

CHAPTER II

LITERATURE REVIEW

A. Kahoot Application in teaching English

1. The Concept of Kahoot Application

a. Definition and History of Kahoot

Kahoot is a game-based learning platform that allows educators to create interactive quizzes, surveys, and discussions to enhance student engagement in the learning process (Wang, 2015). This platform was first introduced in 2013 by a group of researchers in Norway and has since been used by various educational institutions worldwide (Wang & Tahir, 2020). Kahoot is designed to create a fun and interactive learning environment, motivating students to better understand the learning material.

b. The Concept of Kahoot

One online learning resource that offers engaging and interactive games and quizzes is Kahoot. When used in teaching and learning activities, Kahoot can also be thought of as an interactive learning tool. Pre-test, post-

test, practice questions, material strengthening, remedial, enrichment, and other uses are all possible with Kahoot. Having a Google, Microsoft, or email account is one of the prerequisites for creating a Kahoot account. Kahoot enables users to use the existing quizzes or create their own and share them (Ayumi & Chan, 2021).

Users must sign in to the Kahoot website (<http://getkahoot.com>) in order to create a game. Users can utilize the capabilities to generate questions after they have a Kahoot account. The code to launch Kahoot will be sent to it automatically. Students can use the Kahoot app on their laptop or smartphone to access the game, or they can visit www.kahoot.it. Students must register a name and input the code that displays on the screen. Students will receive points for correctly and quickly answering questions once the Kahoot game begins.

Here is the explanation on how to use Kahoot! :

- a.) Go to <https://Kahoot!.com> to access the Kahoot! website. Press the Signup button to establish an account, or click the Login button once it has

been successfully created. Choosing the Login with Google account option is the simplest approach to create an account.

b.) By choosing the Discover game option, teachers can either design their own quizzes or select pre-existing quizzes related to the subject matter that students are studying.

c.) Following the selection of the relevant quiz, the instructor links the computer to the classroom screen and displays the game PIN, which is produced at random by Kahoot!.Com. Depending on how many students are in the class, the instructor can choose the mode. Teachers can use the old mode in small courses. Teachers can select team mode in a large class.

d.) The instructor instructs the class to access Kahoot! on their device and input the game PIN after they have chosen a mode.

e.) Students can select the answers by hitting the color symbol that corresponds to the symbol that shows on the screen after entering their PIN.

f.) Lastly, the screen displays the ultimate outcome that the machine has computed. (Anandha et al., 2020)

Based on the description above, it can be concluded that Kahoot is an educational-based interactive game in which there are several icons to be developed. One of them is a quiz icon where users can create quizzes using Kahoot. Using Kahoot for a lesson can make learning engaging rather than dull and boost students' enthusiasm to learn.

c. Kahoot in Language Learning and Writing Skills

In the context of language learning and writing skills, Kahoot can be utilized for:

a) **Vocabulary and Grammar Learning:** Kahoot can be used to introduce new vocabulary and teach grammar rules in an enjoyable manner (Wang & Tahir, 2020).

b) **Sentence Structure Exercises:** Teachers can create quizzes that help students construct sentences with correct grammar (Iwamoto et al., 2017).

c) **Writing Comprehension Assessment:**

Through Kahoot, teachers can assess students' understanding of writing materials and provide useful feedback (Plump & LaRosa, 2017).

Research conducted by Wang and Tahir (2020) suggests that using Kahoot in language learning can improve students' critical thinking skills, which in turn contributes to the enhancement of their writing abilities.

2. The Benefit of the Kahoot Application

1. Advantages of Kahoot Media

Naturally, this Kahoot application has benefits. The following are some of the benefits of the Kahoot application for learning:

- a. A pleasing and diverse look.
- b. All of the features are exploratory.

- c. Dependent on technology, it is accessible from any location and may be played on computers or smartphones.
- d. In order to facilitate teaching, the instructor may select any kind of question material to be provided.
- e. Students can quickly select their responses and view whether or not they were answered correctly.
- f. Teachers can swiftly regulate and keep an eye on
- g. Interactive in order to impact student learning outcomes and boost learning motivation during the learning process.

