

THE EFFECT OF USING KAHOOT IN WRITING FUNCTIONAL TEXT FOR SENIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Berdasarkan pengamatan di sebuah sekolah menengah atas swasta di Batam, siswa-siswa tidak sepenuhnya terlibat dengan pelajaran. Beberapa dari mereka sibuk dengan kegiatan mereka sendiri, sehingga tidak memperhatikan pelajaran. Media pembelajaran juga terkesan membosankan. Oleh karena itu, penulis menerapkan Kahoot sebagai media pembelajaran berbasis game untuk meningkatkan keterlibatan siswa dalam pelajaran serta meningkatkan keterampilan menulis siswa dalam teks fungsional. Metode Penelitian Tindakan Kelas (PTK) diimplementasikan dalam penelitian ini. Tiga puluh delapan siswa dari kelas X-10 di sebuah sekolah menengah atas swasta di Batam berpartisipasi dalam penelitian ini. Pre-test, post-test, dan skor rubrik digunakan untuk mengevaluasi keterampilan menulis siswa dalam teks fungsional. Penulis juga membagikan kuesioner kepada siswa untuk mengukur keterlibatan mereka setelah implementasi Kahoot. Setelah implementasi Kahoot, kemampuan menulis siswa mengalami peningkatan yang signifikan, yang meningkat dari 65,30 (pre-test) menjadi 72,48 (post-test pada siklus 1) dan 88,82 (post-test pada siklus 2). Demikian juga, siswa menunjukkan sikap positif terhadap keterlibatan mereka dalam kelas, baik dalam keterlibatan afektif, perilaku, atau kognitif.

Kata kunci: Keterlibatan, Keterampilan Menulis, Teks Fungsional, Kahoot.

ABSTRACT

Based on the observation at a private senior high school in Batam, the students were not fully engaged with the class. Some of them were busy with their activity, resulting in not paying attention in class. The teaching media was boring too. Thus, the authors implemented Kahoot as game-based learning media to engage students in the class as well as to improve the students' writing skills in functional text. Classroom Action Research (CAR) method was implemented in the study. Thirty-eight students from class X-10 from a private senior high school in Batam participated in this study. A pre-test, post-test, and rubric scores were used to evaluate the student's writing skills in functional text. The authors also shared the questionnaire with the students to measure their engagement after the implementation. After the Kahoot implementation, the students' writing has notably gotten better, which has improved from 65,30 (pre-test) to 72,48 (post-test in cycle 1) and 88,82 (post-test in cycle 2). Equally, the students showed a positive attitude toward their engagement in class, whether in affective, behavioural, or cognitive engagement.

Kata kunci: Engagement, Writing Skill, Functional text, Kahoot

I. INTRODUCTION

Teaching today is not the same as we did several decades ago, especially in technological aspects. Several decades ago, we used blackboards and textbooks in the classroom. But nowadays, we use digital technologies in teaching and learning activities. Teachers need to learn about new technology and share their knowledge with their students to make teaching and learning more meaningful (Villanueva et al., 2022). Especially in this twenty-first century, teachers are required to make clear, effective, and efficient learning concepts by mastering the latest technology to be used as a mediator in delivering the class material (Fajri & Lestari, 2022).

Nowadays, gamed-based learning is one of the teaching methods that teachers widely use to engage learners. Game-based learning offers engaging activities to teach concepts and lead learners toward a learning goal (Ghazy & Wajdi, 2021). According to (Adipat et al., 2021; Cabrera-Solano, 2022; Sholihah & Lastariwati, 2020), there are many advantages of using gamed based learning which is increasing student motivation and engagement, improving students' ability to work together, providing feedback regarding the student's development, improve students' problem-solving skills and creativity, and training students to be brave to take risks.

There are many kinds of game-based learning, including card games, board games, and video games (Hartin & Diamond, 2022). In this research, Kahoot will be used to integrate the game-based learning media into the English class. Kahoot is one of the digital game-based learning platforms for students and teachers to carry out a fun learning process (Muhammad, 2018). The benefits of Kahoot include the ability to gain points, captivating music effects, as well as colourful visuals. These features of Kahoot can attract students' participation and make the learning process fun (Amalia et al., 2022).

Numerous studies have been conducted on the effect of using Kahoot on the teaching and learning process. A study by (Al-hadithy & Ali, 2018; Nurlaela & Nawir, 2020) proved that Kahoot encourages inactive students to become more motivated and involved in the classroom. Another study done by Ahmed et al. (2022) and Arini & Sulistyarini (2021), also verified that Kahoot could help students to learn vocabulary and tenses, particularly in terms of enhancing students' critical reading abilities and learning autonomy. Furthermore, (Mahbubah, L., & Anam, 2022) confirmed that no drowsy heads or bored expressions were seen in the class. Additionally, Kahoot promoted sparking discussions where students were encouraged to be self-directed learners and take responsibility for their learning (Putu et al., 2019).

