The Effect of Kahoot Application in the Quality to Students' Writing (Quasi-Experimental design in the second semester of sharia economics program in STIESNU Bengkulu)

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ABSTRACT

The Kahoot application has been used in different aspects of education, including in writing subject The application enables teachers to create and share quizzes and surveys that are related to writing skills. The purpose of this research was to find out whether Kahoot Application has any effect on students' writing Skills in the Sharia Economics program at STIESNU Bengkulu. One group Pre-test Post test was the design of this research. The sample of the research was second semester of Sharia of Economics program in STIESNU Bengkulu that consist of 26 students. The technique of this research was purposive sampling. Research instrument was writing test. T-test was used in analyzing the data. The result showed pre-test mean score was 53.54, the post-test mean score was 66.54. There was a 13-percent increase in the average value of the initial and final tests. The concluded of this research that the second semester of Sharia of Economics program in STIESNU Bengkulu demonstrated using the Kahoot Application to treat pupils had a substantial impact on their writing abilities. This study explores the impact of the Kahoot application on students' writing quality within the context of a sharia economics program, an area that has received limited attention in previous research. By integrating gamified learning with writing instruction, this research provides new insights into how digital tools can foster writing proficiency in higher education, particularly in specialized fields like sharia economics.

Keywords: *Writing, Descriptive text, Kahoot Aplication*

1. Introduction

Among the most crucial routes of communication in the field education between communities and individuals is language. All of us want to use it to convey messages and emotions both verbally and nonverbal. As is well known, in this era, English is considered the most widely spoken international language. Especially in today's technology and knowledge-filled modern age, English has become the primary language facilitating the expansion of numerous professions. As a result, pupils need to be ready to compete with global communities.

Writing means a fundamental skill for academic success, and it is considered one of the most challenging skills that learners need to acquire. According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. As a result, educators must use a variety of methods and approaches to help pupils develop their writing abilities. Writing skills are essential in both academic and professional settings. Therefore, it's critical that educators identify practical strategies for enhancing their pupils' writing abilities. The traditional methods of teaching writing skills have been through lectures, discussions, and written assignments.

Since writing is crucial to both academic success and future employment, it is one of the most important talents that students should acquire. For Muslims Writing is important, according to Allah's commands in Surah Al Alaq verse 4, Quraish Syihab explained in Tafsir Al-

Mishbah that Allah mentions the word Al-Qalam in Surah Al-'Alaq verse 4 as a form of glorification and shows the importance of aspects of writing in human life, especially in matters of religion and education. Good writing skills enable students to express their ideas, thoughts, and opinions effectively, making their communication clearer and more convincing. Writing is a critical aspect of language learning that requires students to demonstrate their understanding and proficiency in expressing ideas, thoughts, and opinions.

Based on Pre Observation with students of the Second Semester of Sharia economics program in STIESNU Bengkulu found that students infrequently use technology to support the study process and many students struggle with writing, students find writing challenging and particularly when it comes to grammar, sentence structure, and organization, resulting in poor quality writing, According to Lee et al. (2022), technology integration into language teaching has been demonstrated to improve pupils' language skills. Studies carried out by Putri (2022) investigated the effect of Kahoot (one of the technology learning tools) on students' English Vocabulary comprehension. Comparing Kahoot to conventional teaching techniques, the study discovered that the former greatly enhanced pupils' vocabulary knowledge. One of the platforms for game-based learning is Kahoot, that can be used to enhance students' skills. Kahoot is a participatory, online resource that enables students to participate in quizzes, discussions, and surveys in a game-like environment. One popular game-based tool for teaching languages is Kahoot, and it has been shown to enhance students' engagement, motivation, and learning outcomes Iman et al. (2021). Additionally, Students may learn in an entertaining and engaging atmosphere using Kahoot, a game-based learning platform, and it can be used in various educational contexts, including writing skills as an example, a study conducted by Zhang & Yu (2021) examined how Kahoot affected students' listening comprehension in English. When compared to more conventional teaching techniques, the study discovered that Kahoot greatly enhanced students' listening comprehension.

