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Using Kahoot Application To Improve Students' Ability In Writing Recount Text: "A Case Of 10th Grades Of SMA N 1 Juwana Academic Year 2022/2023"

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Abstract·

English is a global language spoken in many countries, including Indonesia. English is a foreign language in Indonesia (EFL). Learning English is difficult for beginners. They must comprehend and apply the newly discovered language and writing composition. As a result, the Kahoot application aims to improve students' recall text writing abilities through game-based learning methods or quizzes. The study's objectives were (1) to find out of students' ability in writing recount texts without the *Kahoot* application. (2) to find out which students' abilities in writing recount text with using the Kahoot application. (3) to find out where there is significant difference in the ability of writing recount text between students without using the *Kahoot* application and using the *Kahoot* application. This study's population consisted of class X SMA N 1 Juwana, with X-D serving as the control class and X-C as the experimental group. The research design is experimental and quantitative. The researcher administered written pre-test and post-test questions to students. Before issuing the post-test, the researcher administered a Kahoot treatment to the experimental class. There was a significant difference between classes that did not use the Kahoot application and those that did. According to the data, the average score of students in the control class is 78.19, while the average score in the experimental class is 82.20. Based on these findings, the Kahoot application can be used to improve students' writing skills in recount text.

Keyword: *Application, Kahoot, Writing Skill, Recount Text.*

1. Introduction

Many countries, including Indonesia, speak English as a universal language. In Indonesia, English is a foreign language (EFL). Being fluent in English in the workplace, tourism, technology, and education is critical. Language develops numerous skills that will produce text in school. Regarding English usage activity, the reader has spoken and written models. The two contexts in question are situational and cultural environments. The social context's crucial components surrounding the book shape the text's linguistic forms. (Sariah et al., 2018). With the help of technology, learning English today is quite simple and quick.

It will attract students to learn English, mainly writing, by using fun applications and different media than usual. As a result, the Kahoot application aims to improve students' recount text writing abilities through game-based learning methods or quizzes Kahoot is a learn-and-play app that momentarily transforms the classroom into a game show, with teachers acting as game show hosts and students acting as participants (Wang & Tahir, 2020). Material about recount text and how to write recount text will be presented in this Kahoot quiz. Because Kahoot is a game-based learning application, the researcher hopes to make it easier and more enjoyable for students to learn and understand the material for writing recount text by using this Kahoot application. Games can engage students, boost engagement, and review course materials in any classroom (Ahmed et al., 2022).

According to the explanation before, for beginners, learning English is not easy. They need to understand and use the newly discovered language and composition of writing. Therefore, the teacher must have a solution to make it easier for students to learn English. By using fun application and different media than usual, it will attract students to learn English especially writing. Therefore, the *Kahoot* application aims to improve students' ability to write recount texts by taking quizzes using game-based learning methods or quizzes.

In this study, the writer wants to conduct a study on teaching English specifically in the scope of English writing improvement. The writer tries to apply different media by using the Kahoot quiz as a fresher teaching tool or media to assist students in enhancing their writing abilities, particularly regarding the writing process.

2. Literature Review

Teaching and Learning Using Media

The field of education, especially teachers and students, requires education with the help of media. Since it increases students' interest in teaching-learning activities, technology can effectively convey a specific message to the intended recipient (Masterman, 2003). Education about the media is also a matter of some urgency, since the media are now a big part of how our democracy works cited from (Masterman, 2003). There are three types of media: audio media, visual media, and audio-visual media. In this case, Kahoot is an audio-visual quiz platform.

Audio visual media is better than other types of media because it can display images and sound simultaneously. Students can see how the characters move, what they say, and how they say it. This helps them understand what they hear and see. (Masterman, 2003) offers that there are several reasons why educational media is given an important place. Some things are aimed at educating students to face the future. In addition to facing future challenges, learning media can also facilitate students and provide a new atmosphere in learning (Fuady & Mutalib, 2017). The media also offers a new environment where students actively participate in learning with a student-centred approach.

