

CHAPTER I

INTRODUCTION

1.1 Background

Grammar is a fundamental aspect of learning English, providing the essential framework for constructing sentences and ensuring effective communication. One key area of grammar is the use of tenses, which are vital for identifying and understanding sentences in conversations (Hamdani & Novita, 2021). The correct application of grammar rules is crucial for accurately conveying meaning, as each rule serves to express distinct ideas (Prawira & Mukhaiyar, 2021). In Indonesia, English is a mandatory subject at both junior and senior high school levels, aiming to develop students' proficiency in listening, speaking, reading, and writing.

However, many students find grammar challenging and tedious, which negatively impacts their interest and motivation to learn. This challenge is further exacerbated by traditional teaching methods, such as lectures and written exercises, which often fail to actively engage students. As a result, many students struggle to understand and retain grammatical concepts, highlighting the need for innovative teaching strategies that make grammar instruction more engaging and effective.

At SMAN 1 Palopo, similar challenges are evident among eleventh-grade students, particularly in mastering the simple present tense. Many students face difficulties in applying subject-verb agreement, correctly using auxiliary verbs in negative and interrogative sentences, and distinguishing between nominal and verbal sentences. Classroom observations indicate that students frequently make repetitive errors in their grammar exercises, suggesting a lack of conceptual understanding rather than simple memorization issues. These difficulties persist because traditional teaching methods rely heavily on passive learning, such as lengthy lectures and repetitive written exercises, which fail to capture students' interest. Consequently, students lose focus, perceive grammar lessons as monotonous, and lack motivation to improve their skills.

Despite the increasing integration of technology in education, interactive tools such as Kahoot! have not been widely implemented in grammar instruction

at SMAN 1 Palopo. Many teachers continue to rely on conventional methods and may be unaware of the benefits of gamification tools or hesitant to use them due to unfamiliarity. However, previous studies have demonstrated that Kahoot! can enhance student engagement, motivation, and learning outcomes. Research by Ningtias et al. (2023) highlights that Kahoot! serves as an effective tool for assessing students' understanding of various topics. Similarly, Barus & Salmiah (2024) found that Kahoot! not only improves grammar comprehension but also fosters student interaction and creates a more dynamic learning environment. Additionally, Sari (in Barus & Salmiah, 2024) supports the use of interactive tools like Kahoot! in enhancing students' grammar performance and test results. These studies suggest that incorporating Kahoot! into grammar instruction could be a practical solution to the challenges faced by students at SMAN 1 Palopo.

Given the limitations of traditional grammar teaching methods and the potential of technology to create more engaging learning experiences, this research aims to investigate the effectiveness of Kahoot! in teaching grammar. Kahoot! is widely recognized as an innovative and highly engaging educational tool that transforms traditional learning into an interactive and enjoyable experience. Its gamification elements, such as points, leaderboards, and instant feedback, not only increase student motivation but also encourage active participation. Moreover, Kahoot! provides a comprehensive learning experience beyond quizzes. The *Slide* feature allows teachers to present grammar explanations in a structured and visually appealing manner, similar to traditional slide presentations, making complex concepts easier to understand. Additionally, the *Story* feature enhances learning by incorporating multimedia elements such as videos, images, and text, accommodating different learning styles and creating a more immersive learning environment. With its user-friendly interface and dynamic approach, Kahoot! serves as an engaging alternative to conventional teaching methods, making grammar instruction more interactive and effective.

By integrating Kahoot! into grammar instruction, this research seeks to demonstrate its potential in improving students' understanding and retention of grammar concepts. Furthermore, this research aims to contribute to the growing body of research on gamification in education, particularly in Indonesian high

schools, by showcasing how Kahoot! can enhance the teaching and learning of grammar in a more interactive and enjoyable way.

Based on these ideas, the researcher conducted research on “The Effect of Using Kahoot! Platform in Teaching Grammar for Eleventh Grade Senior High School at SMAN 1 Palopo.”