Therefore, based on the background of the research and the issue that was explained, the researcher interests to find out whether there is any Effect of Kahoot Application to The Quality of Students' Writing Skills *of Sharia economics students in STIESNU Bengkulu or not.* This study explores the impact of the Kahoot application on students' writing quality within the context of a sharia economics program, an area that has received limited attention in previous research. While many studies have examined Kahoot's role in enhancing engagement and motivation, this study specifically investigates its effectiveness in improving writing skills through a quasi-experimental design. By integrating gamified learning with writing instruction, this research provides new insights into how digital tools can foster writing proficiency in higher education, particularly in specialized fields like sharia economics.

2. Methodology

In this study, One-Group Pretest-Posttest design was chosen because it provides a practical approach to measuring changes resulting from an intervention (treatment) without requiring a control group. This design involves a single group that undergoes a pretest before the intervention and a posttest after the intervention, allowing researchers to assess the effects of the treatment. According to Sugiyono (2018), the One-Group Pretest-Posttest design is used to measure differences before and after a treatment within a single group, despite its limitation of lacking a comparison group. Additionally, Creswell (2014) states that this design is frequently employed in educational and social research when forming an equivalent control group is challenging.

This *One-Group Pretest-Posttest Design* is measured using tests administered before the treatment (Pretest) and after the treatment (*Posttest*).

Table 1. Research Design one group Pre Test Post test Design

Pre-Test	Treatment	Post-Test

O1	X1	O2

The sample of the research was second semester of Sharia of Economics program in STIESNU Bengkulu that consist of 26 students. The technique of this research was purposive sampling. This research involved administering a pre-test to collect preliminary data, which established a baseline for evaluating participants' skills prior to the implementation of the treatment. Conversely, a post-test was implemented to evaluate participants' abilities after the treatment had been applied, allowing for a comparison of results to measure the impact of the intervention.

The tools and materials utilized by the researchers to facilitate their study include:

1.Test of Writing

The assessment of learning outcomes is commonly conducted through teacher-created tests, which were specifically designed to evaluate students' proficiency in writing. These tests included tasks that were closely aligned with the instructional methods and learning processes. Their primary goal was to gauge the progress in students' learning achievements, helping them enhance their writing skills and effectively structure their ideas into coherent paragraphs.

To analyze the impact of the Kahoot Application on students' writing performance, the researchers implemented a writing test. This test was divided into two phases: a pre-test, which was administered prior to the intervention, and a post-test, which was conducted after the classroom-based treatment. The comparison of results from both tests provided insights into the effectiveness of the Kahoot Application in improving students' writing abilities.

2.Documentation

The last tool utilized in this research was documentation, which enabled researchers to gather data such as student scores, student data, and permit documents. To assess writing performance, the analytic scoring method introduced by Kroll & Reid (1994) was employed. This approach evaluated writing across five main components: content, organization/structure, vocabulary/style, grammar/language use, and mechanics. Table 1 provided a breakdown of the criteria used to classify students' writing proficiency based on these dimensions.

Table 2. The assessment of students' writing skills

Score	Categorization	Description
89-100	Excellent	Students demonstrate a strong understanding of the topic and can effectively describe it in their writing.
79 – 88	Good	Students produce well-written descriptive texts, showcasing good writing skills.
66 – 78	Fair	Some students can speak English fairly well, but their writing lacks sufficient vocabulary mastery.
46 – 65	Poor	Students' writing contains numerous errors in language and grammar usage.
0 – 45	Very Poor	Students struggle with mechanical aspects such as spelling, punctuation, word choice, and sentence structure, showing little to no understanding of these elements.

The structure for the research tools used to evaluate writing, is presented as follows:

Table 3. Framework of Writing Skills Test

No	Variable	Components of writing	Indikator	Items
1	Writing Skills	Content	Identifying information in writing that is developed in an essay, ensuring alignment between the title and the content of the text.	1
2		Evident and Cohesion	Analyzing the essay to ensure logical organization and coherence between paragraphs.	1
3		Grammatical	Correct use of grammatical forms and structural patterns.	1
4		Vocabulary & Mechanic	Appropriate use of vocabulary, punctuation, spelling, and capitalization in the text	1
Total				11

Research Procedure

1. Pre-test

Before introducing the Kahoot Application, the researcher administered a pre-test. This test involved students completing a writing task focused on descriptive text, aimed at assessing their initial writing abilities. The results served as a baseline to measure improvements in their writing skills after the intervention.