Although many studies have been done about the positive impact of Kahoot on the learning process, little is known about the effect of using Kahoot itself in learning functional text. Functional text is a text that contains commands, directions, or something that must or should not be done (Utari, 2018). Based on the interview with the English teacher, most students misinterpret Kurikulum Merdeka as a freedom in the learning process that can be underestimated. Students assume that they will pass the English class even though they are not engaged in the class. That is why most students are busy with their activities and do not pay attention during English class. Moreover, some of the learning media prepared by the teacher are not varied and seem monotonous. Therefore, the authors want to prove if Kahoot can engage students to learn the functional text.

The research questions proposed are first to examine how game-based learning using Kahoot can engage students in the class. To measure the engagement, the authors will share a questionnaire with the student after the implementation. The second is to know how high engagement affects students' writing skills in Functional text. Pre-test, post-test, and rubric scores will be used to evaluate the effect of high engagement on students' writing skills.

II. METHOD

A. Research Design

This study used Classroom Action Research (CAR) method. According to (Nugroho, 2021), CAR is a method where the educator recognizes a problem, takes steps to resolve it, and then analyzes the outcome of his efforts. A "Cycle" must be followed during the CAR implementation. This is what distinguishes CAR from other educational studies (Jalaludin, 2021). Usually, when a cycle fails or the outcome is unsatisfactory, the educator tries again in the subsequent action until the educator is satisfied with the results.

B. Participants / Subject / Population and Sample

The study was conducted at a private high school in Batam city to answer research questions. The authors chose this place as the authors were completing a teaching internship program in that school. There were ten classes available in the tenth grade. But this research focused only on grade X-10. In this class, there were 38 students, with 26 female students and 12 male students.

C. Research Instruments

There were four instruments used for the research. First the authors conducted a class observation in the last week of February. Second, the authors conducted pre-test and post-test to assess the improvement of students' writing skills. Pre-test focused on the advertisement text, while the post-test focused on the procedure text. The students' writings would then be assessed using a rubric score which can be seen on Table 1.

Table 1 Writing Rubric Score

ASPECTS	SCORE	INDICATOR	
Preparation (max score = 10)	10	All tools and materials are provided when needed	
	5	The tools or materials are partially provided when needed	
	1	Not providing tools and materials when needed	
Implementation (max score = 10)	10	Time and duration of implementation are in accordance with the provided time	
	5	The time and duration of implementation are less or exceeds with the provided time	
	0	Do not make anything	
OUPUT (MAX SCORE = 80)	20	SOCIAL FUNCTION 20	Exceptionally attractive and particularly neat in design and layout
	10		Attractive and neat in design and layout
	5		Acceptably attractive but may be messy at times and/or show lack of organization
	1		Distractingly messy or very poorly designed. Does not show pride in work.
	30	LANGUAGE FEATURES 20	The use of language features are in accordance with the features of the text
	20		Some of the language features are not in accordance with the features of the text (there are some errors in using the language features in the text)
	10		The use of language features are not in accordance with the features of the text (there are many errors in using the language features)
	5		Do not make anything
	30	GENERIC STRUCTURES 20	The general structures of the text are stated clearly and completely listed in sequence
	20		Some of the general structures of the text are listed less clearly and do not make any sense.
	10		The general structures are listed not clearly and do not entirely make any sense.
	5		Do not make anything

From the collected pre-test and post-test, the authors would count the average of each aspect based on the rubric score. After that, the authors would sum up all the aspect averages to determine the writing skills criteria. The authors would stop the implementation cycle if the sum-up results from all the rubric aspects' average achieved 80. The writing rubric can be seen in table 2 below.

Table 2 Writing Rubric

Range	Total Aspects Average
Very Good	81 – 100
Good	71 – 80
Quite Good	61 – 70
Poor	40 – 60
Very Poor	10 - 29

A close-ended questionnaire using Student Engagement in Schools Questionnaire (SESQ) model would be distributed to the students to check their opinion about the implementation of Kahoot in the class. Although there were four composites and 109 items in SESQ model (Hart et al., 2011), this research only focused on indicators representing engagement, consisting of 10 items: Affective Engagement (Liking for Learning), Behavioral Engagement (Effort and Persistence), and Cognitive Engagement. The questionnaire used a Likert scale from 1 (strongly disagree) to 4 (strongly agree). Table 3 below shows the criteria to determine the students' engagement level.

Table 3 Engagement Rubric

Criteria	Average
Very High Engagement	0,00 - 1
High Engagement	1,01 - 2
Fair Engagement	2, 01 - 3
Poor Engagement	3,01 - 4

D. Data Analysis Procedure

Kemmis & McTaggart (1988) mentioned that there are four steps to conducting CAR: Planning, Action, Observing, and Reflecting. In the Planning step, the authors observed the class to find out the problem in the class. The authors also made teaching materials, lesson plans, and assessments regarding functional text. More than that, the authors prepared quizzes using Kahoot, questionnaires, writing rubric scores, pre-test, and post-test.