1.2 Problem Statement

Based on the background above, the researcher formulates a research problem as follows: is the use of Kahoot! platform effective in learning grammar for students?

1.3 Objective of the Research

The objective of this research is: to find out the effectiveness of Kahoot! platform in learning grammar for students.

1.4 Significance of the Research

1. For students

This research can help students as references on how to learn grammar in a fun, effective, creative way and also can motivate students in learning English.

2. For teachers

This research can become a reference for teachers in teaching English, especially teaching grammar by utilizing media available on smartphones such as use kahoot! platform.

3. For future researcher

This research can be useful for future researcher to be taken into consideration to improve students' grammar and can be developed in other schools.

1.5 Scope of The Research

The scope of the research will focus on analyzing the effect of using the Kahoot! platform in learning grammar, particularly in the simple present tense. Eleventh-grade students at SMAN 1 Palopo are introduced to various tenses, including the simple present tense, simple past tense, and present perfect tense.

However, this research will specifically examine the simple present tense, covering both verbal and nominal sentences. It will include different sentence structures such as affirmative, negative, interrogative (yes/no questions, and 5W+1H questions). By limiting the scope of the research to these aspects, the research will aim to determine how Kahoot! can enhance students' comprehension of grammar concepts and improve their learning experience.

1.6 Operational Defenition

1. Grammar is the set of rules in a language that helps form meaningful and correct sentences.
2. Simple Present Tense is a tense used in English to talk about habits, general facts, and current states.
3. Kahoot! platform is an online platform that uses interactive learning to make learning fun and engaging for students.
4. Effect is the result or impact of an action or method, such as the influence of using Kahoot! on students' grammar learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent of Ideas

1. Grammar

a. Defenition of Grammar

According to Al-Khresheh and Orak (2021), “Grammar is traditionally defined to mean the way words are utilized to form sentences.” This definition emphasizes how important grammar is for organizing language so that words are meaningfully and coherently placed. Lack of grammar would make sentence formation confusing and hinder people's ability to clearly express their ideas. Consequently, in both oral and written communication, grammar forms the basis for creating logical and ordered phrases.

Hanief & Supuwiningsih (2020) state that grammar is a collection of guidelines meant to organize words into coherent sentences, thereby guaranteeing correctness and clarity in communication. These principles provide a methodical approach to language usage, therefore enabling people to build sentences compliant with linguistic norms. Correct grammar helps language students reduce mistakes and improve the clarity of their writing and voice. Good communication is made possible by grammar's disciplined character, which also helps to precisely communicate ideas and concepts.

According to Kholifah et al. (2024), grammar is a collection of guidelines controlling word and phrase construction, therefore guaranteeing clarity, structure, and appropriate language use. The statement underlines how grammar guarantees not only good sentence construction but also the appropriate word and phrase usage. Following grammatical guidelines helps speakers and authors to maintain correctness and consistency in their language usage. Therefore, grammar is still a fundamental element of effective communication, as it helps both fluency and understanding in language acquisition.

Based on the explanation above, the researcher gets to draw the conclusion that grammar is the set of rules that specify how words are used to create coherent sentences, therefore guaranteeing accuracy, clarity, and structure in

communication. It is very important for language organization, as it enables logical and coherent presentation of ideas in both spoken and written forms. Following grammatical guidelines helps people build phrases that fit linguistic standards, thereby improving clarity and lowering mistakes in communication. In the end, effective communication depends on grammar, which also helps fluency and comprehension of language usage.

b. The Importance of Grammar

According to Aguion et al. (2021), grammar acquisition and instruction are essential in second language teaching, as they help learners understand how words and sentences are formed. Grammar plays a crucial role in language learning by providing the structural foundation necessary for effective communication. Without a solid grasp of grammar, language learners may struggle with constructing meaningful sentences, leading to miscommunication. Thus, incorporating grammar instruction in language education enhances students' ability to comprehend and use the target language correctly.