2. Give treatment

After conducting the pre-test and evaluating the students' initial abilities, the next step involved using the Kahoot Application to measure and enhance their writing skills. The treatment was administered three times, with each session lasting two hours and forty minutes, scheduled according to the English lesson timetable. This study focused on a single group, consisting of students from STIESNU (Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama) Bengkulu Sharia Economics Program, who participated in the research.

3. Post-test

The post-test had been administered following the implementation of the treatment in the classroom. This concluding assessment had included writing prompts that were comparable to those in the pre-test but had featured a different theme and a higher level of complexity. The primary objective of the post-test had been to evaluate whether the treatment had a significant impact on students' writing skills. Additionally, it had enabled a comparison of pre-test and post-test scores to determine if there had been improvement, stability, or a decline in performance. The data collected from the test had then been analyzed using the SPSS 26 software to ensure precise and comprehensive evaluation.

Data Analysis Techniques.

Once the data had been gathered the researcher used SPPS, the tools used (pre-test and post-test) and their outcomes had been examined to answer the research questions. The results from each instrument had been thoroughly explained, offering a detailed and

coherent summary of the findings. This descriptive evaluation had aided in interpreting the effects of the treatment and assessing the overall success of the study.

1. Normality Test

The normality test was utilized to assess whether a dataset adhered to a normal distribution, often visualized as a bell-shaped curve. In this research, the Shapiro-Wilk normality test had been applied. This method had compared the sample data's distribution to a normal distribution to determine if they matched. It had analyzed the sample's distribution by examining its standard deviations and mean scores in relation to those of a normal distribution. The normality test had been performed using a significance level (α) of 0.05, ensuring a 95% confidence interval for the findings.

2. Hypothesis Test

To evaluate the hypothesis in this study, the author employed the T-test formula,a paired t test type in SPSS. This involved comparing the computed T-value with the critical T-value obtained from the T-table. This comparison was used to assess whether the independent variable exerted a statistically significant influence on the dependent variable. The null hypothesis was accepted or rejected as determined by the following criteria:

1) If *Tcount<Ttable*, Ho (the null hypothesis) is accepted when there is no significant effect of the independent variable on the dependent variable.
2) If*Tcount >Ttable*, Ho (the null hypothesis) is rejected when there is a significant effect of the independent variable on the dependent variable.
3) The T-test is used to examine the interaction between the independent and dependent variables. If*Tcount≤Ttable,* or *Tcount ≥Ttable* then Ha is rejected and Ho received.
4) If*Tcount >Ttable*, or *Tcount<Ttable* then Ha is accepted and Ho rejected.

The Paired T-Test formula is:

$$t = \frac{\bar{D}}{\frac{s_D}{\sqrt{n}}}$$

Where :
D   = Mean of the differences between paired observations
sD   = Standard deviation of the differences
n   = Number of pairs

3. Result and Discussion

The researcher analyzed and compared the pre-test and post-test results to evaluate the effectiveness of the intervention. Before conducting the data analysis, it was crucial to examine the normality distribution of the test scores and review the outcomes of both assessments. This step ensured the data's validity and reliability, enabling accurate conclusions about the influence of the Kahoot Application on improving students' writing abilities. The following were the outcomes:

A. The Description of the Pre-Test

The results of the study were displayed in table form, concentrating on written descriptive texts about tourist destinations. The research took place from May 8 to June 8, 2024, with the study population comprising one class at Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama (STIESNU) Bengkulu. The sample consisted of 26 second-semester students who took part in the research. These students undertook a writing test, producing descriptive texts about tourist locations. The findings highlighted the influence of the Kahoot Application

on enhancing the quality of students' writing skills at STIESNU Bengkulu. Data analysis was conducted using SPSS version 26. The research findings were outlined as follows. Following the study, the researcher collected two sets of data: pre-test and post-test scores.

