DEVELOPING ONLINE QUIZ USING *KAHOOT* FOR THE GERMAN TEACHING DURING THE COVID-19 PANDEMIC

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Abstract--The COVID-19 pandemic has affected the world since the end of 2019. Because of this situation, all the learning activities are carried out online. This study aims to create online quizzes with Kahoot to learn about grammar in the theme *Medien im Alltag*. The quiz can be implemented in online learning. The process of this investigation is carried out in the language laboratory in the German program in UNIMED. This study is a development study. Plomp's theory is used as a development model in this study. This theory consists of four phases, including: (1) the investigation phase; (2) the design phase; (3) the realization phase; and (4) the evaluation phase. The results of this investigation are three online quizzes about the grammar *indirekte Fragen mit ob, indirekte Fragen mit Fragewort, und Adjektiv ohne Artikel im Nominativ und Akkusativ*. The rating of the expert is 93.8 (very good). Based on the results of the research, the quizzes will be useful in German teaching during the pandemic.

Keywords: Online Quiz; Kahoot; *Medien im Alltag*

INTRODUCTION

The world has been affected by the COVID-19 pandemic since the end of 2019. This pandemic has already claimed many victims. Many divisions, including education, have been affected because of the pandemic. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia declared that all educational institutions from kindergarten to university must conduct online learning until an indefinite time (Dewi, 2020). The German program at UNIMED also offers online learning.

Many learning media are now being introduced to support online learning. Some of the commonly used platforms for communication between teachers or lecturers and students are Whatsapp, Zoom, GMeet, and the commonly used learning media are Google Classroom, Schoology, Edmodo, PowerPoint, and videos from Youtube.

On December 18, 2020, the data was collected from the students in the 3rd semester through an online survey. There are 24 respondents in this survey. The result of the survey shows that the students have difficulties with grammar in the subject of *Medien im Alltag*. The grammar in this topic *Indirekte Frage mit Ob*, *Indirekte Frage mit Fragewort* and *Adjektiv ohne Artikel im Nominativ und Akkusativ*. In the survey, students responded that there is no learning medium they can use on grammar on this theme. This is important to be overlooked to increase the students' grammar skills. Also, the students find that they often do exercises or quizzes, but they don't get feedback on their assignments, so they do not know whether their answers are right or wrong. They are also not enthusiastic about doing their exercises.

These problems can be anticipated by using quiz medium. One of them is *Kahoot*, an internet-based educational platform for an interesting quiz (Christiani, 2019: 5). To play Kahoot, the students and lecturers only need smartphones and an internet connection and it does not have to be installed. The students can play this under the website. *Kahoot* also makes it easier for the instructors to correct the answers. The lecturer does not have to correct the students' answers individually because *Kahoot* shows the results of the quiz directly. The lecturers and students

know what their quiz results are right or not after the quiz. *Kahoot* also gives feedback to all students. With *Kahoot*, students will feel like they are in the classroom while studying at home.

Based on the observation and survey, many students find that the grammars that exist in the theme *Medien in Alltag* are difficult. With this development, learning about the grammar in them *Medien im Alltag* will be easier to understand, and students will have a lot of fun while learning.

LITERATURE REVIEW
The Development Model

Sugiyono (2013: 297) explains that the development model is the method that is used in a study to produce a certain product and to test the effectiveness of the product. There are so many development models, and the Plomp model (2013) is used in this study. This model consists of four phases:

- The investigation phase
- The design phase
- The realization phase
- The evaluation phase

The Definition of Learning Media

Learning media is a tool, like a video, games, or quiz, to create a conducive, efficient, and entertaining learning environment. There are so many types of study materials, e.g. Print media, visual media, multimedia, etc. The use of learning media (Kemp & Dalton in Arsyad, 2013: 29) is to motivate interests and actions, to present information, and to give instructions.

The Definition of *Kahoot*

Kahoot is an educational website that can be used to create an online quiz. Web quiz Kahoot consists of two linked website domains, namely kahoot.it and create.kahoot.it (Bogdanski, et al, 2017: 53). Both website domains have different tasks and functions. The website create.kahoot.it is used to create a quiz. And the kahoot.it website is used for gaming.