According to Van Rijt (2021), grammar contributes to the clarity and coherence of speech and writing, enabling learners to express their thoughts more effectively. Grammar not only aids in sentence formation but also influences conceptual understanding in communication. Mastering grammatical rules allows students to recognize patterns within a language, making it easier for them to acquire new vocabulary and improve their linguistic skills. This understanding fosters confidence among language learners, as they can communicate with greater accuracy and precision.

According to Ly (2020), grammar proficiency supports learners in academic writing, ensuring coherence and logical flow in essays and research papers. In addition to enhancing communication skills, grammar also plays a vital role in academic and professional contexts. In professional environments, strong grammar skills help individuals articulate their ideas clearly, reducing the risk of misunderstandings. Therefore, mastering grammar is not only important for language learning but also for achieving success in various aspects of life, including education and career development.

Based on the explanation above, the researcher concludes that learning grammar is crucial for language learners because it facilitates better communication and the construction of sentences. It aids in conceptualization, linguistic proficiency, and vocabulary expansion. In order to succeed in school and the workplace, one must have a firm grasp of grammatical rules in order to avoid confusion and exude confidence.

2. Simple Present Tense

a. Definition of Simple Present Tense

According to Namva and Salim (2023), grammar dictates the use of one of sixteen tenses in English, each serving a specific function in structuring sentences and conveying meaning effectively. One of the most fundamental tenses in English is the Simple Present Tense, which is commonly used to describe actions, routines, or events that happen regularly. Azizah and Purwanti (2023) highlight that the Simple Present Tense is essential for learners to master because it forms the foundation of everyday communication in English. Without a proper understanding of this tense, learners may struggle to express habitual actions, general truths, or fixed schedules. The ability to use the Simple Present Tense correctly allows speakers and writers to construct grammatically accurate sentences that effectively convey meaning in both spoken and written discourse.

The Simple Present Tense primarily functions to describe habitual actions, repeated events, and routines that occur on a daily, weekly, or periodic basis (Azizah & Purwanti, 2023). This usage is evident in sentences such as "She studies English every evening" and "They visit their grandparents every summer," where the actions are part of a regular pattern. Furthermore, this tense is used to express general truths and universal facts that remain unchanged over time. Statements such as "Water boils at 100 degrees Celsius" and "The earth revolves around the sun" exemplify how the Simple Present Tense is employed to communicate facts that are universally acknowledged. In addition, this tense plays a crucial role in professional and academic settings, where clear and precise language is essential. For example, in scientific writing, it is often used to describe established theories and principles, such as "Gravity pulls objects toward the Earth." Azizah and Purwanti (2023) emphasize that a strong grasp of this tense is

crucial for students, as it enables them to express themselves with confidence and clarity in various communication contexts.

Another key function of the Simple Present Tense is its role in describing fixed schedules and planned events, especially in formal or structured settings. For example, transportation timetables, institutional programs, and official events frequently use the Simple Present Tense to indicate future occurrences, as seen in sentences like "The train departs at 7 AM" and "The meeting starts at noon." The structural aspects of this tense are also essential for learners to understand. Typically, the base form of the verb is used for all subjects except third-person singular pronouns (he, she, it), which require the addition of -s or -es to the verb, as in "He works at a bank" and "She teaches mathematics." In negative and interrogative constructions, the auxiliary verb "do" or "does" is required, such as in "Does she like coffee?" and "They do not play soccer on Sundays." A thorough understanding of these rules enables learners to construct grammatically sound sentences and enhance their communication skills in various real-life situations. Mastering the Simple Present Tense is therefore an essential step in achieving fluency in English, as it allows speakers to articulate thoughts clearly, express routine behaviors, and discuss general truths effectively.

Based on the explanation above, the researcher gets to draw the conclusion that Simple Present Tense is a fundamental aspect of English grammar, primarily used to describe habitual actions, routines, and universal truths. It enables clear communication by allowing speakers to express regular occurrences and fixed schedules, making it essential for both everyday conversation and formal contexts. Mastery of this tense is crucial for learners, as it forms the foundation for constructing grammatically accurate sentences and conveying meaning effectively in various communication scenarios.

b. Functions of Simple Present Tense

According to Arrum (2022), the Simple Present Tense serves several important functions in communication, particularly in expressing habitual actions and general truths. This tense is fundamental in English grammar as it allows speakers to convey routines, customs, and facts that remain unchanged over time.