FIGURE 1
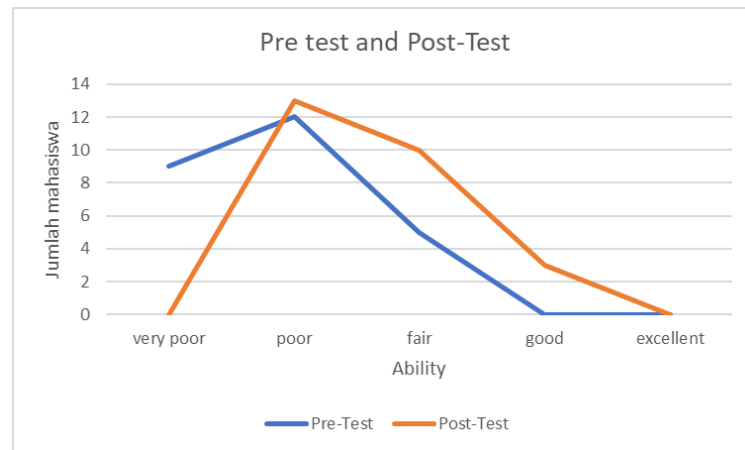
The post-test scores were higher than the pre-test scores, as illustrated in Figure 1. This demonstrated that the quality of students' writing skills could be improved through the use of the Kahoot Application.

Table 4. The Distribution of Pre-Test and Post-Test

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
8 89-100	Excellent	0	0%	0%	0%
79-88	Good	0	0%	3%	11%
66-78	Fair	5	19%	10%	39%
46-65	Poor	12	46%	13%	50%
0-45	Very Poor	9	35%	0%	0%
Total		26	100%	26	100%

Based on Table 4, the pre-test results showed that 0 students (0%) fell into the excellent category, 0 students (0%) in the good category, 5 students (19%) in the fair category, 12 students (46%) in the poor category, and 9 students (35%) in the very poor category. In contrast, the post-test results indicated that 0 students (0%) were in the excellent category, 3 students (11%) in the good category, 10 students (39%) in the fair category, 13 students (50%) in the poor category, and 0 students (0%) in the very poor category.

To evaluate the normality of the pre-test and post-test score data, the Shapiro-Wilk test was utilized. The outcomes of the normality test for the pre-test scores are displayed in Table 4.3.

Table 5. The normality test of pre-test scores Shapiro Wilk Test

Descriptives

			Statistic	Std. Error
PRE TEST	Mean		53.54	2.229
	95% Confidence Interval for Mean	Lower Bound	48.95	
		Upper Bound	58.13	
	5% Trimmed Mean		53.30	
	Median		54.50	
	Variance		129.218	
	Std. Deviation		11.367	
	Minimum		35	
	Maximum		77	
	Range		42	
	Interquartile Range		19	
	Skewness		.206	.456
	Kurtosis		-.979	.887
POST TEST	Mean		66.54	1.986
	95% Confidence Interval for Mean	Lower Bound	62.45	
		Upper Bound	70.63	
	5% Trimmed Mean		66.28	
	Median		65.50	
	Variance		102.498	
	Std. Deviation		10.124	
	Minimum		50	
	Maximum		88	
	Range		38	
	Interquartile Range		16	
	Skewness		.314	.456
	Kurtosis		-.447	.887

Tests of Normality

Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
.131	26	.200[*]	.960	26	.398
.087	26	.200[*]	.975	26	.753

Table 5 presented the results of the normality test for students' scores (Pre-test) and students' scores (Post-test) using the Shapiro-Wilk test. The table showed that the p-value (Sig.) for the Pre-test scores was 0.398, while the p-value (Sig.) for the Post-test scores was 0.753. Since all p-values were greater than 0.05, it could be concluded that both the Pre-test and Post-test score data were normally distributed.

B. Hypothesis test

Table Table 6. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	53.54	26	11.367	2.229
	POST TEST	66.54	26	10.124	1.986

The table above provided the average (Mean) and standard deviation (Std. Deviation) values for both the Pre-Test and Post-Test scores. For the Pre-Test, the average score (Mean) was 66.54, with a standard deviation (Std. Deviation) of 10.124. In contrast, for the Post-Test, the average score (Mean) was 53.54, with a standard deviation (Std. Deviation) of 11.367.

Table Table 4.5

Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	PRE TEST - POST TEST	-13.000	6.151	1.206	-15.485	-10.515	-10.776	25	<.001	<.001

Based on the results of the paired t-test:

1. The t-value = 10.776 indicates a considerable difference between the pre-test and post-test results.

2. The p-value = 0.001 is smaller than the commonly used significance level ($\alpha = 0.05$), leading to the rejection of H_o. This means there is a significant difference between the pre-test and post-test results.