2. Disadvantages of Kahoot App

A game is defined as an activity that is semi-structured or measured. In addition to the advantages of the Kahoot application, the disadvantages of the Kahoot application are:

- a. Apps that are centered on games
- b. Are simpler to use on smartphones
- c. Have less class meeting hours
- d. Not all teachers are tech-savvy
- e. Lack proper school facilities

f. Kids are easily duped into accessing other items

g. When creating questions, there is a word limit.

B. Writing as a concept

1. The Meaning of Writing

One form of communication that uses a conventional graphical reader interface is writing. Writing is one aspect of language proficiency that entails getting ready to utilize a language. method of communication that uses the words, phrases, functions, and different kinds of structures of written language to simplify the information for the reader to understand. There are five common components of Harris writing. Content, form, grammar, vocabulary, and mechanics are the components of writing that are used to assess the text's coherence and intelligibility (Tamimi, 2014, p. 18). Here are some indicators that a paragraph is descriptive:

1. Content/spelling: Spell checks in word processing systems greatly lower the possibility of spelling

mistakes, with the exception of homophones. A term with the same pronunciation but a distinct spelling and meaning is called a homonym. Here are a few homonym examples: (1) affect (to have an impact on), effect (an outcome). Although "effect" is typically employed as the result as a noun, "to affect" is typically used as a verb. (2) capitol (a structure) and capital (the seat of government). (3) Lye (used to make soap) and lay (recline). (4) The principal, who is the head of the school, and the principle, which can be a norm, law, rule, or truth. (5) scene (setting) and seen (past participle of see).

2. Grammar: Grammar explains the structure and the way words are arranged in sentences (sometimes called morphology or syntax). To put it another way, grammar helps individuals communicate more successfully by defining standards for how language should be used both orally and in writing. Grammar is based on the eight components of speech: Verbs are used to describe conditions, actions, or events. (1)

Nouns: provide names to persons, creatures, objects, locations, or abstract concepts. (2) Pronouns take the place of other pronouns or nouns. (3) By characterizing, identifying, or quantifying nouns or pronouns, adjectives alter them. The changed noun or pronoun is typically preceded by an adjective. (4) Adverbs describe method, time, location, cause, or degree and modify verbs, adjectives, other adverbs, phrases, or clauses. Because they provide answers to the queries of how, when, where, or how much, adverbs are easily recognized. (5) Prepositions typically indicate time, space, or logical relationships and link nouns, pronouns, and sentences that contain other words. (6) Words, phrases, as well as clauses are joined by conjunctions.

3. Sentence: A sentence is a collection of words used to express a concept. The fundamental linguistic unit that conveys an entire idea is a phrase. It accomplishes this by adhering to the fundamental laws of syntax. Saying "Ali is walking" is one example. A sentence needs at

least one subject and one principal verb in order to state (declare) a full thought. She walks, for example.

A subject is a noun that performs the main verb. The primary verb is the verb that the subject is using.

English and many other languages capitalize the first letter of a phrase. The punctuation mark at the end of a phrase depends on whether it is a statement, question, command, request, or exclamation.

4. Vocabulary: The foundation of language proficiency is vocabulary, which also serves as a major determinant of how effectively students read, write, talk, and listen. Vocabulary in language is constantly growing and changing. As life gets more complicated, people either coin new phrases or use ones that already exist to explain what man does. It is uncertain

how many words there are in the present English language. Vocabulary is the essential component of linguistic competency, according to the explanation above. It consists of a range of lexemes, including idioms, compound words, and single words. Similar to

the names "lexicon" and "lexis," vocabulary is the foundation for students' proficiency in speaking, reading, writing, and listening. In order to improve linguistic proficiency, vocabulary is employed in language learning. The aim of vocabulary mastery is to ensure that pupils have a solid command of the language. Their level of proficiency with terminology will determine this. The deeper the vocabulary the children can learn, the better their language skills will be.