- 1) Expresses customs and habitual actions.

The Simple Present Tense is used to describe actions that people perform regularly as part of their daily routines or habits. These actions are repeated over time and often occur at fixed intervals, such as daily, weekly, or monthly. To emphasize frequency, adverbs like *always*, *often*, *usually*, *sometimes*, and *rarely* are commonly used in these sentences.

For example:

- a) I always get up at 4 o'clock every morning.
 - b) My mother often gives me advice.
 - c) We usually come here.
- 2) Expresses general truths.

This tense is also used to state facts or general truths that are universally accepted and do not change over time. These truths may be based on scientific principles, natural phenomena, or widely known facts about the world. The Simple Present Tense is ideal for conveying such information clearly and concisely.

For example:

- a) The earth revolves around the sun.
- b) The sun rises in the East and sets in the West.
- c) A week has seven days.
- d) A year has twelve months.

Based on the explanation above, the researcher get to draw the conclusion that the Simple Present Tense is a fundamental English grammar tool used to express habitual actions and general truths. It is used to describe daily routines and universally accepted facts, such as the earth's rotation around the sun.

c. The Patterns of Simple Present Tense

According to Nurefnita (2018), the simple present tense has three forms: positive, negative, and interrogative. They are conducted on two types of sentences: verbal and nominal sentences. They can be seen as follows:

- 1) Simple Present Tense Form of Verbal Sentences.

A sentence is called a "verbal sentence" when the predicate is a verb. There are three forms of verbal sentences in the simple present tense:

a) Positive Form

The Formula:

S + Verb 1(s/es) + O/C

Table 2.1 Positive Form (Verbal Sentence)

I, You, They, We	Verb 1	Object/Complement
He, She, It	Verb 1 (s/es)	Object/Complement

For Example:

We **go** to SchoolShe **watches** the MovieWilda **reads** a novel

b) Negative Form

The Formula:

S + Do/Does + Not + Verb 1 + O/C

Table 2.2 Negative Form (Verbal Sentence)

I, You, They, We	Do not	Verb 1	Object/Complement
He, She, It	Does not	Verb 1	Object/Complement

For Example:

We **do not** go to SchoolShe **does not** watch the MovieWilda **does not** read a novel

c) Interrogative Form

The Formula:

Do/Does + S + Verb 1 + O/C

Table 2.3 Interrogative Form (Verbal Sentence)

Do	I, You, They, We	Verb 1	Object/Complement	?
Does	He, She, It	Verb 1	Object/Complement	?

For Example:

Do we go to School?**Does** she watch the Movie?**Does** Wilda read a novel?

In verbal sentences of the simple present tense, there are rules governing the application of the suffixes –s and –es to the base form of verbs.

1) Words ending by **ch**, **sh**, **ss**, **x**, and **o** need the addition of **–es**, e.g., watch

(**watches**), finish (**finishes**), pass (**passes**), fix (**fixes**), go (**goes**).

2) When a word ends with **y** preceded by a consonant, the **y** is replaced with **ie** before adding **-s**, e.g., Carry (**carries**), study (**studies**), cry (**cries**).

3) When a word ends with a vowel followed by **'y'**, the **'y'** remains unchanged, and **'y'** is appended to the stem, e.g., play (**plays**), buy (**buys**).

2) Simple Present Tense Form of (Non-Verbal) Nominal Sentences.

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called “Nominal Sentence”. The three forms of nominal sentence of simple present tense which are divided into :

a) Positive Form

The Formula:

S + to be (am, are, is) + Adjective/Noun/ Adverb

Table 2.4 Positive Form (Nominal Sentence)

I	am	Adjective/Noun/ Adverb
You, They, We	are	Adjective/Noun/ Adverb
He, She, It	is	Adjective/Noun/ Adverb

For Example:

I **am** beautifull.