The Grammar in the Theme "*Medien im Alltag*"

Medien im Alltag is a topic in the book Studio Express A2. This topic consists of 3 grammars, they are indirekte Fragen mit ob, indirekte Fragen mit Fragewort, and Adjektiv ohne Artikel im Nominativ und Akkusativ.

1. Indirect Questions with *Ob (Indirekte Frage mit Ob)*

An indirect question with Ob is a question mark that uses the conjunction "Ob". It is a subordinate clause (Rankin, 2016: 307), so the conjugating verb is at the end of the sentence (Fehringer, 2014: 149).
Formula:

Phrase + Komma (,) + Ob + Subject + Kompliment + Verb

2. Indirect Question with Question Word (Indirekte Frage mit Fragewort)

Indirect questions can also be formed with a W-question. The verb is in the last position in the subordinate clause (Fehringer, 2014: 149).
Formula:

Phrase + Komma (,) + W-Frage + Subject + Kompliment + Verb

3. Adjective without Article in Nominative and Accusative *(Adjektiv ohne Artikel im Nominativ und Akkusativ)*

The adjective is one of the parts of speech. Adjectives are used both predicatively and attributively (Donaldson, 2007: 75). If an adjective is used as an attribute, the adjective must be given a declension, which means that the endings of the adjectives correspond to the corresponding case (nominative, accusative, dative, genitive), gender (masculine, feminine, neutral, plural), and before must be adapted to the adjective article (Federica & Müller, 2018: 54).

Table 1. Adjektivdeklination ohne Artikel im Nominativ und Akkusativ

	Nominativ	**Adjektiv + Endung**	**Akkusativ**	**Adjektiv + Endung**
Maskulin	roter Rock	rot + er	roten Rock	rot + en
Feminin	gelbe Bluse	gelb + e	gelbe Bluse	gelb + e
Neutral	grünes Hemd	grün + es	grünes Hemd	grün + es
Plural	weisse Schuhe	weiss + e	weisse Schuhe	weiss + e

The COVID-19 Pandemic

Covid-19 is an infectious disease caused by the coronavirus. The virus can spread in small liquid particles from an infected person's mouth or nose when coughing, sneezing, speaking, singing, or breathing heavily. Many attempts have been made to prevent the spread of COVID-19. Regarding the educational aspect, the government enforces online learning. Since March 2020, all school and university students in Indonesia were allowed to study from home (Kemendikbud, 2020). The learning is done online.

Conceptual Theories

Because of the pandemic, all learning activities must take place online. Media is very important in online learning. The students study alone from home, with their gadgets. In this situation, the students find that they have difficulty learning German, especially with grammar. As a rule, the lecturers send them the learning materials, then the lecturers give them the task. The students find that boring. They do not understand the study materials and are not enthusiastic about the exercises. Because they don't understand the materials, they often ask their friends for the answers to the task or they search the internet. With the learning medium, the learning materials can be easily understood by the students. Many media can increase students' grammar skills, one of them is Kahoot. Kahoot is an interesting medium. Students can play the quiz on grammar through Kahoot. After playing, students can know the result of their quiz. They can also see who is the winner in this quiz. In any case, Kahoot is easy to use for students and lectures.
The Plomp theory is used in this study. There are four phases in developing a playful quiz for learning German grammar: 1) the investigation phase, 2) the design phase, 3) the implementation phase, and 4) the evaluation phase.

RESEARCH METHOD

The data in this study are the words and sentences that consist of Indirekte Frage mit Ob, Indirekte Frage mit Fragewort and Adjektiv ohne Artikel im Nominativ und Akkusativ. in the Medien im Alltag. The data sources are from the book "Studio Express A2" by Hermann Funk, Christina Kuhn, Laura Nielsen and Britta Winzer-Kiontke and other grammar books as a support book.

This investigation uses Plomp's theory, which consists of 4 phases, they are (1) the investigation phase, (2) the design phase, (3) the realization phase, and (4) the evaluation phase. In the first phase, all the necessary data are collected, they are the survey from the students in the 2019 class and the materials from the books. In the second phase, the concepts of the quiz are created, such as the slides for the learning materials, the instructions for playing, the types of the quiz, and the illustrations. After the design phase, all concepts are implemented with Kahoot. And the last phase is the evaluation phase. Here the materials and quizzes are checked by experts.

