	√		Teacher E can, but it's not smooth uploading questions to the application in the first cycle	
	f. Teachers can create accounts and upload questions to the Kahoot application independently	√		Teacher E can, but it's not smooth uploading questions to the application in the first cycle	
	g. The teacher gives his opinion about the effectiveness of the kahoot application for their students later	√		Teacher E thinks that the Kahoot application is very interesting and makes students more serious about working on questions	
	h. The teacher fills out the list of questions after the first cycle is completed independently	√		-	

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	Cycle two activities with think pair share method				
	i. The teacher actively asks trainers/researchers related to the kahoot application	√		Teacher E asked other teacher friends and understood the explanation from the trainer in the second cycle	
	j. Teachers are enthusiastic about participating in the training	√		Until the second cycle, all the teachers were very enthusiastic about participating in this trainer	
	k. The teacher immediately asked to practice uploading questions to the application	√		Teacher E in the second cycle can practice uploading questions to the application after the other teachers have finished	
	l. The teacher gives directions to friends who don't understand how to operate the Kahoot application	√		In the second cycle, Teacher E was given directions by the trainer and friends and shared information related to how to operate the kahoot	
	m. Teachers can create accounts and upload questions to the Kahoot application independently	√		In the second cycle, teacher E was able to upload questions to the Kahoot application independently	

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.	o. In this second cycle, the teacher is more relaxed and more fluent in operating the kahoot, after sharing with other teacher	√		Even though she still asks several times, teacher E is already quite able to operate the kahoot from start to finish independently	

Appendix 3: Interview Result

1. School name : MTs Al.Muhajirin Wonomulyo
   Teacher's name : ZRC, S.Pd
   Time and Date : 24th July 2021/10.00 WITA

   X : Assalamualaikum..
   Y : Waalaikumsalanm..
   X : Sorry, for take your time today Mam.. Thank you so much for your welcome to me to doing this interview for my thesis.
   Y : Yeah welcome.. I have been in your position, so I will help you today.
   X : heheh oky.. so I will start asking you Mam..
   Y : ok, do it..
   X : X : How long have you been teaching English?
   Y : I have been teaching English for about two years
   X : Before starting to teach, did you do any preparations?
   Y : Yes, preparing short and easy-to-understand material and doing ice breaking.
   X: What teaching techniques do you use?
   Y : Lecture method, games with card, and phonetic method
   X: What technique do students prefer?
   Y :Students prefer phonetic technique because it is easier for students to understand
   X: How did you implement the technique in teaching English?
   Y : When I finished explaining, I asked and the students listened and then the students said word by word
   X: Have you ever used techniques using technology media in teaching English? If so, what kind of media do you use?
   Y : yes, I have used pictures and videos

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X : How are the other techniques different, with the technology media technique that you feel when teaching English?
Y : Student response is more improved when using media
X : How did the students respond to the teaching technique you gave?
Y : Little by little the interest of students increases by being given various kinds of game techniques
X: Is there a difference in students' English skills when using media or not?
Y : yes, they are more motivated when the teacher uses the media
X: Have you ever heard of the Kahoot application? if so, have you ever used it?
Y : I have never heard and found about the Kahoot application
X : After you learned about Kahoot, what do you think?
Y : This application is very suitable and easy to apply to students. The content of the platform is very interesting so that it will not make students bored when learning takes place.
X: In your opinion, is this application suitable for use in your class? Are you planning to use this application in the future?
Y: It is very suitable to be used in class, and I plan to use it in class after CHAPTER 1 learning is finished.
X: In your opinion, what are the advantages and disadvantages of this application?
Y: The advantage is that it is more practical in providing evaluations to students. The drawback is in the network, if the evaluation is doing and the network is disrupted, it will have an impact on the value of students.
X : In your opinion, what about teachers in this 21th century that possess to be creative in using technology as a media in learning process ?
Y : Yeah, in this 21th era anything is change. Teachers are possessed to more creative and innovative in learning process. So, we need to upgrade our knowledge, skill, and other to follow this era. There are many applications now; one of those is Kahoot that we have studied yesterday. Actually, creativity is more important, without media or application if the teachers are creative I think students will follow the class.
X : Yes Mam.. So, now in this pandemic era, you only use WA group for teaching ?
Y : Yes, for this time I used it, sometimes I used Zoom
X : OK Mam, thank you so much, I enough for today
Y : OK, welcome

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X : Assalamualaikum
Y : Waalaikumsalam

2. School name : MTs Al.Muhajirin Wonomulyo
   Teacher's name : YK, S.Pd
   Time and Date : 24th July 2021/11.30 WITA

X : Assalamualaikum..
Y : Waalaikumsalanm..
X : Hello Mam.. do you have a class today ?
Y : Ohh no.. I do not, why dear ?
X : I want to ask you some questions related to our training yesterday
Y : Oh yaa, please..
X : Thank you so much for your welcome to me Mam, ok I will start to ask you
Y : Yeah go ahead..
X : How long have you been teaching English?
Y : I have been teaching English for about five years
X : Before starting to teach, did you do any preparations?
Y :Yes, I do it, but sometimes.. I prepared materials and property related to our topic that day
X: What teaching techniques do you use?
Y : I used games, video, and just do it by demonstration
X: What technique do students prefer?
Y : Students prefer games methods, they like games very much
X: How did you implement the technique in teaching English?
Y : For example if we are in specific topic like how to make a card profession , then I made it first and explained them the steps to make it. After that, they try to make it with various professions that they know.
X: Have you ever used techniques using technology media in teaching English? If so, what kind of media do you use?
Y : I think I do not, but I have used a video to showing the example of topic that we discussed that day
X : How are the other techniques different, with the technology media technique that you feel when teaching English?
Y : Student response is more improved when using media
X : How did the students respond to the teaching technique you gave?
Y : They more interest in material when I used a new method, for example games method, flash card, guess the word, and other