You **are** at home.

He **is** a teacher.

b) Negative Form

The Formula:

S + to be (am, are, is) + Not + Adjective/Noun/ Adverb

Table 2.5 Negative Form (Nominal Sentence)

I	am	not	Adjective/Noun/ Adverb
You, They, We	are	not	Adjective/Noun/ Adverb
He, She, It	is	not	Adjective/Noun/ Adverb

For Example:

I **am not** beautifull.

You **are not** at home.

He **is not** a teacher.

c) Interrogative Form

The Formula:

To be (am, are, is) + S + Adjective/Noun/ Adverb + ?

Table 2.6 Interrogative Form (Nominal Sentence)

Am	I	Adjective/Noun/ Adverb	?
Are	You, They, We	Adjective/Noun/ Adverb	?
Is	He, She, It	Adjective/Noun/ Adverb	?

For Example:

Am I beautifull?

Are you at home?

Is he a teacher?

Based on the explanation above, the researcher gets to draw the conclusion that the simple present tense has three forms: positive, negative, and interrogative. It is used in verbal and nominal sentences. Verbal sentences have positive forms, negative forms, and interrogative forms. The application of suffixes -s and -es to verbal forms is governed by rules like endings, consonants, and vowels. Nominal sentences have positive and negative forms, with positive and negative forms. Interrogative sentences are formed by adding adjectives or nouns to the predicate.

d. Time Signals of Simple Present Tense

According to Arrum (2022), time signals are words and phrases that indicate the timing of an occurrence. Time signals for the simple present tense indicate many occurrences. The simple present tense is used for repeated events.

1) Adverb of Time

Adverbs of time, they are; everyday, every week, every month, every year, every time, every Sunday, every morning, every night, every at 7 o'clock, etc. These adverbs of time more placed or used in the end of sentence. For example: you write a letter every day, you do not write a letter every month.

2) Adverbs of Frequency

Adverbs of frequency, they are; always, usually, ever, never, seldom, often, sometimes, rarely, once a day, twice a day, etc. These adverbs of frequency is mostly placed or used before verb 1.

Based on the explanation above, the researcher gets to draw the conclusion that time signals in the simple present tense indicate the timing of repeated events, with adverbs of time and frequency used to indicate the frequency of the occurrence.

3. Kahoot! Platform

a. Definition of Kahoot! Platform

Kahoot! is a digital learning platform that allows teachers to assess student learning outcomes through interactive quizzes and activities (Nadhif et al, 2022). As an educational tool, Kahoot! enables teachers to create and customize quizzes that can be used to evaluate students' understanding of the material in a fun and engaging way. The platform provides immediate feedback, which helps both students and teachers track progress and identify areas that need improvement. By incorporating Kahoot! into the classroom, educators can make the learning process more dynamic and enjoyable, fostering a more interactive learning environment where students feel motivated to participate actively.

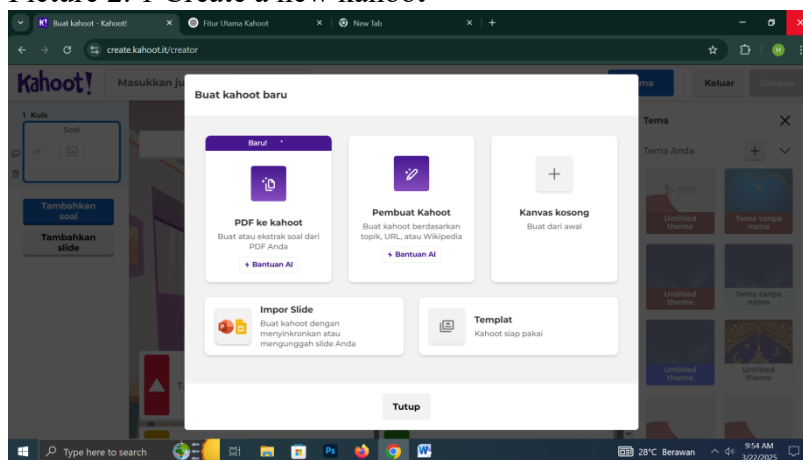
According to Hossain (2024), Kahoot! is built on a game-based pedagogy approach, making it an effective tool for enhancing student engagement and focus. Traditional teaching methods often struggle to maintain students' attention, especially in digital learning environments where distractions are abundant. However, Kahoot! successfully minimizes distractions by integrating elements of gamification, such as points, leaderboards, and countdown timers. These features encourage students to stay focused and actively participate in the learning process. The competitive yet collaborative nature of Kahoot! also fosters a sense of enthusiasm among students, making them more eager to learn and perform well in their studies. This aspect of Kahoot! aligns with modern pedagogical approaches that emphasize interactive and student-centered learning.