Kahoot Overview

This platform is the "Kahoots" learning game, a multiple-choice quiz created by users and available through a web browser or the Kahoot application. Kahoot is a collaborative game for learning that children can play. The *Kahoot* application can assess students' aptitude in any

subject, including writing, by creating quizzes. Kahoot makes students passionate about learning by increasing their interest in it.

Kahoot is an online learning platform that can assist students in learning English, specifically writing, through an immersive technology-based teaching method. Educators can use Kahoot to create PIN-required surveys and game-based quizzes. Students select response options for questions on the smart board using a Chromebook, notebook, or smartphone. Students can use the games without creating an account or selecting a game-specific nickname (Dellos and Johns, 2015). Moreover, Kahoot quiz game questions feature dynamic graphics, such as images and videos, to interest students, and students receive points for rapidly and accurately answering questions.

There are several benefits to using Kahoot, including:

1. Making learning more enjoyable and different than usual
2. Training and familiarization with technology as a learning and communication tool
3. Improving students' cognitive abilities while working with Kahoot

There are numerous drawbacks to using Kahoot, which are as follows:

1. Students using Kahoot as a learning tool have access to various resources.
2. The host must prepare for the Kahoot and complete it on time.
3. Class meeting time is limited.

English Writing Skills

Learning to write at school is an important aspect for teachers and students in learning English. Writing as a communication skill is not an ability that we naturally have. Good writing skills can be learned easily and efficiently. There are various explanations of writing skills offered by several authorities. According to (Al-Shourafa, 2012) Writing is a crucial skill to acquire when learning English as a foreign language. It is not only a means of communication through which students can express their ideas, but also a prerequisite for mastering other language skills. Alternatively, Writing is an intrinsic component of a more extensive activity, primarily focusing on another task, such as language study, acting, or speaking. English writing talent also requires knowledge of the writing processes. According to (wulandari, 2020), taken from Harmer, the writing stages are the steps a writer must take to develop a piece and its ultimate written form. The researcher must also consider the message delivered to the reader to ensure that the reader comprehends and obtains the intended information. The result of prewriting brainstorming or clustering is guidance for paragraph construction during the writing process. Teaching writing requires consideration of how sentences are grouped into paragraphs, how paragraphs are assembled, and the overall organization of ideas into a meaningful piece of writing. All of these processes are crucial to improving and streamlining our writing:

3. Prewriting

The first step is prewriting, which is a stage of preparation before writing. Prewriting allows the brain to warm up before gathering thoughts for writing.

4. Brainstorming

Brainstorming is a writing practice that involves the collection of ideas on certain topics. In the use of kahoot can help the brainstorming process.

5. Clustering

Another way for connecting ideas is clustering. We can use interconnected circles and other symbols to convey our ideas. The theme is represented by a centered circle on the white paper, with thoughts strewn about it.

In this study, it discusses English writing skills, especially writing recount text. Recounts are frequently based on the author's personal experience, although they can also be fictitious or unrelated to the author's life. In other words, a recall text describes memories or past events. A recount is used to list and describe previous experiences by memorizing events in the order in which they occurred (chronological order). It is used in a journal, blog, letter, biography, travel report, police report, sports report, and other similar documents. The general structure of a recount is introduction, events, and reintroduction.

6. Method

According to C.R. Kothari's explanation, there are numerous forms of research, Including descriptive and analytical research, applied and basic research, quantitative and qualitative research, and conceptual and empirical research. There is a fundamental research approach among the methodologies listed above; there are qualitative and quantitative procedures. In this instance, the researcher employed a descriptive quantitative methodology. She conducted research using a quasi-experimental design. It is an experiment that uses an intervention and two groups chosen without using random selection (Creswell, 2012).