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X : Is there a difference in students' English skills when using media or not?
Y : yes, they are more motivated when the teacher uses the media
X : Have you ever heard of the Kahoot application? if so, have you ever used it?
Y : I have never heard and found about the Kahoot application
X : After you learned about Kahoot, what do you think?
Y : This application is very interesting, because it may increasing students' motivation
X: In your opinion, is this application suitable for use in your class? Are you planning to use this application in the future?
Y : Maybe, it is not suitable to be used in my class, students did not have their own phone, and sometimes the network is not stable.
X: In your opinion, what are the advantages and disadvantages of this application?
Y: In my opinion the advantage is that make students more active in asking or answered questions and increasing their motivation. Then, disadvantage is in network that always in good condition.
X : In your opinion, what about teachers in this 21th century that possess to be creative in using technology as a media in learning process ?
Y : Yeah, we cannot deny that today in many aspects, technology is always used and help people in their work, activities, even in their daily. Teachers is one of profession that should follow this era, because it is related to students motivation, achieved, even attitude. But, we also cannot deny about the facilities in school, I think first we should prepare the schools then teachers will use it. Maybe I will use this Kahoot if the facilities are completed.
X : Yes Mam.. So, now in this pandemic era, you only use WA group for teaching?
Y : Yes, for this time I used it
X : OK Mom, thank you so much, I enough for today
Y : OK, just ask me if you need something
X : Sure Mom, Assalamualaikum
Y : Waalaikumsalam

3. School name : MTs Al.Muhajirin Wonomulyo
   Teacher's name : W, S.Pd. I
   Time and Date : 24th July 2021/09.15 WITA

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X : Assalamualaikum..
Y : Waalaikumsalanm..
X : Hi Mam.. do you have a class today ?
Y : Ohh no.. I do not, I have a class later
X : Ok Mam, I want to ask you some questions related to our training yesterday
Y : Oh yes, please..
X : Thank you so much for your welcome to me Mam, ok I will start to ask you
Y : Yeah just ask me..
X : How long have you been teaching English?
Y : I have been teaching English maybe for about six years
X : Before starting to teach, did you do any preparations?
Y :Yes, I do it, but sometimes.. I prepared materials, some evaluation related to our topic that day
X: What teaching techniques do you use?
Y : I just do it by demonstration, but sometimes we play a game ask and answer
X: What technique do students prefer?
Y : They like games very much
X: How did you implement the technique in teaching English?
Y : I explained a material, then they asking about the meaning of word, vocabulary, the I explained it back. After that, sometimes we play game that related to the topic.
X: Have you ever used techniques using technology media in teaching English? If so, what kind of media do you use?
Y : I think I do not, but I have used a video. I think technology media is good, but sometimes I felt it bother to arrange the things, network, sometimes it spend time.
X : How are the other techniques different, with the technology media technique that you feel when teaching English?
Y : Student response is more improved when we play game
X : How did the students respond to the teaching technique you gave?
Y : Sometimes they look interest, but sometime they do not
X: Is there a difference in students' English skills when using media or not?
Y : yes, they are more motivated when I used a game
X: Have you ever heard of the Kahoot application? if so, have you ever used it?

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Y : I have never heard and found about the Kahoot application, but I ever see the same media
X : After you learned about Kahoot, what do you think?
Y : This application is good and very interesting, because it may increasing students' motivation
X: In your opinion, is this application suitable for use in your class? Are you planning to use this application in the future?
Y: Maybe, it is not suitable to be used in my class, students did not have their own phone, but it can be tried once in a while.
X: In your opinion, what are the advantages and disadvantages of this application?
Y: In my opinion the advantage is that make students more active in class. Then, disadvantage is about network.
X : In your opinion, what about teachers in this 21th century that possess to be creative in using technology as a media in learning process ?
Y : Yeah, in this modern era, teachers are possessed to be more creative to arrange materials. Students are bored because they are difficult to understand the material. Teachers can use a media, audio or visual to create a new atmosphere. But if teachers though that it is difficult they may try a simple game for example guess words, or picture.
X : Yes Mam.. So, now in this pandemic era, you only use WA group for teaching?
Y : Yes, for this time I used it
X : OK Mam, thank you so much, I enough for today
Y : OK, thank you, I go first
X : Sure Mam, Assalamualaikum
Y : Waalaikumsalam

4. School name : MTs Darul Hasanah
Teacher's name : W, S.Pd
Time and Date : 25th July 2021/09.00 WITA

X : Assalamualaikum..
Y : Waalaikumsalanm..
X : Hello Mam, how are today ?
Y : Alhamdulillah I am good, what about you ?
X : I am good, Mam.. Fist I would like to say thanks for having me today, sorry if I came again here hehe
Y : Oh no, just do it

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X : Ok Mam, today I want to ask you some questions related to our training yesterday

Y : Oh yaa, please.. I am ok for that

X : Thank you so much for your welcome to me Mam, ok I will start to ask you, how long have you been teaching English?

Y : I have been teaching English for about nine years

X : Before starting to teach, did you do any preparations?

Y : Yes, I do it, I made RPP first, then looked at to the topic that will be discussed, and last I made sometimes a property that is needed

X: What teaching techniques do you use?

Y : I just do it by demonstration, but sometimes we play a game for ask and answer

X: What technique do students prefer?

Y : They like games very much

X: How did you implement the technique in teaching English?

Y : I explained a material, then let the students to asking about the meaning of word, vocabulary, and other that they do not understand, then I explained it back. After that, sometimes we play game that related to the topic.

X: Have you ever used techniques using technology media in teaching English? If so, what kind of media do you use?

Y : I think I do not. Sometimes I want to try, but the facilities here are limited. I ever displayed LCD to shows the video that related to our material

X : How are the other techniques different, with the technology media technique that you feel when teaching English?

Y : Student response is more improved when we play game

X : How did the students respond to the teaching technique you gave?

Y : Sometimes they look interest, but sometime they do not

X : Is there a difference in students' English skills when using media or not?

Y : Yes, they are more motivated when I used a game

X: Have you ever heard of the Kahoot application? if so, have you ever used it?

Y : I have never heard and found about the Kahoot application

X : After you learned about Kahoot, what do you think?

Y : This application is good and very interesting, and effective for evaluation

X: In your opinion, is this application suitable for use in your class? Are you planning to use this application in the future?

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Y: Actually this application is very good, but it is not suitable to be used in my class, students did not have their own phone, but it can be tried once in a while by using my laptop.

X: In your opinion, what are the advantages and disadvantages of this application?

Y: In my opinion the advantage is on this Kahoot application, teachers easier in evaluated students. Then, disadvantage is about network.

X : In your opinion, what about teachers in this 21th century that possess to be creative in using technology as a media in learning process ?

Y : Yeah, in this modern era, teachers are possessed to be more creative to arrange materials. In reality, I myself feel difficult to choose a right media for students, sometimes when I would like to apply a media there is no tools to support that. So, I do it just by demonstration and only use a teacher as a centre.