3. With a pre-test standard deviation of 11.367 and a post-test standard deviation of 10.124, a change in results after the treatment is evident.

4. The smaller standard error of the mean in the post-test (1.989) compared to the pre-test (2.229) indicates that score variation after the treatment is more controlled.

The analysis results showed a significant difference between the pre-test and post-test scores. Given the very small p-value, it could be concluded that the applied treatment had a significant effect on improving the post-test results. Therefore, the intervention or treatment implemented could be considered effective in enhancing the measured outcomes in this study.

Discussions

The findings of the study conducted at Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama (STIESNU) Bengkulu revealed that there were 26 samples of students enrolled in the sixth semester. This study sought to determine whether the Kahoot application had any impact on the writing abilities of students enrolled in STIESNU Bengkulu's English study program. In this study, the researcher used the Kahoot Application to guide pupils by offering treatment.

The steps are prior to the test. the researcher gave a pre-test prior to launching the Kahoot application. This test evaluated students' beginning writing skills by having them complete a descriptive text-focused writing assignment. Treat the patient of three sessions of the treatment, each lasting two hours and forty minutes, were conducted in accordance with the English lesson plan. Students from the Bengkulu Sharia Economics Program at STIESNU

(Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama) were the sole participants in this study. After the treatment was implemented in the classroom, the post-test was given out. The SPSS 26 program was then used to evaluate the test data in order to guarantee an accurate and thorough assessment.

The findings demonstrated that using the Kahoot Application to treat pupils had a substantial impact on their writing abilities in the English study program at STIESNU Bengkulu. The pre-test mean score had been 53.54, while the post-test mean score had been 66.54. This indicated that there had been a 13-percent increase in the average value of the initial and final tests.

Therefore, it had been evident that the average writing descriptive text test score had increased significantly before and after treatment. The difference in students' average test scores, where the pre-test and post-test scores had improved by (13), indicated that the Kahoot application had an impact on improving students' writing skills.

The t-test method had been applied to determine the final test scores, which had reflected students' writing ability. The value of sig. (2-tailed) = 0.001, which had been less than 0.05, had indicated that H0 (the null hypothesis) had been rejected based on the paired sample t-test. This had suggested that there had been a significant difference between students' performance before and after the test. Therefore, it had been concluded that the Kahoot application had a substantial impact on improving students' writing skills.

The two phases of the aforementioned data analysis had been the hypothesis test and the normality test. Both had been known to be normally distributed, and the Shapiro-Wilk test had been used to conduct the normality test. Meanwhile, the study had used the paired sample t-test to assess the hypothesis. Following the test administration, the researcher had discovered that the mean scores of the pre-test and post-test had differed significantly. This had indicated that students' writing skills had been significantly enhanced by the Kahoot Application.

The examination of the outcomes of earlier hypothesis testing allowed one to draw this conclusion. According to the results of the Paired Sample Test, Ha was allowed and H0 was refused since the value of the Sig. (2-tailed) had been less than the value of the t-test requirements. Additionally, the t-count value and the t-table value had been compared to arrive at the statement. The t-count had been discovered to be more than the t-table value. In other words, Ha had been accepted and H0 had been rejected.

The first was supported by earlier research, "The Use of Kahoot Application to Improve Descriptive Text Writing Ability of Second Grade Students of Giovani Junior High School" by Wenyi (2024). This study found that students' writing skills had been taught using the Kahoot Application, which had also improved the writing skills of students. Descriptive text is one of the available texts which is difficult enough to be learned by the students in English Lessons. In writing descriptive text, students often need some help. Students usually feel they need help to organize their ideas. Furthermore, many students needed help building and developing their imaginations. Therefore, the Kahoot application is a teaching media to assist students in improving their ability to write descriptive text. The main objectives of this study were; 1) to find out the improvement of students' writing ability of Descriptive Text of 2nd Grade Students of SMPK Geovani Kupang by using the Kahoot application. 2) To determine the strengths and the weaknesses in students' descriptive text writing of 2nd Grade Students of SMPK Geovani Kupang. 3) To find out specific procedures of Kahoot application to improve descriptive text writing ability of 2nd Grade Students of SMPK Geovani Kupang. This research used qualitative descriptive and quantitative methods with a pre experimental pretest-posttest design. The participants in this study were second-grade students of Giovani Junior High School. The writer used the instrument for this research's data source, which were pretest and posttest done by the students. The data were analyzed and tabulated, then studied based on the average score that the students received and also their writing abilities in writing descriptive text. The findings show that 1) there are improvements in students writing ability, with the t-test results