FINDINGS AND DISCUSSION
Result

The results of the study are three quizzes on grammars in the subject of *Medien im Alltag*, these are *Indirekte Frage mit Ob*, *Indirekte Frage mit Fragewort* and *Adjektiv ohne Artikel im Nominativ und Akkusativ*. The purpose of the quizzes is that the students easily understand the grammar on the subject. With this quiz, the students will be enthusiastic about online learning in this pandemic time. Before the students play the quiz, there are materials on the grammar so that the students can easily answer the quiz. The explanations are given in two languages (German and Indonesian) to help students understand the grammar. After reading the materials from the grammar, the students can play the quiz. The first quiz is the grammar *Indirekte Frage mit Ob*, which consists of 4 slides of study materials, 5 slides of the instructions of the game, and 10 questions (multiple choice and puzzle). The second quiz is about *Indirekte Frag emit Fragewort*, which consists of 4 slides of study materials, 5 slides of the instructions of the game, and 10 questions (multiple choice and right or wrong). The third quiz is about *Adjektiv ohne Artikel im Nominativ und Akkusativ*.. This consists of 2 slides of learning materials, 8 slides of the instructions for playing, and 25 questions (fill in the blanks and multiple choices). Each question has time, a maximum of 60 seconds or a minute. In these three quizzes, there are not only learning materials, instructions for playing, and questions, but there are also some slides as a cover and a preface, so the quizzes consist of a total of 82 slides. The three quizzes are split into three links so that students can access the quizzes.
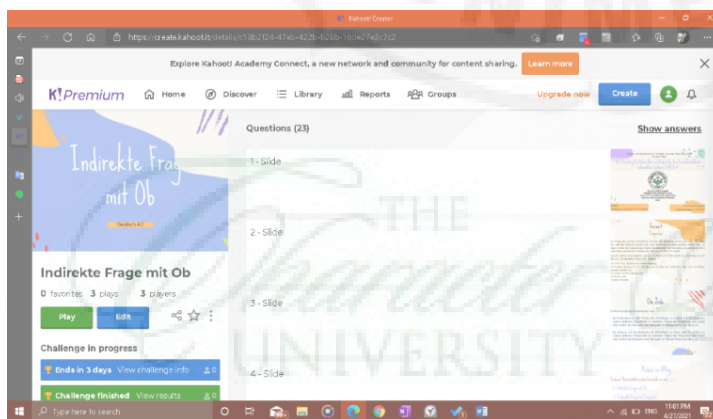

Figure 1. The results of developing online quiz using Kahoot

DISCUSSION

Based on the results of this study, it is summarized that the online quiz is particularly suitable for German grammar in this pandemic time. The quiz with Kahoot is varied because there are four types of the quiz and it is interactive.

This development uses Plomp's theory. This theory consists of four phases, they are: 1) The investigation phase; 2) the design phase; 3) the realization phase; and 4) The evaluation phase. The data in this study are the words and sentences that consist of Indirekte Frage mit Ob, Indirekte Frage mit Fragewort and Adjektiv ohne Artikel im Nominativ und Akkusativ in the theme Medien im Alltag.

All the required data is collected in the investigation phase. There are many books on grammar to be read here. Then the questions from the book Studio Express A2 on the topic of Medien im Alltag and other grammar books are collected. The questions are the exercises in Studio Express A2, but the exercises are limited. So some questions have to be taken from another book. The book is Intermediate German Grammar by Ed Swick.