X : Yes Mom.. So, now in this pandemic era, you only use WA group for teaching?

Y : Yes, for this time I used it

X : OK Mam, thank you so much, I enough for today

Y : OK, thank you, take a care

X : Sure Mam, Assalamualaikum

Y : Waalaikumsalam

5. School name : MTs Mas'udiyah Wonomulyo
   Teacher's name : S, S.Pd. I
   Time and Date : 25th July 2021/11.00 WITA

X : Assalamualaikum..

Y : Waalaikumsalanm..

X : Hello Sir, how are today ?

Y : Alhamdulillah I am good, what about you ?

X : Alhamdulillah, I am good, Sir.. Fist I would like to say thanks for having me today, sorry if I came again here hehe

Y : Oh no, just do it..There is no class today

X : Ok Sir, today I want to ask you some questions related to the training yesterday

Y : Oh yes, please.. What is that ?

X : Thank you so much for your welcome to me Sir, ok I will start to ask you, how long have you been teaching English?

Y : I have been teaching English for about five years

X : Before starting to teach, did you do any preparations?

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Y : Yes, I do it, I made RPP first, then I arrange the materials stage that I will be delivered it in the class, then looked the topic that will be discussed, and I made sometimes a property that is needed, then last I prepared questions for evaluation.

X: What teaching techniques do you use?

Y : I just do it by demonstration, during this pandemic I used WA group and Zoom. I ever used I spring suite, LKPD, and Kodular. Sometimes we play a game for ask and answer.

X: What technique do students prefer?

Y : They like games very much

X: How did you implement the technique in teaching English?

Y : First, I explained a material, then I asked to students to repeat it. If I used application, I displayed it in LCD then explain it.

X: Have you ever used techniques using technology media in teaching English? If so, what kind of media do you use?

Y : Yes, I have. Sometimes I used it

X :How are the other techniques different, with the technology media technique that you feel when teaching English?

Y : Student response is more improved when we play game

X : How did the students respond to the teaching technique you gave?

Y : Sometimes they look interest, but sometime they do not

X : Is there a difference in students' English skills when using media or not?

Y : yes, they are more motivated and interactive when I used a game or application media

X: Have you ever heard of the Kahoot application? if so, have you ever used it?

Y : I have never heard and found about the Kahoot application

X : After you learned about Kahoot, what do you think?

Y : This application is good and very interesting for applying to students

X: In your opinion, is this application suitable for use in your class? Are you planning to use this application in the future?

Y: Actually this application is very good, but maybe it is not suitable to be used in my class, because the network does not support, and students did not have their own phone, but it can be tried once in a while by using my laptop.

X: In your opinion, what are the advantages and disadvantages of this application?

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Y: In my opinion the advantage is on this Kahoot application, first very interesting, increasing students' motivation, and helped teachers in evaluation. Then, disadvantage is about network.

X : In your opinion, what about teachers in this 21th century that possess to be creative in using technology as a media in learning process ?

Y : This modern era shows that everything is easy now, anything we want and need we may get it quickly. As a teacher, it is our job and function to serve students and do our best for them. We have to be ready for facing the world, be prepared our self with technology skill, knowing kinds of applications, and always keep our competencies.

X : Yes Sir.. So, now in this pandemic era, you only use WA group for teaching?

Y : Yes, for this time I used it, and sometimes I used Zoom for meeting

X : OK Sir, thank you so much, I enough for today

Y : OK, thank you, keep your spirit..

X : Sure Sir, Assalamualaikum

Y : Waalaikumsalam

Note : X : Researcher

Y : Teacher

Appendix 3: Results of Field Note

1. School name : MTs Al.Muhajirin Wonomulyo

   Teacher's name : ZRC, S.Pd.

   Time and Date : 22-24th July 2021

The first observation was carried out at MTs Al.Muhajirin on July 20, 2021. When the researchers first arrived at the school, the researcher met the English teacher and the principal. There are three English teachers at Mts Al.Muhajirin who teach at each grade level. They are Mam ZRC, S.Pd, Mam YK, S.Pd, and Mam W, S.Pd.I. At that time the researcher first met with Mam ZRC and then explained the purpose and purpose of coming to the school. They were very welcoming, especially Mam ZRC, who was not much older than the researcher. Then, the study was conducted two days after the observation of the school and its location, and it was decided to conduct training at MTs Al.Muhajirin with the consideration that the location of the school was not far enough from other schools. The first meeting was held on July 22, 2021 with 5 teachers participating.

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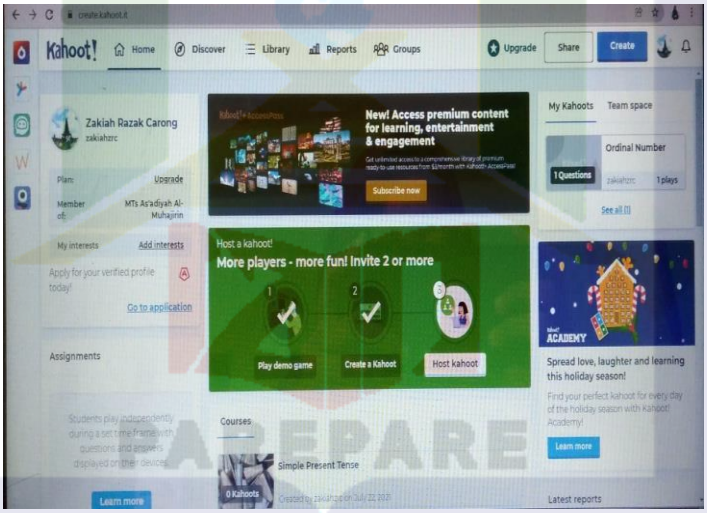
Description field note during training

During the research process, Ms. ZRC seemed very enthusiastic about the Kahoot training, occasionally the researcher asked about the teaching experience she felt during teaching for approximately two years. The opinion of Mam ZRC is as follows;

> "During more or less two years of teaching here, I saw those students' interest and motivation in English subjects were still lacking compared to other subjects. Previously, I tried several interesting games methods to increase students' motivation and interest. It worked quite well, and they were more excited."