In the Action step, the authors would carry out all the preparation from the Planning step. The authors carried out a pre-test for students to identify their ability in writing. After that, the authors implemented Kahoot in the class. After the implementation, the authors conducted a post-test to know the improvement of the students' writing skills.

In the Observing stage, the authors observed how the treatments affected the writing skills and students' engagement. The questionnaire will be shared to students after the implementation. The authors will then assess the writing test and analyze the questionnaire.

Lastly, in the Reflection stage, the authors evaluated the data collected during the Observing stage and determined whether the next cycle was necessary. If students do not improve their engagement and writing skills, the authors will revise the strategy and apply it in the next cycle. The authors would stop the cycle if the writing score accessed 80 which was categorized as very good.

III. FINDING AND DISCUSSION

Before implementing Kahoot in the classroom, the authors gave a pre-test to the students on Tuesday, March 7th, 2023, where they needed to make an advertisement text about food and beverage. The writing pre-test was given to 37 students. One of the students did not attend the class. The pre-test average is 68,41, categorized as quite good based on

the writing criteria. The pre-test score from the advertisement text can be seen in Table 4 below.

Table 4 The Students' Average of Pre-test Score

No	Aspects	Pre-test Score Average
1	Preparation	8,38
2	Implementation	9,73
3	Social Function	7,59
4	Language Features	19,19
5	General Structures	20,41
Total Average		65,30
Category		Quite Good

As the pre-test did not access 80, which was the target of this research, thus the authors would implement Kahoot in the class. Two cycles were carried out in this research. In the first cycle, Kahoot was implemented on a different week from post-test 1. The students' writing test scored 72,48, which had improved by 7,18 from the pre-test result. The post-test result in the first cycle can be seen in table 5.

Table 5 The Average Score between Pre-Test and Post-Test 1 score

No	Aspects	Pre-Test Scores Average	Post-Test Scores Average
1	Preparation	8,38	10,00
2	Implementation	9,73	10,00
3	Social Function	7,59	10,00
4	Language Features	19,19	20,81
5	General Structures	20,41	21,67
Total Average		65,30	72,48
Criteria		Quite Good	Good

After the Kahoot implementation in the first cycle, the class had become more fun and interactive. Those are one of the Kahoot effects where Kahoot offers an enjoyable setting that promotes learning and increases class participation (Heni et al., 2019; Wahyudi & Pratiwi, 2023). Not only that, but many students asked to play another quiz again when the quiz had ended. These happened as Kahoot could make learning more enjoyable and addictive with the help of music and visuals, points, scoreboards, and a podium (Wang & Tahir, 2020). Kahoot! could reduce the stress of learning and make the class more enjoyable (Nkhoma et al., 2018).

Although there was an improvement from pre-test to post-test 1, it did not achieve the criterion of this research score of 80. Many students forgot the procedure text's generic structures and language features. Thus, the authors conducted the second cycle with a different strategy.

The Kahoot and post-test 2 were conducted on the same day in the second cycle. The questions in Kahoot were trickier and focused more on generic structures and language features in procedure text. These resulted in significant advancement in students' writing. In post-test 2, students' writing scores achieved 88,82, which had improved from 16,34 from the pre-test 1 score. Table 6 below shows the improvement between post-tests 1 and 2.

Table 6 The Students' Average Score Between Post-Test 1 and Post-Test 2

Aspects	Post-Test 1 score Average	Post-Test 2 score Average	Improvements
Preparation	10,00	10,00	0,00
Implementation	10,00	10,00	0,00
Social Function	10,00	18,89	8,89
Language Features	20,81	21,85	1,04
Generic Structure	21,67	28,08	6,41
Total Average Category	72,48 Good	88,82 Very Good	16,34

The significant advancement is due to Kahoot implementation conducted on the same day as post-test 2, which helped the students remember the generic structures and language features in the procedure text. This was aligned with (Licorish et al., 2018), who stated that Kahoot enabled students to remember what they had learned before and improve their understanding of class material. Husin & Azmuddin (2022) also said that Kahoot helped students understand key English course concepts they might have missed.

Not only the improvement in students' writing, but there was also a positive effect on students' engagement in the class. Based on the 10 items questionnaire, many students showed favourable attitudes toward Affective Engagement (Liking for Learning), Behavioral Engagement (Effort and Persistence), and Cognitive Engagement. The result of the questionnaire can be seen in table 7 below.