Content, procedure, audience, goal, word choice, organization method, grammar, and syntax are all included in the writing section's production. Writing is one of the productive abilities that needs to be cultivated in order to produce high-quality works in a language that will be documented in writing. This is because more effective language learning is facilitated by writing proficiency. for students to improve their ability by learning and acquiring language through oral and written methods. Authors can use writing as a

tool to develop their thoughts and motivation to communicate with others, in addition to using it as a talent (Fulwiller, 2002). Furthermore, writing allows us to express and elaborate on our ideas by making them explicit (Harmer, 2007).

Writing is a difficult art that requires knowledge of the process. A few pupils speak English easily and well, yet they write poorly. Attractive teaching techniques, such as teaching pupils new study habits, are required to affect their attitudes about learning. Because of the effective and efficient learning model that can inspire teachers to innovate and use novel teaching strategies, writing might be one of the more engaging skills to learn in the classroom.

Writing can be studied in a variety of methods (Wagiran and Doyin, 2005). A paper is now being worked on by one of them. In addition to developing their ideas, students should learn how to articulate them and produce an engaging essay that is enjoyable to read and write. They have to arrange and link their phrases to form a whole essay.

In addition to speaking, listening, and reading, students must be able to write since they have academic responsibilities as second language learners. By writing, we may recollect facts and ideas and tell tales about individuals. The author will use the material acquired to write about his feelings and thoughts. Writing enables you to express to everyone what is contained in the ideas you wish to bring to life (Wagiran and Doyin, 2005).

Writing is a skill that can be used to prepare for work on other spoken, listening, and reading skills. With this preparation, you may be able to put the sentences you have used correctly in the most appropriate context. According to Jeremy Harmer, "writing is utilized for several objectives," such as "putting your thoughts in your mind into paragraphs." Writing also entails putting thoughts, emotions, and forms into words and sentences, making it a linguistic talent. The purpose of these abilities is to improve communication and comprehension.

According to Lindblom in Fatmawaty (2009: 13), writing is "learning to focus our minds on essential things

and learning about them." This activity allows a person to solve a difficult problem, master a fact and convey their thoughts in a way that isn't achievable with other methods. Writing is the process of using a language system to express oneself. As a result, we have two difficulties when writing: "what to write" and "how to write it." In contrast, the extra-linguistic system, also known as world knowledge, relates to the writer's knowledge of the subject matter being written about, Language abilities, on the other hand, refer to the writer's ability to operate with the usual conventions of language.

2. Writing Procedures

A number of steps need to be taken in order to produce a superb work of composition. Harmer (2004) states that the stages of planning, making a draft, revising, editing, and final drafts are the steps involved in writing.

a. Planning

For their writing tasks, students prepare. They attempt to plan their words before they begin writing or typing. Three factors need to be considered by students while they

are planning: the audience, the purpose, and the arrangement of the content

b. Making a draft

Presently, students compose a comprehensive initial draft in the form of sentences and paragraphs, disregarding punctuation, grammar, and spelling.

c. Revising

Students read essays written by themselves or by classmates during a feedback session in pairs or small groups. After that, they may suggest further information or pose follow-up queries. In response to this type of feedback, each student works on their own to find, edit, and rewrite their own work.

d. Editing

Students double-check the accuracy of their second drafts while working alone or in pairs. This time, they concentrate on ensuring that they have included enough facts and that their thoughts are coherent. Students focus on grammar, spelling, and punctuation once they feel that the topic and arrangement are adequate.

e. Final Draft

Students can either display their papers on a classroom bulletin board for everyone to see or submit a flawless third (and last) draft for review.

3. Purposes of Writing

As Penny (2003) puts it, "The ideas themselves should be the most significant element of the writing since, in theory, the purpose of writing is to convey ideas and convey messages to the reader. It implies that writers have a purpose for writing. They have to think about the goal of their writing because it will influence not just the type of text they produce, but also the language and content they use. There are only four typical reasons why people write include entertaining, educating, persuading, and explaining.

a. Writing

Much of the writing will be done with the intention of simply educating the reader about a certain topic. Giving readers crucial information about a subject—typically only the facts or what happened—is the definition of informing. Despite being the most basic kind of writing, informative

writing is also one of the most significant since it serves as a basis for other forms. Two considerations should be made by authors when writing for informational purposes: choosing relevant material and structuring it effectively.