The next phase is the design phase, in which all of the data from the previous phase is designed. The activities are created from the concepts of the quiz, such as the study materials of the grammar, the types of the quiz, the instruction for playing the quiz, and the illustrations. The necessary applications are used here, they are Microsoft PowerPoint and Adobe Illustrator CS6. These applications are used to design the slides for the grammar learning materials, the instructions for playing, and the illustrations for each question in the quiz. All designs must be saved in JPG format.
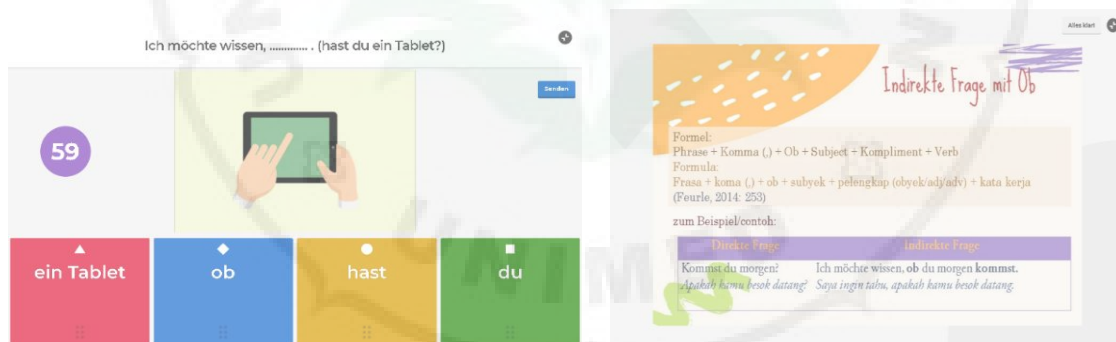

Figure 3. The results of developing online quiz using Kahoot
Figure 2. The results of developing online quiz using Kahoot

After the design phase, all preparatory concepts are implemented. In the realization phase, the slides from the learning materials in JPG format are added first, then the instructions for playing, the questions, and the appropriate illustrations are added. Any activities at this stage are clear and there is no problem.

In the last phase, the materials, the questions, and the learning medium were validated by the experts. The validations result of the learning materials and questions are good and do not need any improvement. But according to the evaluation of the media, the texts in each slide should be fewer because there are too many texts in one slide. It would be better if the texts were divided into more slides. After the improvement, the three quizzes on the grammar indirect question with whether, question word and adjective without article are already good as learning media for German lessons during online learning, especially during this pandemic time.

Actually in Plomp's theory only insists on four phases, but in this study, the quiz is implemented in the class to make sure the quiz is worth it. The implementation will take place on May 5, 2021, with the students in the 4th semester. 30 students are participating in this

implementation. The students are divided into three groups. 10 students play the Indirekte Frag emit Ob, 10 students play Indirekte Frag emit Fragewort, and the other 10 students play Adjektiv ohne Artikel im Nominativ und Akkusativ. The students have an hour for this. The results of the quiz show that 26 students answer approximately 7-10 out of 10 questions correctly. The students don't have to play the three quizzes, they can only choose one quiz. But they have a lot of fun playing and they are curious about it, so 5 students play all the quizzes. They have no difficulty in using Kahoot, understanding the study materials, and answering the questions. Based on the implementation, it can be concluded that these quizzes can be used as learning media during online learning.

CONCLUSION

Based on the results of the investigation, the following conclusions can be drawn:

1. The process of creating online quizzes with Kahoot for German classes during the COVID-19 pandemic uses the theory of Plomp (2013), which consists of four phases. These include: (1) the investigation phase, (2) the design phase, (3) the implementation phase, and (4) the evaluation phase. In the first phase, all the necessary data are collected, they are the survey from the students in the 2019 class and the materials from the books. In the second phase, the concepts of the quiz are created, such as the slides for the learning materials, the instructions for playing, the types of the quiz, and the illustrations. After the design phase, all concepts are implemented with *Kahoot*. And the last phase is the evaluation phase. Here the materials and quizzes are validated by experts. After all phases, the implementation will be carried out with the 30 students in the 2019 class as participants. During the implementation, all participants have no difficulty with the media and they can answer the materials and the questions well. In terms of implementation, it can be summarized that these quizzes can be used as learning media during online learning.

2. The results of developing online quizzes with Kahoot for German classes during the COVID-19 pandemic are:

   a) The results of the study are three online quizzes with *Kahoot* about the grammars in the theme *Medien im Alltag*, which are used in German classes during the COVID-19 pandemic. The quizzes that are developed deal with the grammar of are *indirekte Fragen mit ob, indirekte Fragen mit Fragewort,* and *Adjektiv ohne Artikel im Nominativ und Akkusativ*. Three links can be shared with the students.

   b) The three online quizzes with Kahoot for German lessons were evaluated by experts. In the evaluation, the online quiz was given a grade of 93.8. It means very well.

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