a. *Population and Sample*

According to Creswell (2013: 142) A population is a group of people who are all the same in one way. In this case, the population included all of the students in SMA N 1 Juwana's 10th grade. The researcher used two classes, namely class X-D as a control class, totaling 32 students, and class X-C as an experimental class, which amount 36 students. A sample was a subset of the population that the researcher wants to analyze in order to generalize about the population. In an ideal setting, it is possible to choose an individual sample that is representative of the entire population. (Creswell, 2013:142). In this study, the researchers focused on two tenth grade classes. Class X-C was in the experimental class, whereas class X-D was in the control class.

b. *Method of Data Collection*

The following steps were taken by the researcher as step of the procedure to collect the data in this research:

1. The researchers did a pre-test on the experimental and control groups. It focuses on determining the extent to which students' ability to write recount texts has improved.
2. After obtaining the results of the two classes' pre-tests, the researcher conducted teaching and learning activities and conducted treatment to the experimental class using Kahoot. Meanwhile, the control class did not use treatment.
3. The researcher provided a post-test at the end of study for the experimental class and control class. Thisat to find out if there is any enhancement between the two groups.
4. 4. After knowing the results of the post-test, the authors gave scores and analyzed the data to measure students' writing skills and determine learning outcomes.

c. *Method of Data Analysis*

The researcher took several steps to analyze all the data to determine the students' writing ability after obtaining the data. The following is the data analysis carried out:

1. Scoring Rubric and Description

For data analysis, the researcher employed statistical methods. A statistical analysis test was used for the scores to determine the outcome of the two classes. After teaching with the *Kahoot* program, the Control and Experimental Class results were determined by analyzing data with statistical analysis version 24.

Table 1 Rubrics for Writing Test Scoring

No	Writing aspect	Score	Category	Description
1	Content	30-27	Excellent	The ideas in the sentences are pertinent to the issue, and each sentence contains a great deal of information that supports the main idea.
		26-22	Good the average	The majority of the concepts in the sentence are pertinent to the issue; the phrases contain some details that support the main ideas.
		21-17	Fair to poor	Some of the ideas in the 19 sentences are relevant to the topic. The content contains a few supporting details that are related to the main idea.
		16-13	Very poor	Because only a few thoughts are pertinent to the topic, the sentences contain extremely few supporting elements connected to the major ideas.
2	Organization	20-18	Excellent	Because only a few thoughts are pertinent to the topic, the sentences contain extremely few supporting elements connected to the major ideas.
		17-14	Good the average	Due to the limited number of ideas that are even remotely related to the topic at hand, very few of the sentences have any kind of meaningful context for the main points being made.
		13-10	Fair to poor	The piece lacks coherence and uses only one standard format for a narrative recount (two of the generic structure components are missing)
		9-7	Very poor	It's difficult to follow a disorganised thought process. In the absence of a common framework, the composition lacks coherence (all of the 20 generic structure components are missing).
3	Vocabulary	20-18	Excellent	There were no errors, and the complex structure was completely under control.

		17-14	Good the average	Effective word choice; few errors in vocabulary and word forms
		13-10	Fair to poor	Poor word choice; some misuse of vocabulary and word forms.
		9-7	Very poor	Not effective choice of words; an abundance of vocabulary and word form errors..
4	Grammar	25-22	Excellent	No errors; complete command of the intricate structure
		21-18	Good the average	Minimal errors; great structure control.
		17-11	Fair to poor	Many errors; moderate command of the structure.
		10-5	Very poor	Errors dominate; lack of control over the structure.
5	Mechanic	5	Excellent	No mistakes in grammar, spelling, capitalization, or paragraphing were found.
		4	Good the average	Minimal grammatical, punctuation, capitalization, and paragraphing errors.
		3	Fair to poor	There are numerous problems with grammar, including misspelt words and badly constructed paragraphs.
		2	Very poor	Common mistakes can be seen in the use of capitalization, punctuation, and paragraph structure.

Formula score:

Because the maximum possible score in this measurement is 100, score for this evaluation is 100, the student's score will be calculated as follows:

$$student\ mark = \frac{\text{total score (number of writing aspect)}5}{5}$$

After finding the mean score using the data collected using SPSS 24, the researcher divides the total mean score into the following categories after collecting it. Using the standard from the average score, the researcher can determine the student's writing skill (Farid 2012).