According to Oktaria et al. (2021), Kahoot! serves as a valuable tool for evaluating student comprehension and reinforcing learning outcomes. Through real-time assessments, teachers can quickly measure how well students grasp the lesson content and adjust their instructional strategies accordingly. The ability to analyze quiz results allows educators to identify common misconceptions and provide targeted interventions where needed. In addition, the platform's flexibility allows it to be used across various subjects and educational levels, making it a versatile tool for both formative and summative assessments. By integrating Kahoot! into the learning process, teachers can create a more engaging, effective, and interactive educational experience that supports student success.

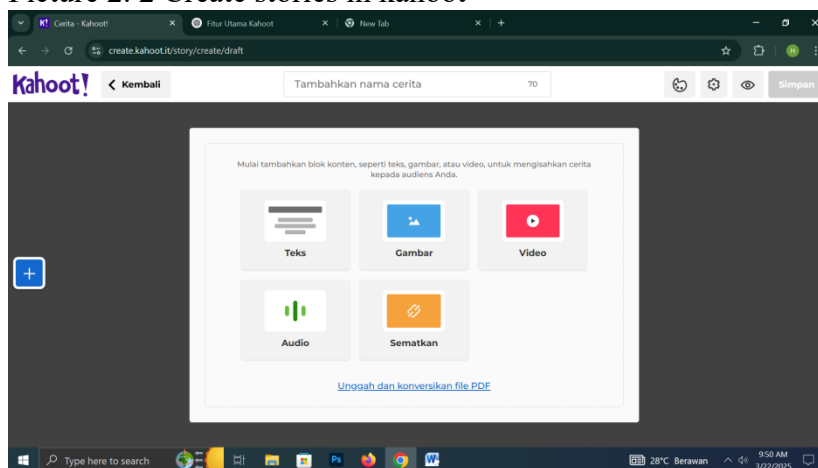
Based on the explanation above, the researcher gets to draw the conclusion that Kahoot! is a digital learning platform that enables teachers to create interactive quizzes and activities for assessing student understanding in a fun and engaging way. It incorporates gamification elements to enhance student engagement, provides immediate feedback, and allows for real-time assessments, making it a versatile tool for both formative and summative evaluations across various subjects and educational levels.