Table 7 The Average Score between Pre-Test and Post-Test 1 score

No	Aspects	Questions	Scale	Percentage	Average	Category
1	Affective Engagement (Liking for Learning)	1.1 I am very interested in learning by using Kahoot	Strongly Disagree	0%	2,62	High Engagement
			Disagree	5%		
			Agree	86%		
			Strongly Agree	10%		
		1.2 I like what I am learning in school	Strongly Disagree	5%		
			Disagree	19%		
			Agree	76%		
			Strongly Agree	0%		
		1.3 I enjoy learning new things in class.	Strongly Disagree	0%		
			Disagree	10%		
			Agree	76%		
			Strongly Agree	14%		
		1.4 I think learning was boring when the teacher used Kahoot	Strongly Disagree	33%		
Disagree	67%					
Agree	0%					
Strongly Agree	0%					
2	Behavioral Engagement (Effort & Persistence)	2.1 I try hard to do well in school	Strongly Disagree	0%	2,90	High Engagement
			Disagree	14%		
			Agree	71%		
			Strongly Agree	14%		
		2.2 I pay attention in class	Strongly Disagree	0%		
			Disagree	33%		
			Agree	57%		
			Strongly Agree	10%		
		2.3 If I have trouble understanding a problem, I go over it again until I understand it	Strongly Disagree	0%		
			Disagree	19%		
			Agree	67%		
			Strongly Agree	14%		
3	Cognitive Engagement	3.1 When I study, I try to understand the material better by relating it to things I already know	Strongly Disagree	0%	3,03	Very High Engagement
			Disagree	0%		
			Agree	90%		
			Strongly Agree	10%		

	3.2 When I study, I figure out how the information might be useful in the real world	Strongly Disagree	0%
		Disagree	10%
		Agree	81%
		Strongly Agree	10%
	3.1 When I study, I try to connect what I am learning with my own experiences	Strongly Disagree	0%
		Disagree	10%
		Agree	81%
		Strongly Agree	10%

Affective engagements were related to how students feel (amused, joyful, confident, interested, tired, and happy) in their classes (Wahyudi & Pratiwi, 2023). According to the questionnaire, most students liked and enjoyed the learning process of using Kahoot. Likewise, students disagreed that using Kahoot could make learning boring. This happened because Kahoot provides a visually appealing display since it offers a selection of visuals and music that help stimulate students' kinetic bodies and their interest in the class material (Warsihna et al., 2019). Moreover, during the observation, the students felt contented and triumphant when their names were announced as the top three players at the end of the game. Bicen & Kocakoyun (2018) state that these feelings could stimulate students' ambitions to succeed in extremely competitive situations. In conclusion, affective engagement contributed to students' meaningful learning experiences (Ardi & Rianita, 2022).

The second aspect, behavioural engagement, is measured by the amount of time and effort a student invests in learning and participating in activities to learn, as well as their focus, participation, and effort (Ben-Eliyahu et al., 2018; Daher et al., 2021). From the questionnaires, 71% of the students said they tried hard to do well in school. They also paid more attention to the class. Majority of the students liked to go over the problem until they understood it. This was aligned with Al Mamun & Lawrie (2023) theory that students with high behavioural engagement would put a lot of effort and perseverance in learning.

The third aspect, Cognitive engagement, was the degree of psychological dedication to the process of learning portrayed by the learner (Barlow et al., 2020). Students revealed that they tried to connect (90% agreed in question item 3.1) and figure out (81% agreed in question item 3.2) how those learnings were related to their experiences. They would figure out how those learning in class might be helpful in the real world. When students developed a depth degree of processing information to correlate or connect new material with their prior knowledge, it would be beneficial for students in developing meaningful learning strategies and promoted self-regulation (Li, 2022). Correspondingly, students with high cognitive engagement helped improve their ability to think critically, as well as their persistence and enthusiasm in the learning process (Makhdum et al., 2023).

IV. CONCLUSION

This research proves that Kahoot positively affects students' writing skills and engagement in class. This is evidenced by the significant advancement score in the pre-test, post-test 1, and post-test 2. Before the Kahoot implementation, the pre-test scored 65,30. After the Kahoot implementation, the score significantly improved from 72,48 (post-test 1) to 88,82 (post-test 2). This happens as the Kahoot implementation refreshes the students' memory and raises the students' participation and engagement in the class. The affective, behavioural, and cognitive engagement also shows a positive result. This can be seen in the questionnaire where the students express that they enjoy learning, pay more attention, become more persistent, and have a meaningful learning process where they associate the learning material with their experiences and usefulness in the real world.

For all those reasons, the authors recommend all educators use Kahoot or other game-based learning to make the learning process more fun and purposeful. One thing that should be considered is the internet connection, as Kahoot needs a stable connection to play the game. In addition, the authors suggested that other researchers conduct further research about game-based learning with numerous topics and fun objectives so that many people know the urgency to use game-based learning media in the educational process.

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