b. Writing to Explain

Writing clarification means taking something enigmatic and making it comprehensible. A writer who is well-versed in a complex subject must make sure his readers are as well when composing an expository essay. In our daily speech, we all employ a number of standard techniques to explain things to others; the same techniques may be applied when crafting a written explanation.

c. Writing to Convince

Persuasion is likely the most significant writing we will ever accomplish in our academic, professional, and personal lives. The grievances of our landlord to the rent board, job application letters, and examination essays are all likely to require persuasive writing. Convincing your audience to embrace the main idea, even if it is

controversial, is the goal of persuasion. and make excellent use of it.

4. The Importance of Writing

According to Hairston in Saleha (2008:5), the importance of writing can be attributed to multiple factors:

1. Writing serves as a tool for exploration. Our cerebral processes are stimulated by the act of writing and tabulating information and images that are stored in our subconscious.
2. Writing facilitates mental organization. We can put things in a sensible order.
3. We may link and see connections through writing, which generates new ideas.
5. If we put our thoughts in writing, we can control them.
6. Writing enhances our capacity for information detection and analysis.
7. We learn more about a subject when we write about it.
8. Problems can be resolved by putting their constituent parts in writing, which we can then examine and modify.

9. Writing on a topic encourages us to become active instead than being passive recipients of information.

5. The Characteristics of Good Writing

According to Adelstein and Prival in Damayanti (2009: 15), there are some characteristics of good writing:

1. Good writing is defined as the ability to logically proceed from a sentence to the main idea, to supporting ideas, and ultimately to a coherent conclusion, presenting the rationale in the sense of a well-thought-out plan.
2. The capacity to compose in a manner that captivates readers and exhibits a deep understanding of the topic is reflected in good writing.
3. Well-written work demonstrates the author's capacity for editing and rewriting. Revision is essential to writing well.
4. Writing that works shows that the author can adapt their style to the audience and goal of the event.

6. Types of Writing

There are numerous styles and approaches to writing an essay or a paragraph. A typeface will be chosen by the writer. It depends on his goals for creating an engaging teaching strategy and His readings of the written works of the readers. Generally speaking, there are four categories of writing:

1. Narrative: Unlike a play or short story, Like a narrator in a play, a narrative paragraph or essay tells a story, but it must be a genuine story. Essay illustrations are the ideal application for narrative writing. where having this narrative paragraph can help someone write a quality essay. Consequently, this is typically expressed as the initial person to develop an idea in a paragraph, both to find an opinion to be written in a paragraph. Because it can require someone to have conflict when crafting a paragraph, essay, or narrative. Usually, it refers to incidents in essays that can provide a paragraph with a few short comprehension obstacles.

1. Descriptive: A picture that will be painted in a story is described via descriptive writing. Not much occurs in its pure form. Without any action or incident, a descriptive paragraph might inform the reader of the type of item to start in a writing, because it can describe a relationship or a process that occurs either inside or outside of oneself; as a result, it will directly affect subjective perception. Descriptive writing can therefore explain what you want to write in a paragraph. This usually entails painting a clear and accurate image of what we are feeling and experiencing at any one time, using a lot of adjectives to help us grasp it. In order to prevent readers from missing a written piece they have read, it is imperative that writers are able to comprehend what is written in essays. Because essays are typically written from a first-person point of view, the qualifications for wishing to write an essay in descriptive paragraphs are as follows.

2. Expository: A paragraph that explains details about a subject is known as expository writing. Since it may offer information about a person, place, object, connection, or idea, it is sometimes referred to as information. The easiest way to accomplish so is to employ convincing arguments, facts, actual data, cause-and-effect links, or examples. This paragraph contains factual paragraphs that are written objectively and without emotion and the third paragraph is where it is typically written. However, rather than focusing on personal opinions, the ministry should focus on objective descriptions, explanations, and external developments. Indeed, because exhaustion might devote a lot of time to describing anything, expository paragraphs and essays are occasionally mistaken for descriptive writing. The main distinction, however, is that expository explanations typically focus on exterior events, objects, and processes, providing a neutral explanation devoid of any foundations. On the other hand, descriptive paragraphs usually cause us to

experience intense emotional responses when we read and comprehend instructional and learning literature.