Table 2 The criteria for scoring

81-100	Excellent
61-80	Good
41-60	Fair
31-40	Less
21-30	Poor

2. Analyzing the data using SPSS version 24. Here are the steps that the researcher did:

a. Normality Test

The objective of the normality test is to establish whether the data are from a population with a normal distribution. The hypothesis being investigated is whether the control and experimental

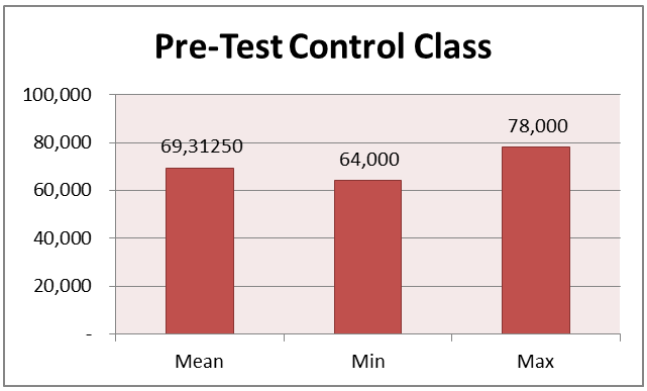
class data values come from a regularly distributed population with the following characteristics:
Hypothesis:
The data have a normal distribution if the Sig. Value is greater than 0.05.
If significant Value 0.05, the data do not follow a normal distribution.
b. Paired t-Test
Paired Sample T-Test is the statistical test for comparing two measures, two conditions, two-time points, and matched pairs. Under the assumption that the data were normally distributed, a paired sample t-test was employed to compare the difference between the means of two paired samples.

7. Finding and Discussion

1. **The students' ability to write recount text without using the *Kahoot* application.**

a. Pre-Test Data Interpretation in Control Class

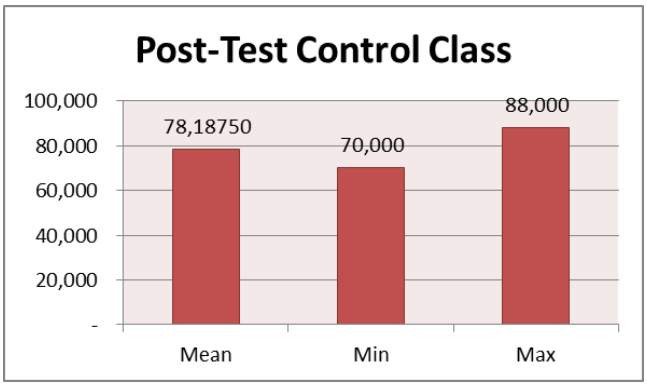
Figure 1 Mean Pre Test Control Class



Before administering treatments, the researchers administered a pre-examination to the control group. This was done to assess the student's capacity to compose text. The researcher presented the pre-test writing of the students as follows: The greatest average score conceivable was 80, while the lowest average score possible was 64. And the data's mean is 69.31.
The average pre-test score of students in the control class is 70.11, which falls within the Good range of 61 to 80. As a result, it is reasonable to infer that students' capacity for writing recount texts without the *Kahoot* application is good.

b. Post-Test Data Interpretation in Control Group

Figure 2 Mean Post Test Control Group



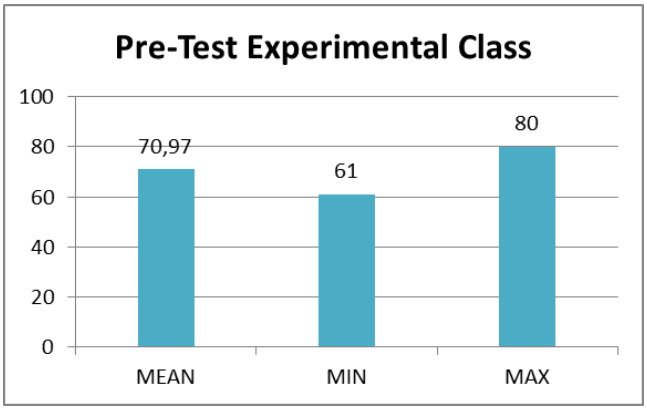
After administering treatments to the control class, researchers administered a post-test. This was done to assess the student's capacity to compose narrative texts. The researcher presented the pre-test writing of the students as follows: The highest possible average was 88, while the lowest likely average was 70. And the mean of the data is 78. 19

