

**THE EFFECT OF USING THE KAHOOT APPLICATION IN JUNIOR
HIGH SCHOOL STUDENTS' WRITING**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of Using The Kahoot Application in Junior High School Students' Writing" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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Hormat Saya
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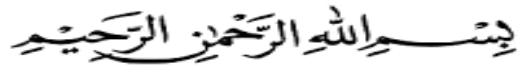
ABSTRACT

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Writing is the most difficult skill to learn because it requires a wide range of knowledge. Furthermore, language teachers have faced difficulties while teaching writing skills due to a lack of vocabulary understanding and poor grammar and spelling. The purpose of this study is to determine the effect of using the Kahoot application in junior high school students' writing. This research was conducted in SMP Swasta Padamu Negeri Medan. The population of this study was the entire class VIII consisting of class VIII-1 and VIII-2 totaling 40 students. The sample of this study was both classes. The method used in this study was an experiment with a one-group pre-test and post-test design. The findings of the study showed that Kahoot websites have the potential to enhance students' writing skills. It was shown by the mean score of the pre-test was 53.20. And the mean score of post-test was 78.05. The researcher found the value of the t-test was -18.977, the degree of freedom was 39, and the *p* value was smaller than 0.05 ($0.001 < 0.05$). The conclusion that can be drawn regarding the hypothesis is that the alternative hypothesis (*H_a*) is accepted, while the null hypothesis (*H_o*) is rejected. This proves that there is a significant influence in the use of the Kahoot website media that can improve students' writing skills at the eighth grade SMP Swasta Padamu Negeri Medan.

Keywords: Writing skill, Kahoot application, Recount text.

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The researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning a language takes time, and it is a complicated process for learners to successfully acquire the language (Hashim et al, 2018). In addition, Learning English has become one of the most important aspects in almost everything we do in our daily lives, and learning English can be done anywhere (Dismas 2019). English is a field of study which teaches four skills: listening, reading, speaking, and writing (Amalia et al., 2022). Writing is the most difficult skill to learn because it requires a wide range of knowledge (Tangpermpoon 2008). Furthermore, language teachers have faced difficulties while teaching writing skills due to a lack of vocabulary understanding and poor grammar and spelling (Alemi et al., 2022).

In the present day, technology has an important part in the development of the learning process for students. Technology assists teachers in developing creative teaching strategies by delivering interesting lessons that assist students in improving their abilities (Fatimah and Santiana 2017). This indicates that teachers trust technology for assisting in the creation of learning materials and encouraging students involvement during the lesson (H. Hashim 2021). In addition, technology also gives various methods to use in the teaching and learning process.

On the other hand, using technology can help teachers overcome difficulties in teaching writing, particularly by using educational applications to make students more interested in learning writing. Based on the researcher's

observations during the *Kampus Mengajar* at “SMP Padamu Negeri Medan 8th grade students”, the obstacles experienced by students’ in learning writing are the lack of motivation in studying English, as well as a limited vocabulary, utilization of writing grammar and they were less interest in learning English. The situation made it difficult for them to express their opinions in writing. As a result, teachers can use interactive and creative learning media that attract students' interest and make it easier for teachers to deliver learning materials. A game-based learning platform is the alternative for teachers (Amalia et al., 2022). One of these applications is Kahoot, which can deliver engaging quizzes and support classroom learning.

Kahoot is a media or tool that can also be utilized for playing games, quizzes, discussions, and surveys, and it can be used to enhance competitiveness through interactive game quizzes (Lestari 2019). Kahoot's features include the chance to earn points, exciting sound effects, and colorful images (Pratiwi et al., 2023). In the classroom, we can using Kahoot to make learning more motivating and enjoyable (Mansur and Fadhilawati 2019). Teachers can build quizzes with multiple choice questions that are presented to students in a game-like design (Heni et al., 2019). Kahoot gives students who answer correctly higher points and puts them to the top place of the ranking list, which encourages student engagement (Martín-Sómer et al., 2021).

Technology advancements in education are necessary as technology has turned an important part of our daily lives. Students in the current generation are becoming more familiar with technology and have a high degree of technological literacy. As a result, it is essential to explore teachers' perspectives on the use of

technology in writing classes (H. Hashim 2021). Therefore, the researcher wants to conduct research with the title “The Effect of Using the Kahoot Application on Junior High School Students' Writing”.

B. The Identification of Problem

1. The students are less interested in learning English, especially writing.
2. The students have difficulty in writing activities due to lack of vocabulary.
3. Teachers are rarely using technology-based media and still use conventional media in teaching English.

C. Formulation of the Problem

1. Is there any significant effect of using the Kahoot application on the writing ability of high school students?
2. How does the use of Kahoot application effect the students' writing achievement?

D. The Objective of the Study

The objective of this study is:

1. To find out the significant effect of using the Kahoot application on the writing ability of high school students.
2. To figure out how the use of Kahoot Application effect the students' writing achievement.

E. Scope and Limitation

The scope of this study is to know the effect of Kahoot application in junior high school students' writing with using simple past tense. And the limitation of this study is recount text writing. It conducted in the eighth grade of SMP Swasta Padamu Negeri Medan.

F. The Significance of the Study

The significance of this research is expected to be useful theoretically and practically.