3. Persuasive: When it comes to writing essays, this style of writing may be the most popular. The goal of persuasive (or argumentative) writing is to persuade the reader that the author's opinions or actions are sound. The author must select the most relevant topics that are well-defined, have multiple points of view, and may be elaborated upon in order to achieve this. This is essential for understanding the author's point from the previous topic and for obtaining accurate information. Additionally, you can discuss the points that are directly at odds with the viewpoints, but they should be summed up more succinctly at the start of the paragraph and at the end. Simply stick to your own opinions and have greater faith that you grasp the learning process if you are unsure about how to compose a paragraph. An attitude like that might help demonstrate clarity in an essay, whereas persuasive writing aims to prove a point of view, typically

expressed in the third person and with an objective perspective.

7. The Advantages of Writing

Writing is required. It has many advantages:

- a. Communicate;
- b. express himself;
- c. develop his writing abilities;
- d. form reasoned, convincing viewpoints.

According to Walsh (2010), Because it is widely used in both the workplace and higher education, writing is important. Students will be unable to communicate with peers, professors, employers, and pretty much everyone else if they are unable to express themselves in writing. Proposals, notes, papers, applications, first interviews, emails, and other forms of professional communication are all part of the everyday lives of college students and recent graduates.

Writing has a unique function in language acquisition since it necessitates proficiency in and practice with the other three language skills—speaking, listening, and reading. It's also necessary to master other skills, such metacognitive skills.

Students must decide on a project's objective, thoroughly plan it, think through its logical structure and layout, and make any necessary adjustments. When writing, people must engage their cognitive faculties; they must assess their sources before combining them into a coherent essay. Encouraging children to write freely at the start of the learning process is one of the best ways to motivate them to do so. Another is to reward their creativity.

Creative writing can have a major role in the development of writing skills, as shown by Janikova, 2005/6; Zajicova, 2011; and Rico, 1984.

8. Elements of Effective Writing

Jacob enumerates five categories of literary components in Ismayanti (2008: 22). The five elements are mechanics, vocabulary, language use, structure, and content.

1. Content

In order for the reader to understand and gain knowledge from a piece of writing, its substance should be clear to them. To have exceptional writing content, it

needs to be finished and structured properly. This quality of excellent writing is commonly known as wholeness and harmony.

2. Structure

Writing structure is the method by which the writer arranges the ideas in order to communicate the information in words. The most well-known strategy used by writers to arrange or organize their work is in order.

3. Language use

According to Coke in Ismayanti (2002), Because it needs acceptable grammar and usage, When composing descriptions and other types of writing, language is used. However, the author would want to reference some literature in the work on verbs, modifiers, adjectives, adverbs, and participles because there are so many grammatical components to take into account. Another usage for a phrase is as a modifier. A single well-chosen modifier usually works better than a collection of modifiers. If you find it difficult to convey anything using an

excessively utilized or warning-out modifier, check the dictionary for more interesting synonyms.

4. Vocabulary

One aspect of language that deals with the writing process is vocabulary. Writers are constantly trying to figure out how to fit words into phrases and sentences into paragraphs in order to finish a piece of writing. Without a language, we are unable to write or communicate. Therefore, unless we have a large vocabulary, we will not be able to understand the written material. Given the undeniable benefits of acquiring the language's vocabulary, both English teachers and learners should view vocabulary as one of the most crucial aspects of writing.

5. Mechanics

For correct spelling, punctuation, and capitalization, mechanics must be used. These qualities are essential because they help readers understand and identify things more quickly. If beneficial mechanics are employed in writing, it will be easier for readers to connect the conveying ideas or messages to the written materials.

B. Previous Related Studies

Prior research projects have been carried out in a similar manner. The research's outcome is explained as follows.

The first study, by Kania (2021) in a thesis titled, “The Impact of Teaching Vocabulary Through the Kahoot Game Application: discovered that the test and the questionnaire were used to get the data. According to the study's findings, student perceptions increased by 23.12% when the Kahoot application was utilized, compared to the control group, which used other media to teach vocabulary. The hypothesis also demonstrated that considerable changes occur following treatment with the Kahoot application.