During the first cycle, Mam ZRC was one of the teachers who easily understood the trainer's explanation, and managed to create an account independently in the first cycle. Overall Mam ZRC has achieved two of the four targets in the first cycle. The Kahoot accounts that have been created by Mam ZRC are as follows;



Not only succeeded in creating a Kahoot account in the first cycle, after the fourth meeting Mam ZRC has also tried the Kahoot feature which helps in evaluating students, but has not been able to do it independently. Sometimes Mam ZRC also helps other teachers who have not been able to understand the steps for creating a Kahoot account and its features. It was seen that other teachers sometimes asked Mam ZRC apart from the trainer. Then in the second cycle which was integrated with pair teaching, Mam ZRC became a mentor who helped researchers in providing explanations to other teachers. Then, in this second cycle Mam ZRC has achieved all the targets and is able to operate Kahoot independently, which she has successfully tried the game features and played. The examples of questions that have been uploaded are as follows;

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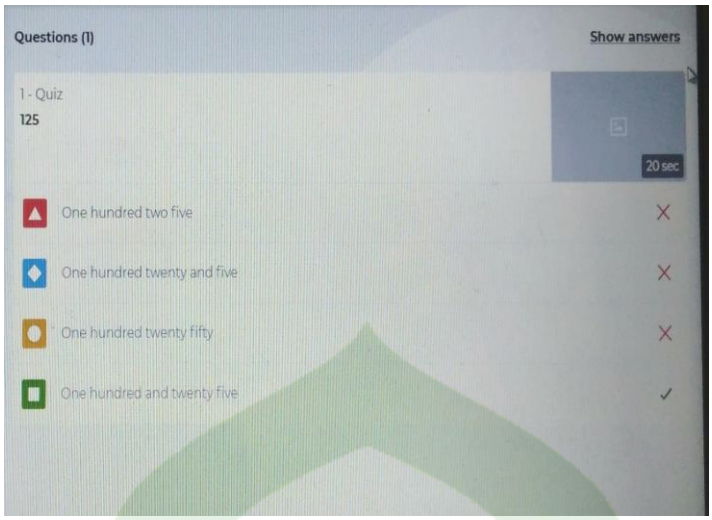

During the training process in the first and second cycles, it seems that Mam ZRC did not experience any significant difficulties, because basically he is used to and likes learning applications like Kahoot and plans to try it when the online learning is finished.

2. School name : MTs Al.Muhajirin Wonomulyo

   Teacher's name : YK, S.Pd

   Time and Date : 22-24 July 2021

The second teacher who teaches at MTs Al. Muhajirin is Mam YK, where when the researcher first came to the school, Mam YK directed her to meet directly with the principal and explained that she had never applied applications or other technology media when teaching. She uses simple methods, such as flash cards, and guessing games to close the meeting on certain lessons. Previously, Mam YK confirmed that she could not attend the training on July 22 due to a family event. However, after being reconsidered, Mam YK was finally able to take his time because he was curious about the Kahoot application and this was the first time he took part in self-development training like this, apart from MGMP.

Description field note during training

During the training, Mam YK was active and enthusiastic in this training, occasionally she asked questions and also tried to create an account independently and finally she was able to create an account after the third meeting and continued at the fourth meeting. However, because she was not used to using the previous application, Mam YK was a little late in following the trainer's directions at the first two meetings in the first cycle. Mam YK is of the opinion that this kind of instructional media training is very helpful for teachers in improving their professionalism in the teaching environment and in the classroom.

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> "It is undeniable that today's young generation is in a time where everything is very easy to get. Information from any part of the world can be quickly found, only through cellphones. In line with that, learning media are also growing, game applications such as Kahoot can create a new atmosphere in the classroom, and also make it easier for teachers to give lessons. However, not all teachers today can be in line with technological developments. The limitations of tools, abilities, and knowledge are obstacles for teachers who can be said to have been limited in all respects to find out all of it. For this reason, training like this is very helpful in improving the quality of teachers, especially those who are in the interior".

In the second cycle, Mam YK was quite helped by the pair teaching method applied by the trainer. Mam YK is more free to ask other teachers and discuss openly, then what is not known becomes more understood and also adds insight related to other Kahoot features. After repeating two meetings in the second cycle, Mam YK was finally able to achieve the overall target where She could create an account, upload questions, and use the Kahoot evaluation feature independently.

3. School name : MTs Al.Muhajirin Wonomulyo

   Teacher's name : W, S.Pd. I

   Time and Date : 24th July 2021/09.15 WITA

The third teacher also comes from MTs Al.Muhajirin, Mam W is an English teacher who has been teaching for approximately six years. When the researcher went to school for the first time, Mam W was not there at the time and the researcher only contacted him via WA message. After the researcher told Mam W's goals and objectives, the responses given were slightly different from the others. Mam W was a little reluctant to join the training because she was busy and did not have free time, and during the initial observation process until the first training meeting, Mam W was very difficult to contact.

Field notes during training

Then, when the first day of training was being held, Mam W notified after almost 30 minutes that She would be late because she had other business. After almost an hour had passed, Mam W arrived in class and did not bring a cell phone or laptop. Mam W showed an uncomfortable attitude during the training meetings one and two at that time, and she also seemed not enthusiastic about participating

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in the training. During the first cycle, which consisted of four meetings, Mam W was able to create an account little by little, although still assisted by the trainer. During the training, Mam W seemed unfocused and often discussed other things outside of the Kahot training. She also asked the teacher more often, because she missed the trainer's explanation. She was also in and out of class, to do something else.

After the first cycle ended, Mam W achieved two targets even though he was still assisted by the trainer. Then, in the second cycle, Mam W looks more enthusiastic even though she occasionally talks about other things, but she seems to pay more attention and try out some Kahoot features and practice them with other group friends. Until the end of the second cycle, Mam W managed to achieve the target but could not do it independently.

4. School name : MTs Darul Hasanah
   Teacher's name : W, S.Pd
   Time and Date : 21th - 25th July 2021

The fourth teacher is Mam WD from MTs Darul Hasanah. This school is the first school the researcher visited before conducting the research. At that time the teacher was teaching English, coincidentally at Mam WD's place was a boarding school, they still held face-to-face meetings during the pandemic, and the researcher had a chance to talk a little about the students' learning motivation and English achievement at the school. Mam WD explained that the motivation of students at the school was still very lacking in learning English. So, when Mam WD's mother focused more on learning vocabulary and memorization, then after that they would be taught to communicate in simple language.