The average post-test score of students in the control group is 78.19, which falls within the Good range of 61 to 80. As a result, it is reasonable to infer that students' ability to write recount texts without *Kahoot* application is good.

2. **The students' ability to write recount text using the *Kahoot* application.**

a. Pre-Test Data Interpretation in Experimental Group

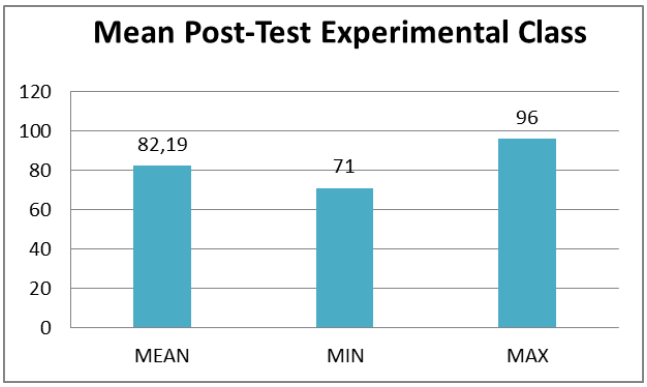
Figure 3 Mean Pre-Test Experiental Group



The researchers conducted a pre-test to the experimental group before giving treatments. This was done to assess the student's capacity to write text. The researcher presented the pre-test writing of the students as follows: The maximum average score was 80, and the minimum average was 61. And the data's mean is 70, 97 which is in the **Good** range of 61-80. As a result, it is reasonable to infer that The Students' Capability to Compose Recount Text after being taught with the *Kahoot* application is satisfactory.

b. Post-Test Data Interpretation in Experimental Class

Figure 4 Experimental Class' Post Test Score



After administering treatments to the Experimental class, researchers administered a post-test. This was done to assess the student's capacity to write text. The researcher presented the pre-test writing of the pupils as follows: The highest possible average score was 96, and the lowest possible average score was 71. And the mean of the data is 82.19.

The average post-test score of students in the control group is 82.19, which falls within the Good range of 81 to 100. As a result, it is feasible to infer that The Students' Ability to Write Recount Text after being taught with the Kahoot application is good.

3. **Difference of The Students' Ability to Write Recount Text Without Using The Kahoot Application and With Using Kahoot Application.**

a. Control Class

1) Normality Test

Table 3 **Normality Test of Class D (Control Class)**

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_TestD	.147	32	.076	.925	32	.028
Post_TestD	.117	32	.200*	.967	32	.421

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

a. Lilliefors Significance Correction

According to the preceding table, the significant value for Pre-test Class D (the control group) was 0.076. 0.200 was the significant value of the post-test control class. The (H0) is rejected if the significance value is more significant than. The null hypothesis (H0) was accepted based on a significant value (0.076) > (0.05) for the Pre-Test control class. Post-Test control class significance was more significant than (0.05). Hence H0 was accepted.

At a 5% level of significance, (H0) was accepted because the significance value (0.076) was more significant than (0.05), indicating that the Pre-Test control class data was regularly distributed. And the Post-Test at a 5% significance level H0 was approved because the significance value (0.200) was more significant than (0.05). Hence it can be assumed that the control class Post-Test data were normally distributed.