The second study, by Alf Inge Wang and Rabail Tahir (2020) in their journal ” A review of the literature on the impact of Kahoot! on learning. The primary finding of the 93 research in the literature review is that Kahoot! can improve classroom dynamics, student and instructor attitudes, anxiety levels, and learning performance. There are, nevertheless, some studies in which Kahoot! has little or no impact. Technical issues like erratic internet connections, difficult-to-

read questions and answers on a projected screen, the inability to modify answers after submission, nerve-wracking time pressure to provide answers, a lack of time to do so, fear of failing, and difficulty catching up if an answer was provided incorrectly are among the primary difficulties that students cite. Furthermore, teachers cited several major challenges, such as ensuring that the questions and answers are appropriately challenging, issues with network connectivity, grading students based on their speed of response, which discourages reflection, making some students guess without thinking, the possibility of some students failing a quiz, and difficulties for some teachers using the technology.

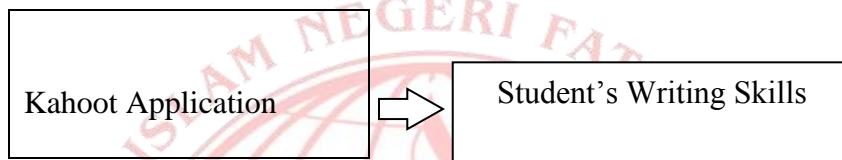
The third study was conducted, by Hamdani Dkk. (2021) in their Journal, “The impact of teaching grammar to eighth-grade junior high school students using the Kahoot app. They discovered that the 18 eighth-graders enrolled in the 2020–2021 academic year at SMP Muhammadiyah 9 Boarding School Tanggulangin comprise the research population. One class is used in the pre-experiment for this investigation. There was a difference in the average value between the pre-test and

post-test. The mean scores for the pre-test and post-test are 46.66 and 76.94, respectively. There is an impact of the Kahoot application on teaching grammar to eighth-grade students at SMP Muhammadiyah 9 Boarding School Tanggulangin, according to the research's significant value of $0.000 < \text{significant level } 0.05$.

Based on the data, the researcher concludes that teachers should apply various techniques and strategies to engage students in learning and enhance their writing skills. This study focuses on utilizing Kahoot to analyze the learning process. While previous research has also explored the Kahoot application, there are both similarities and differences among the studies. The common aspects include the use of Kahoot and its role in improving writing skills. However, this study differs by specifically examining the impact of Kahoot on kids' writing ability. Through quasi-experimental research, the researcher hopes to ascertain the value of Kahoot in improving writing abilities at STIESNU (Sekolah Tinggi Ilmu Ekonomi Sharia Nahdlatul Ulama) Bengkulu.

C. Conceptual Framework

The study focuses on enhancing students' writing abilities in an experimental classroom through the use of the Kahoot application. The independent variable (X) and the dependent variable (Y) are the two variables in the experimental class



Students struggle with a number of issues when learning how to write. The first is the kids' poor command of terminology. Second, students struggle to decide which major idea will be explored in the body of the descriptive essay. Inappropriate sentence structure patterns and a lack of vocabulary competence are two of the many causes of this problem. The teacher must use engaging resources to address the issues that students encounter during the learning process, particularly while writing essays. Therefore, in order to observe the influence of writing skills using the Kahoot application, a learning tool is necessary.

Using the Kahoot applicationThe researcher's goal is to find a useful method for improving students' writing skills. This is because the gadget is often utilized in story class, therefore pupils become bored and lazy to learn English which makes writing uninteresting to them. As a result, this study differs from others in that the researcher makes use of the Kahoot program.

D. Hypothesis

The testing theory presented here is derived from the analyst's explanation of the issue:

1. H₀ (Null Hypothesis): The Kahoot app has no discernible impact on students' writing skills.
2. H_a (Alternative Hypothesis): There is a substantial influence of Kahoot application on students' writing skills.