Mam WD has been teaching for approximately nine years, and has changed schools several times. When she first conveyed the purpose of the research, Mam WD looked doubtful and said that she was very busy at the time, because of school administration matters and catching up with late students in class. But then, after asking permission from the principal, Mam WD finally decided to come along and was only able to spare three days for research.

Training process

During the training process, Mam WD looked normal and seemed to just follow the trainer's directions. Sometimes Mam WD would tell other teachers about the progress of their respective schools during the pandemic which required students to study online. Mam WD is fast in capturing the trainer's explanation, even though she has never used an application or technology-based media in

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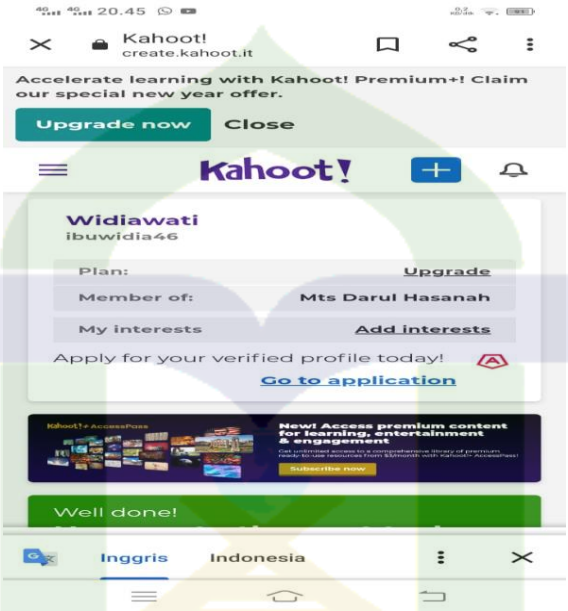
teaching but she knows a lot about learning applications. However, it has never been tried due to limited facilities in schools, and the lack of teacher skills in using technology. In the first cycle, Mam WD succeeded in achieving two research targets, being able to create a Kahoot account independently. The Kahoot Mam WD account is described below;

]



In the second cycle, Mam WD still looked normal, but he was more active in asking other teachers. Mam WD was in the same group as Mam ZRC and Mam W, then after two repetitions, Mam WD was finally able to complete the overall target. Mam WD tried the game feature on the multiple choice model and tried to upload questions to the application. Mam WD is very interested in implementing Kahoot in her school.

> "This application is very good and facilitates the evaluation process, teachers will be greatly helped by an evaluation model like this. In addition, there is no opportunity for students to cheat and cheat, transparent assessment and create a new, more pleasant atmosphere. However, it is unfortunate that students do not bring cell phones at our school. Hopefully one day I will be able to try this app."

5. School name : MTs Mas'udiyah Wonomulyo

   Teacher's name : S, S.Pd. I

   Time and Date : 21-25th July 2021

The fifth teacher is Mr. S, who is the only male trainee from Mts Mas'udiyah Wonomulyo. When the researcher first came to the school, at that

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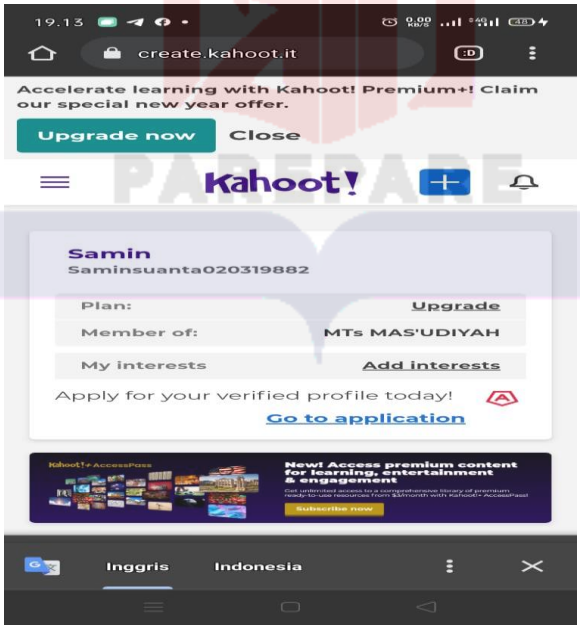
time the researcher only met the staff and the condition of the school was still very quiet. Incidentally, it was the first day students entered after several months of online learning. Then, the school staff gave Mr S's cell phone number, and suggested to come back two days later. After communicating with Mr S, we agreed to meet in person on the 22nd at the first training meeting. As for the attitude shown by Mr. S while communicating with researchers, he was quite open and very friendly to researchers.

During research activities

Mr. S is a teacher who is actively involved in training activities and educational seminars. He is also the head of the MGMP for English teachers at Polewali Mandar. For the first cycle of four meetings, Mr. S is an active teacher and is heavily involved in question and answer sessions in class. After several explanations, Mr S was able to follow the trainer and managed to create an account independently, as well as try out the Kahoot game feature. Except from Mam ZRC, Mr S is also a teacher who managed to achieve the overall target in the first cycle after four meetings.

Then in the second cycle, Mr S helped other teachers who did not understand and were not able to operate the Kahoot independently. In the second cycle at the second meeting, Mr S tried to practice himself as a teacher in class; he also uploaded some questions and tried to play them for evaluation. The Kahoot Mr S account is as follows;



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Appendix 4: The difference in the results of the training in the first and second cycles

1. Teacher ZRC, S.Pd, Mts As'Adiyah Al.Muhajirin

No	Indicators of achieving teacher training competencies	Categories of Standard Competency																	
		Cycle 1												Cycle 2					
		1			2			3			4			1			2		
		G	S	L	G	S	L	G	S	L	G	S	L	G	S	L	G	S	L
1.	The teachers are able to understand the function of some features of kahoot.	√			√			√			√			√			√		
2.	The teachers are able to understand and practice how to log in into the application and create an account.		√		√			√			√			√			√		
3.	The teachers are able to understand and practice how to upload questions into the application.			√			√		√		√			√			√		
4.	Teachers are able to understand and practice how to provide evaluations with the kahoot feature.			√			√		√		√			√			√		

Note :
G= Good
S= Sufficient
L=Less

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2. Teacher YK, S.Pd, Mts As'Adiyah Al.Muhajirin