b. Some Pictures of the Menu on the Kahoot! Platform

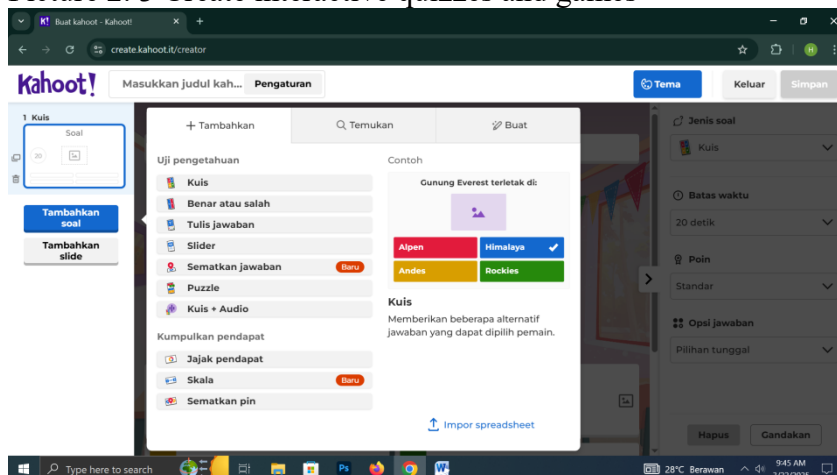
Picture 2. 1 Create a new kahoot



Picture 2. 2 Create stories in kahoot



Picture 2. 3 Create interactive quizzes and games



c. Advantages and Disadvantages of Kahoot! Platform

The use of kahoot in the English learning process has an impact. Besides the many advantages gained by using kahoot as a learning medium, there are also disadvantages to using this application. The advantages of the use of the kahoot application as an English learning media include:

1) Learning can be done remotely using kahoots

The use of Kahoot as an English learning media can be done remotely. Both teachers and students can use Kahoot to learn remotely through video conferencing (Sari et al, 2021). In Kahoot there are also many menus that can be accessed. kahoot is not only used as a medium for learning while playing, but can be used to conduct assessments, and also as a means of reviewing material and giving assignments to students. All of these activities can be done online so that it is very effective and facilitates the learning process, especially in English subjects. This allows all learners to take the quiz from anywhere and anytime, provided they are connected to the internet.

2) Learning process becomes more interesting

The learning process becomes more interesting by using kahoot as media. This is because kahoot! has many interesting features that can be used. One of them is kahoot! provides features to create quizzes and can also add images and YouTube videos to the statements made (Qu et al., 2017). The use of Multimedia such as images, audio, and video can increase attractiveness and help understand concepts in a more visual and less boring way. In addition, the competition feature

in kahoot! can encourage learners to be ambitious in competing with their friends. This makes the learning process more lively and interesting.

3) Kahoot! can be accessed for free

Kahoot! can be accessed for free which can be used in the learning process. Although it is free, Kahoot! is still accessible and some of its features can also be utilized by teachers to conduct learning. Such as creating quizzes that can later be done by students. This game-based learning platform is available for free and has gained more than 30 million users worldwide (Ismail & Mohammad, 2017).

The use of kahoot! in learning English also has some drawbacks. Among them is the need for a good internet network when accessing this application. As an online-based platform, kahoot! relies heavily on internet connection. It takes a good enough internet connection to be able to access kahoot! If the internet connection is interrupted or unstable, then this can certainly cause interference in the use of Kahoot!.

2.2 Previous Studies

Many studies have also examined improving grammar, they are as follows:

1. Prawira, R. P., & Mukhaiyar, M. (2020). Conducted research with the title "The Use of "Kahoot" (Online Quiz Application) in Teaching Grammar for Second Year Students at SMA Pembangunan Laboratorium UNP". The researcher aimed to determine the effectiveness of Kahoot in teaching grammar to second-year students. The research employed a quantitative approach using a quasi-experimental design with a pre-test and post-test control group. The population consisted of second-year students at SMA Pembangunan Laboratorium UNP during the June-December period of the 2019/2020 academic year. The research sample included 20 students from class XI IBB as the experimental group and 22 students from class XI MIPA 1 as the control group. The data were collected from students' grammar test scores and analyzed using the t-test formula to compare the effectiveness of teaching grammar with and without Kahoot. The results indicated that learning grammar using Kahoot was effective, as the t-test results showed $t_{\text{count}} > t_{\text{table}}$ ($4.75 > 1.68$) at a significance level of 0.05. Therefore, it was concluded that teaching grammar using Kahoot was more effective than

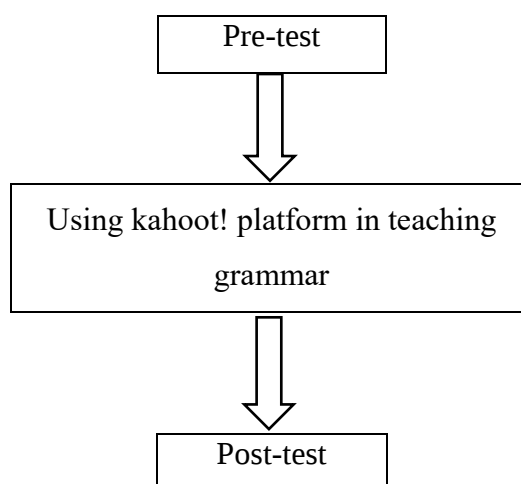
traditional methods for second-year students at SMA Pembangunan Laboratorium UNP.