2) Paired T-Test

Table 4 Paired Samples Statistic Class D (Control Class)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_TestD	69.3125	32	3.81371	.67417
	Post_TestD	78.1875	32	4.77519	.84414

The SPSS output determined that the mean (average) value of control class Pre-Test data was 69.3125 with a standard deviation value (data distribution) of 3.81375. In contrast, the control class Post-Test data had a mean value (mean) of 78.1875 and a standard deviation value (data distribution) of 4.7751.

Table 5 Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_TestD & Post_TestD	32	.521	.002

The SPPS output determined that the control class's pre-test and post-test had a positive correlation of 0.693 with a significance level of 0.002. Therefore, the association between the pre-test and post-test control groups is moderate and statistically significant.

Table 6 Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre_TestD - Post_TestD	-8.87500	4.28614	.75769	-10.42032	-7.32968	-11.713	31	.000

According to table, the value of the t-count was -11,713. The significance value was less than or equal to 0.05. Hence the null hypothesis (H0) is rejected. The null hypothesis H0 is left at a significance level of 5% because the significance value is less than 0.05. Hence, the pre-test and post-test averages for class D (control class) are distinct.

b. Experimental Class

1) Normality Test

Table 7 Normality Test Class C (Experimental Class)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_TestC	.165	36	.015	.910	36	.006
Post_testC	.115	36	.200*	.967	36	.345

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

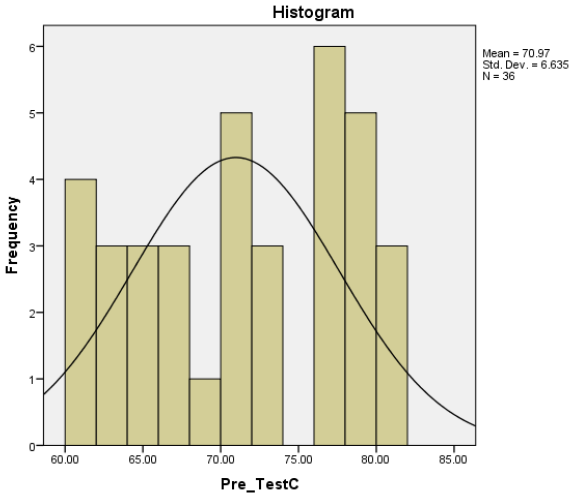
a. Lilliefors Significance Correction

The null hypothesis (H0) cannot be accepted. (H0) is taken as the significance value for the Post Test experimental class was more significant than 0.05.

At a 5% significance level, H0 is rejected since the significance value is less than or equal to 0.05. Hence it may be stated that the experimental class Pre Test data is not normally distributed. At a 5% significance level, H0 is accepted because the significance value is more significant than 0.05. Hence it may be assumed that the experimental class data for the Post Test are normally distributed.

Because the Class C (experimental class) Pre-Test data is not normally distributed, a transformation is carried out first.

Figure 5 Pre Test data transformation (experimental class)



Because the histogram shows Moderate Negative Skewness, it was necessary to transform using SQRT(k-x) where k is the highest value of the raw data X = Max Pre_Test data C (experimental class) = 80.

The normality test after data transformation is:

Table 4.11 Normality Test Experimental class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_TestC_1	.137	36	.086	.912	36	.007
Post_testC	.115	36	.200*	.967	36	.345

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

a. Lilliefors Significance Correction

The preceding computation concludes that the significance value of Pre-Test Class_C1 (the result of transformation) is more than or equal to 0.05, so H0 is approved. The post-test experimental class significance value was 0.200 > (0.05). Hence H0 is acceptable.

The conclusion derived from the table above (the result of transformation) for Pre-Test Class_C1 at a significance level of 5% H0 is accepted because the significance value is greater than or equal to 0.05, indicating that the Class_C1 Pre-Test data is typically distributed. At a

5% significance level, H0 is acceptable since the significance value is greater than 0.05. Hence it may be assumed that the experimental class Post Test data have a normal distribution.