showing the value sig. (2-tailed) < 0.05 means that there is a significant difference between the pretest and posttest results. 2) Based on the pretest, there are ten students with a poor level of ability, 11 students with a good level of ability, and two with an excellent level of ability. At the same time, in the posttest, there are three students with an excellent level of ability, 13 students with a very good level of ability, three students with a fair level of ability, and three students with a good level of ability.

The second study was conducted by Amalia et al. (2022). The findings of her research, titled "The Effect of Kahoot Application in Improving Students' Writing Skill at SMAN 1 Luragung," revealed similarities in how the Kahoot Application could be utilized to enhance students' writing skills. The data results indicated that the mean scores for the experimental class were 56.44 (pre-test) and 78.66 (post-test) according to rater 1, and 56.58 (pre-test) and 79.75 (post-test) according to rater 2. In contrast, the mean scores for the control group were 50.55 (pre-test) and 68.00 (post-test) from rater 1, and 52.00 (pre-test) and 67.83 (post-test) from rater 2. The improvement in students' writing abilities was evident in the post-test mean scores, where the experimental class scored 67.85 (average of raters 1 and 2), significantly higher than the control class's post-test mean score of 59.58. This suggested that students who had received treatment using the Kahoot Application performed better than those in the control group.

Similarly, the findings of her study, "Development of a Synectic Model in Learning to Write Short Stories in Class XI SMA UISU Medan," demonstrated that the synectic model can also be effectively use to enhance writing abilities, showing parallels in its application for improving students' writing skills.

The third study, "The Influence of Kahoot Game Media on Interest and Student Learning Outcomes in Chemistry Lessons," aimed to determine the influence of the Kahoot game media on students' interests and learning outcomes in chemistry lessons. The method used was an experimental method with a quantitative approach to determine the level of interest and student learning outcomes and to compare the level of interest and student learning outcomes in the control class and experimental class.The t-test results showed the value significance, namely 0.000, then Sig. < 0.05, so there was an influence of the Kahoot game media on students' learning interest. These results were supported by data observation with a significance value of 0.015, then Sig. < 0.05. So, the conclusion was that there was an influence of the Kahoot game media on students' learning interest. The results of the Mann-Whitney test showed a significant value of 0.749, then Sig. > 0.05, so it could be concluded that there was no significant influence of the use of Kahoot game media on student learning outcomes.

The sample used in this study differed from that in the first study, according to the results. A sample of junior high school students was used in the first study, while this one was conducted during the second semester of STIES NU sharia economics program. whereas both utilized the Kahoot app to enhance their descriptive text writing abilities. The second study differed from the first in that it used high school students and the second semester of the sharia economics program at STIES NU as its sample. and both enhance pupils' writing abilities. Despite their variations, the findings of these three studies support my own, which found that using the Kahoot application can help students become better writers. The results of this study aligned with previous research, concluding that the Kahoot Application significantly enhanced students' writing skills. This was evident from the comparison between the initial (pre-test) and final (post-test) results. However, there were differences between this study and prior research, particularly in terms of learning outcomes, data collection methods, and data analysis techniques. In summary, the researcher concluded that the Kahoot Application had a meaningful impact on improving students' writing abilities, effectively addressing the research problem.

4. Conclusion

According to the research's findings,the Kahoot application had a statistically significant impact on students' writing skills at Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama (STIESNU) Bengkulu Academic Year 2023/2024. Based on the statistical study, Second Semester students at Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama (STIESNU) Bengkulu Academic Year 2023/2024 had significantly improved their writing abilities when using the Kahoot Application paradigm. The study's findings showed a noteworthy impact. The final test scores, derived from students' writing assessments, were analyzed using the t-test formula. According to the paired sample t-test results, the sig. (2-tailed) value of 0.0001 was less than 0.05, leading to the rejection of the null hypothesis. This indicated a statistically significant difference between the pre-test and post-test scores in students' writing performance. As a result, it could be concluded that the Kahoot Application had a significant positive effect on improving students' writing skills

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