2. Nadhif, Z., et al. (2022) conducted research with the title “The Effectiveness of Kahoot as a Medium for Grammar Exercises in English Education Department”. This research aimed to examine the effectiveness of Kahoot as a tool for grammar exercises in English language learning. The research was conducted with a population of 20 students from the English Education Department at UIN Prof. K.H. Saifuddin Zuhri Purwokerto during the 2019/2020 academic year. Using a pre-experimental design with a single-group pre-test and post-test, the research compared students' grammar scores before and after using Kahoot. The results showed a significant improvement, with the average pre-test score of 39.50 increasing to a post-test score of 67.00. The statistical analysis revealed a significance value of 0.000 at a significance level of 0.05, indicating that the mean score after using Kahoot was significantly higher than before. Therefore, it was concluded that Kahoot is an effective medium for grammar exercises in the English Education Department.
3. Hamdani, M. H., & Novita, D. (2021). Conducted research with the title “The Effect of Using Kahoot Application to Teach Grammar to Eighth Grade Students in Junior High School” This research aimed to investigate the impact of using Kahoot as a teaching tool for grammar instruction. The research was conducted at SMP Muhammadiyah 9 Boarding School Tanggulangin during the 2020/2021 academic year, with a population of 18 eighth-grade students. The research employed a pre-experimental design using a single-group pre-test and post-test. The results demonstrated a significant improvement in students' grammar scores after using Kahoot. The average pre-test score was 46.66, while the post-test average increased to 76.94. The significance value was 0.000, which is lower than the significance level of 0.05, indicating that the use of Kahoot had a positive effect on students' grammar learning. Based on these findings, it can be concluded that Kahoot is an effective application for teaching grammar to eighth-grade students.

According to the previous studies mention above, they all focus on the use of Kahoot! in teaching grammar. Many methods can be applied to enhance students' grammar skills. This research is similar as it also examines the effectiveness of Kahoot!, but differs in terms of the research setting, sample size, and specific focus on the simple present tense in eleventh-grade students at SMAN 1 Palopo.

2.3 Conceptual Framework

The conceptual framework in this research as follow:



Based on the framework above, it could be explained that the researcher gave a pre-test to the eleventh-grade students of SMAN 1 Palopo to see the students' grammar ability with the score obtained before giving the treatment. Next, the researcher utilized the Kahoot! platform during the treatment process. In the last stage, after giving the treatment, the researcher gave a post-test to the students to see the students' grammar ability with the score obtained after being given the treatment.

2.4 Hypotheses

1. H₀ : Using Kahoot! platform is not effective to teaching grammar at Eleventh Grade of SMAN 1 Palopo.
2. H₁ : Using Kahoot! platform is effective to teaching grammar at Eleventh Grade of SMAN 1 Palopo.

Hypotheses testing:

- a. If p-value (2-tailed) < α (0.05) then H₀ is rejected and H₁ is accepted
- b. If p-value (2-tailed) > α (0.05) then H₀ is accepted

Based on the criteria above, it can be concluded that if significant (2-tailed) lower than ($\alpha = 0.05$), it indicates that H_1 is accepted. It means that the using of kahoot! platform is effective to teaching grammar at eleventh grade of SMAN 1 Palopo. Meanwhile, if significant (2-tailed) is higher than ($\alpha = 0.05$), it indicates that H_0 is rejected. It means that the using of kahoot! platform is not effective to teaching grammar at eleventh grade of SMAN 1 Palopo.