No	Indicators of achieving teacher training competencies	Categories of Standard Competency																	
		Cycle 1												Cycle 2					
		1			2			3			4			1			2		
		G	S	L	G	S	L	G	S	L	G	S	L	G	S	L	G	S	L
1.	The teachers are able to understand the function of some features of kahoot.	√			√			√			√			√			√		
2.	The teachers are able to understand and practice how to log in into the application and create an account.			√			√		√		√			√			√		
3.	The teachers are able to understand and practice how to upload questions into the application.			√			√			√		√		√			√		
4.	Teachers are able to understand and practice how to provide evaluations with the kahoot feature.			√			√			√			√		√		√		

Note :
G= Good
S= Sufficient
L=Less

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3. Teacher W, S.Pd.I, Mts As'Adiyah Al.Muhajirin

No	Indicators of achieving teacher training competencies	Categories of Standard Competency																	
		Cycle 1												Cycle 2					
		1			2			3			4			1			2		
		G	S	L	G	S	L	G	S	L	G	S	L	G	S	L	G	S	L
1.	The teachers are able to understand the function of some features of kahoot.	√			√			√			√			√			√		
2.	The teachers are able to understand and practice how to log in into the application and create an account.			√			√			√		√			√		√		
3.	The teachers are able to understand and practice how to upload questions into the application.			√			√			√			√		√			√	
4.	Teachers are able to understand and practice how to provide evaluations with the kahoot feature.			√			√			√			√			√		√	

Note :
G= Good
S= Sufficient
L=Less

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4. Teacher WD, S.Pd, Darul Hasanah

No	Indicators of achieving teacher training competencies	Categories of Standard Competency																	
		Cycle 1												Cycle 2					
		1			2			3			4			1			2		
		G	S	L	G	S	L	G	S	L	G	S	L	G	S	L	G	S	L
1.	The teachers are able to understand the function of some features of kahoot.	√			√			√			√			√			√		
2.	The teachers are able to understand and practice how to log in into the application and create an account.			√			√		√		√			√			√		
3.	The teachers are able to understand and practice how to upload questions into the application.			√			√			√		√			√		√		
4.	Teachers are able to understand and practice how to provide evaluations with the kahoot feature.			√			√			√			√		√		√		

Note :
G= Good
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5. Teacher S, S.Pd.I, Mts Mts Mas'Udiyah

No	Indicators of achieving teacher training competencies	Categories of Standard Competency																	
		Cycle 1												Cycle 2					
		1			2			3			4			1			2		
		G	S	L	G	S	L	G	S	L	G	S	L	G	S	L	G	S	L
1.	The teachers are able to understand the function of some features of kahoot.	√			√			√			√			√			√		
2.	The teachers are able to understand and practice how to log in into the application and create an account.		√			√		√			√			√			√		
3.	The teachers are able to understand and practice how to upload questions into the application.			√			√			√		√			√		√		
4.	Teachers are able to understand and practice how to provide evaluations with the kahoot feature.			√			√			√			√		√		√		

Note :
G= Good
S= Sufficient
L=Less

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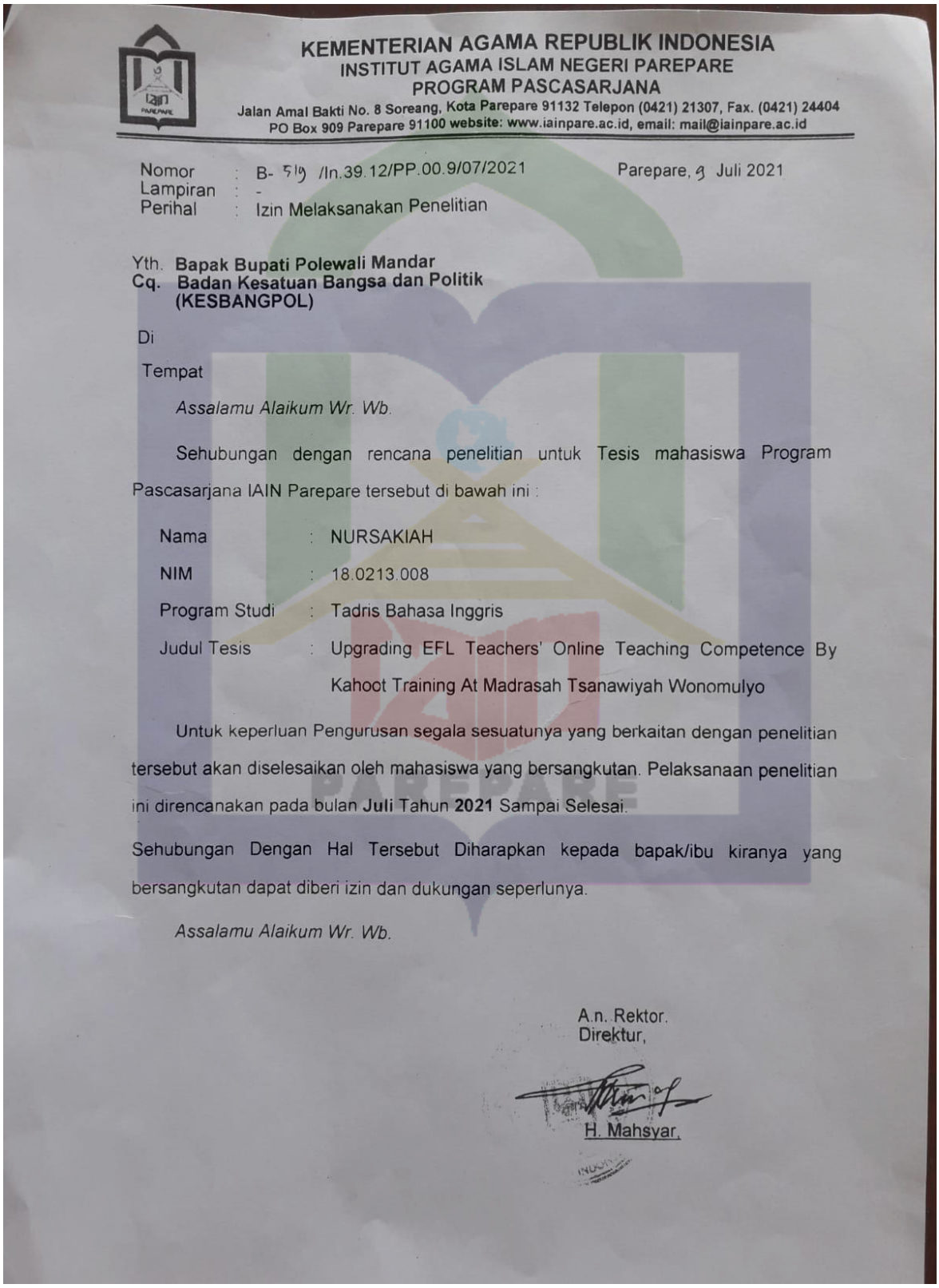
Appendix 5. Letter of Permission