2) Paired T-Test

Table 8 Paired samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_TestC_1	2.6806	36	1.37643	.22941
	Post_testC	82.1944	36	5.98006	.99668

Based on the SPSS output, the average value (mean) of the transformation results of the class C (experimental class) pre-test is 2.6806, with a standard deviation value of 1.37643. Class C post-test data have an average value (mean) of 82.1944 and a standard deviation (data distribution) of 5.98006.

Table 9 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_TestC_1 & Post_testC	36	-.693	.000

The SPSS output determined that class C (experimental class) pre-test and post-test scores had a negative correlation of 0.693 with a significance level of 0.000. Class C (the experimental class) has a significant and high negative correlation between the pre-test and post-test.

Table 10 Paired sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre_TestC_1 - Post_testC	-79.51380	7.00439	1.16740	-81.88375	-77.14386	-68.112	35	.000

According to the preceding SPSS output, the Value of the t count was -68,112, and the Significance Value was 0.000. (H0) is rejected if the significance value is less than or equal.

The preceding calculation concludes that the Significance value (0.000) (0.05) rejects H0.

The conclusion from the table is rejected at a significance level of 5% because the significance value is less than 0.05. Hence it can be inferred that the pre-test and post-test averages for class C (the experimental class) are different. Therefore, the Kahoot application can increase students" writing skills, particularly their ability to compose texts.

Discussion:

In this research, the author discusses using the *Kahoot* application to improve students' ability to write recount text. The researchers conducted a study with two classrooms at SMA N 1 Juwana. Class X-C is an experimental class taught with the *Kahoot* program, while class X-D

serves as a control class taught without *Kahoot*. Pupils in the control group have Excellent writing skills when creating recall texts. The average pre-test score of the 32 students in the control class was 69.31 without using the *Kahoot* application. Ten students were in the excellent group and twenty-two in the good category on the post-test, with an average pre-test score of 78.19. While the ability to create recount prose in the experimental class utilizing the *Kahoot* application was rated as "Outstanding," the average post-test score for the 36 students using the application in this class was 82.19. Two students were in the Excellent category and 34 in the Good variety on the pre-test, with an average Good category score of 70.97. On the post-test, 17 students were rated as Good and 19 as Excellent, with an average score of 82.19.

The difference between the control and experimental groups was four dollars on average. Since the significance value is more than or equal to 0.05, it is significant, the data for Post Test Class C (experimental class) are typically distributed at a significance level of 5% for the standard deviation test. The results of the two tests Class C (experimental class) scores had a negative correlation of 0.693 with a significance level of 0.000, as assessed by the SPSS output. Consequently, It may be stated that the pre-test and post-test for class C (the experimental class) show a strong and statistically significant negative correlation, demonstrating an increase in the value abilities before and after obtaining information and therapy via the *Kahoot* application.

According to the data presented above, the Kahoot application can successfully improve students' writing skills and help them generate ideas. Kahoot delivers a personal experience for enhancing writing skills in this context, story writing. Then, with consistent practice, students will become accustomed to something once challenging, making it more accessible. Via the Kahoot application, ' enthusiasm for learning and creating recount texts increases. Students enjoy completing Kahoot quizzes and composing texts throughout the teaching and learning process. This study's findings corroborate the findings of a previous study (Md Yunus et al., 2019) that discusses the usefulness of *Kahoot* for writing training in English as a Second Language (ESL) classes. The survey for this study focuses on *Kahoot*'s effectiveness in promoting engagement and active learning for writing instruction. The research focused on the university level. This research concentrated on the high school level. The conclusion is that using the *Kahoot* program to improve students' writing skills is more successful than not using the application. The *Kahoot* application improves students' capacity to produce recount texts compared to students who do not use the tool. Thus, *Kahoot* is a suitable application or medium for enhancing students' ability to compose writings. *Kahoot* is a user-friendly application that students find enjoyable.

8. Conclusion

1. Learning to write without utilizing the *Kahoot* apps did not significantly improve.

2. The results of writing instruction using the *Kahoot* program have increased significantly.

3. There was a considerable difference between the two courses. So, it may be stated that *Kahoot* improves students' writing abilities in recount texts.

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