1. *Letter Permission from IAIN Parepare*



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B- 519 /In.39.12/PP.00.9/07/2021 Parepare, 9 Juli 2021
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Yth. **Bapak Bupati Polewali Mandar**
Cq. **Badan Kesatuan Bangsa dan Politik (KESBANGPOL)**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama	:	NURSAKIAH
NIM	:	18.0213.008
Program Studi	:	Tadris Bahasa Inggris
Judul Tesis	:	Upgrading EFL Teachers' Online Teaching Competence By Kahoot Training At Madrasah Tsanawiyah Wonomulyo

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Juli** Tahun **2021** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

A.n. Rektor.
Direktur,

H. Mahsyar.

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2. ***Letter Permission from DPMPTSP Polewali Mandar***

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/529/IPL/DPMPTSP/VII/2021

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr NURSAKIAH
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0522/Kesbangpol/B.1/410.7/VII/2021,Tgl.21-07-2021

MEMBERIKAN IZIN

Kepada :

Nama	:	**NURSAKIAH**
NIM/NIDN/NIP/NPn	:	**18.0213.008**
Asal Perguruan Tinggi	:	**IAIN PAREPARE**
Fakultas	:	**-**
Jurusan	:	**TADRIS BAHASA INGGRIS**
Alamat	:	**ARJOSARI KECAMATAN WONOMULYO KABUPATEN POLEWALI MANDAR**

Untuk melakukan Penelitian di Madrasah Tsanawiyah Wonomulyo Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Juli 2021 sampai selesai dengan Proposal berjudul **"UPGRADING EFL TEACHERS' ONLINE TEACHING COMPETENCE BY KAHOOT TRAINING AT MADRASAH TSANAWIYAH WONOMULYO"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 22 Juli 2021

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Drs. MUJAHIDIN, M.Si
Pangkat : Pembina Utama Muda
NIP : 19660606 199803 1 014

Tembusan:
Unsur Forkopinda di tempat;

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4. *Letter Permission from Mts Darul Hasanah Wonomulyo*

YAYASAN PENDIDIKAN ISLAM DARUL HASANAH WONOMULYO
MADRASAH TSANAWIYAH PPM DARUL HASANAH
DESA ARJOSARI KEC. WONOMULYO KAB. POLEWALI MANDAR
Sekretariat : Jln. Poros Rumpa Desa Arjosari Kec Wonomulyo Kab. Polewali Mandar KP. 91352

SURAT KETERANGAN
Nomor :162/MTs.31.03.049/PP.005/01/2022

Yang bertanda tangan di bawah ini, Kepala MTs Darul Hasanah Desa Arjosari Kec. Wonomulyo Kab. Polewali Mandar Prov. Sulawesi Barat :

Nama	:	**H. Ismail, S.Pd.I , M.Pd.I**
NIP	:	**19720517 200710 1 004**
Jabatan	:	**Kepala MTs Darul Hasanah Kec. Wonomulyo**
Alamat	:	**Dusun Pendukuan Desa Sumberjo Kec. Wonomulyo Kab. Polman**
No. HP	:	**0853 9977 1460**

Dengan ini menerangkan bahwa :

Nama	:	**Nursakiah**
Nim	:	**18.0213.008**
Fak/Program Studi	:	**Tarbiyah / Pendidikan Bahasa Inggris**

Benar-benar telah mengadakan penelitian dalam rangka menyusun *thesis* dengan judul ***" UPGRADING OF EFL TECHERS' ONLINE TEACHING COMPETENCE by Kahoot training "*** at Madrasah Tsanawiyah Darul Hasanah Wonomulyo dari tanggal 02 Juli sampai 25 Juli 2021.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Arjosari, 03 Januari 2022
Kepala Madrasah,

H. ISMAIL, S.Pd.I, M. Pd. I
Nip. 19720517 200710 1 004

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5. *Letter Permission from Mts Al.Muhajirin Wonomulyo*

MADRASAH TSANAWIYAH AS'ADIYAH AL-MUHAJIRIN
KECAMATAN WONOMULYO KABUPATEN POLEWALI MANDAR
Alamat : Jl. Jend. Sudirman Lr. III Ujung Baru Telp. (0428) 51871

SURAT KETERANGAN TELAH MENELITI
No.13.MTs.31.03.006/PP.005/07/2021

Yang bertanda tangan dibawah ini :

Nama	:	**HERMAN, S.Pd.I**
Jabatan	:	Kepala Madrasah Tsanawiyah As'adiyah Al-Muhajirin
Alamat Sekolah	:	Jl. Jend Sudirman Lr.III Ujung Baru Kec. Wonomulyo Kab. Polewali Mandar

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama	:	**NURSAKIAH**
Nim	:	18.0213.008
Fakultas	:	Tarbiyah
Jurusan	:	Pendidikan Bahasa Inggris
Sekolah / Universitas	:	IAIN PARE-PARE

Telah selesai melakukan penilitian di Madrasah Tsanawiyah As'adiyah Al-Muhajirin selama 24 (dua puluh empat) hari, terhitung mulai tanggal 02 Juli sampai 25 Juli 2021 untuk memperoleh data dalam rangka penyusunan Skripsi/Tesis/Disertasi/Penilitian yang berjudul : **"UPGRADING OF EFL TEACHER'S ONLINE TEACHING COMPETENCE BY KAHOOT TRAINING AT MADRASAH TSANAWIYAH AS'ADIYAH AL-MUHAJIRIN WONOMULYO"**

Demikian surat keterangan ini dibuat dan diberikam kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Wonomulyo, 25 Juli 2021
Kepala Madrasah

HERMAN, S.Pd.I
NIP.-

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Appendix 6. Training Documentation

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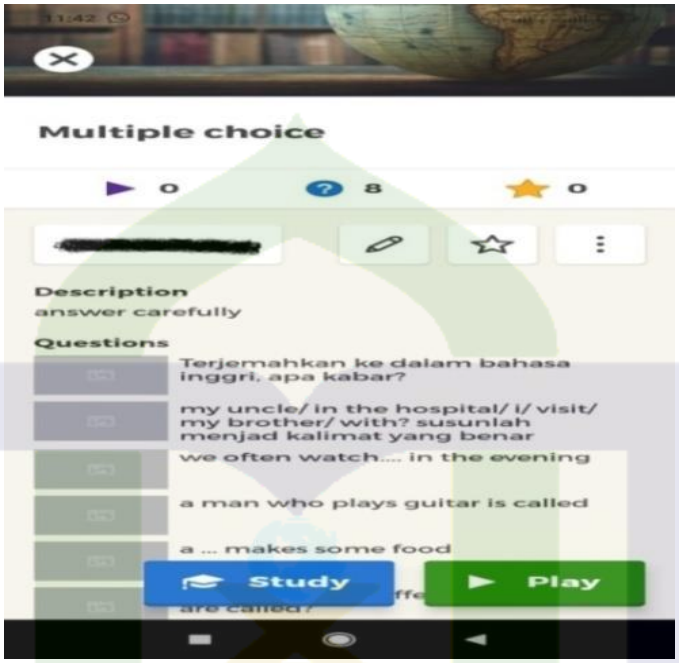
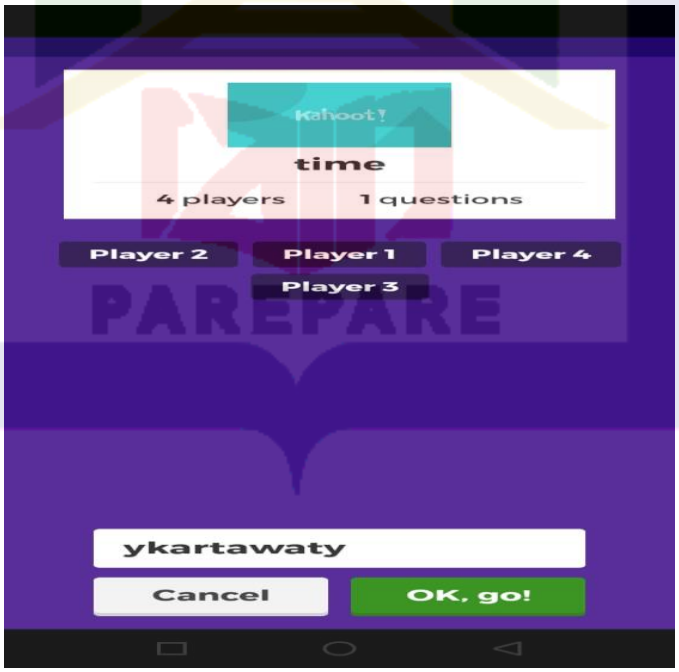
Teachers' Kahoot Account





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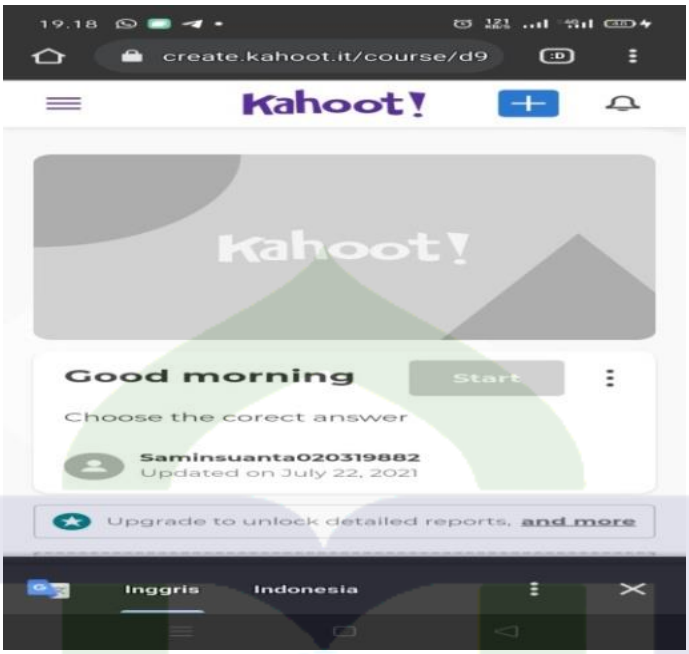

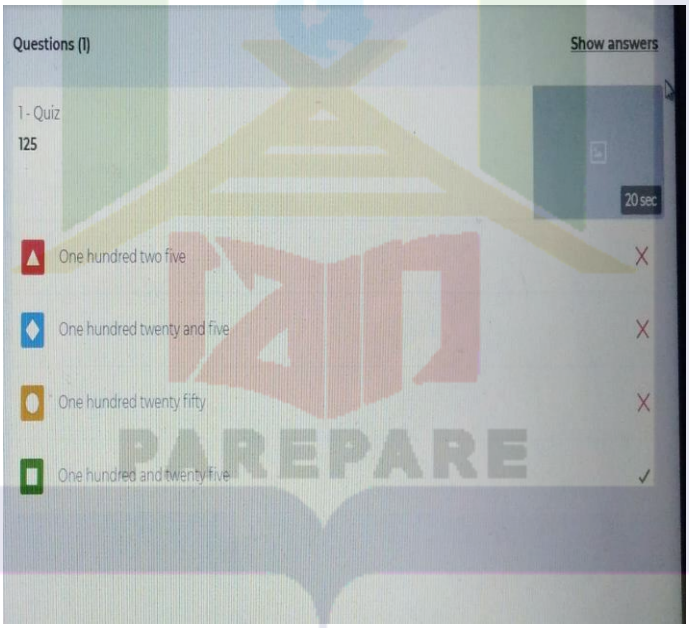

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CURRICULUM VITAE

NURSAKIAH was born in Arjosari village, West Sulawesi on December 19, 1994. She is the Third daughter of M. Nasir Parapa and Husnah. She is the second sister of three siblings of one brother and one sister. She started her formal education in 2001 at SD Negeri 023 Arjosari and completed it in 2006. After that, she continued her education at SMP Negeri 3 Bumiayu and finished it in 2009. Then, she continued at SMAN 1 Wonomulyo. She then continued her education at STAIN Parepare by taking English Education and completed it in 2018. In 2018, she continued her post-graduate program at State Islamic Institute (IAIN) Parepare in English Education major. She wrote her thesis entitled "Upgrading EFL Teachers' Online Teaching Competence by Pair Teaching in Kahoo Training at Madrasah Tsanawiyah Wonomulyo".

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