1) Theoretically

Researchers hope that this research can increase interactivity and learning effectiveness in various educational practices. The researcher hopes that this research will serve as a valuable reference for future studies on the use of the Kahoot platform to enhance students' writing skills.

2) Practically

This research is expected to provide benefits for:

- a. For students is expected the use Kahoot game can make students more interested and enthusiastic in learning writing. and also students can be motivated in learning English.
- b. For Teachers can help teachers to measure students' understanding of subject matter quickly and effectively and make learning more interesting in the learning process.

- c. For future researchers, this will aid in identifying learning trends and effective strategies for application in teaching, which can be used to develop improved learning models.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

1.1 Definition of Writing

According to Heni et al., (2019) Learning writing at school is an important element of English learning for teachers as well as students. Writing as a communication talent is not something we are born with. Writing abilities may be learnt quickly and effortlessly.

Writing is the process of articulating thoughts, opinions, and perspectives in written form conveying messages or crafting writing (Gerde et al., 2012). This means that writing is a way of transforming thoughts, ideas, and feelings into written words. Writing has two main purposes which are to convey a message or create something in writing. So, when writing it is like expressing ourselves or creating something for others to read.

As a result, students need to learn to write well because writing is one of our primary ways to communicate with people all around the world. When students can write effectively, it helps them share their ideas and thoughts with more people, which can be highly beneficial in various aspects of their lives.

However, writing is a crucial skill as it enables us to communicate and transform our thoughts into written language. It is also a form of

communication that allows us to express our thoughts and feelings indirectly. Writing involves the creation of a written text by the author with the intention of conveying information to the reader (Fahmi and Rachmijati 2021).

1.2 Types of Writing

According to Callella (2001) there are four types of writing: expository, descriptive, narrative, and persuasive.

a. Expository

The purpose of expository writing is to inform the reader. Make use of descriptions to assist people in understanding your thoughts and ideas in order to strengthen the report. You should share knowledge with the reader that they may not already be aware of. In other words, it requires the writer to provide a meaningful thought or concept to assist in explaining or analyzing the information. This expository writing can be found in text book journalism, academic essays, magazine articles and scientific reports.

b. Descriptive

The Descriptive writing is to describe more detail about the character and place. Describing writing can be found in, diary writing, poetry, fiction and advertising journal. The readers know about of characters, size, shape, position taste, smell, feels and the characters appearance.

c. Narrative

Narrative writing is to tell a story to entertain the reader, whether that narrative is factual or fictional. This ensures that the reader is captivated from the very first page to the very last. Narrative writing can be found in all types of fiction which is novel, short stories, poetry, biography, anecdotes etc. The story usually shows an incident and the subsequent solution by the characters. A narrative is brought to life by vibrant depictions, sensory imagery, and unique incidents.

In this case according to Knapp and Watkins (2005: 223) the recount text is the most basic form within the narrative genre. A recount is a sequential narrative that primarily organizes a series of events in order. Recount text is structured similarly to narrative writing in terms of tale and chronology, but unlike narrative text, it focuses on actual events or experiences rather than conflicts or imagination. Explanation of the recount text below:

1) Definition of Recount Text

According to Hyland (2004: 29), recount text is a kind of genre that has social function to retell events for the purpose of informing or entertaining.

The objective of recount text is to retell previous occurrences. It provides information on what occurred, when it

happened, where it happened, and who was involved (Marpaung 2016).

2) Generic Structure of Recount Text

There are the generic structures of recount text:

- a) The orientation serves as an introduction to the recount text and provides background information that helps readers understand the context of the story.
- b) Events are the information that the author wishes to explain to the reader via the text or in the form of a narrative about experiences or incidents.
- c) Reorientation is its finale or concluding section of the event.

The example of Recount Text:

My Holiday at the Beach

Orientation	Last Sunday, my family and I went to the beach. We left early in the morning and arrived just as the sun was rising. The beach was quiet and peaceful.
Event	We played in the sand, built a big sandcastle, and collected seashells. My brother and I swam in the sea, and the water felt so refreshing. After that, we had lunch under a

big umbrella while enjoying the cool breeze.

Reorientation

In the afternoon, we watched the waves and took some pictures. It was a fun day, and I felt so happy. We went home in the evening, tired but excited to share our experiences.

3) Grammatical Feature of Recount Text

According to (Hyland, Ken, 2004: 135), recount texts include five grammatical characteristics:

- a) Using nouns and pronouns to identify the people, animals, or objects involved.
- b) Using action verbs to describe events.
- c) Using the past tense to place events in relation to the speaker's or writer's time.
- d) Using conjunctions and time connectives to organize the sequence of events.
- e) Using adverbs and adverbial phrases to specify time and place.
- f) Using adjectives to provide descriptions of nouns.

4) Types of Recount Text

There are three types of recount text:

- a) Personal Recount: recounting of an event in which the author has directly participated. (e.g. Holiday or birthday experiences.)
- b) Factual Recount: Provide information on true or factual happenings. (e.g. School trip report or disaster incident report)
- c) Imaginary Recount: Taking on an imagined role and providing specifics of occurrences. (e.g. a day in the life of a roman slave)

c. Persuasive

The Persuasive writing is you can say what you think and feel about a subject in this type of writing. The strongest cases back up their point of view with facts and reasons. So that the reader will agree with what the writer says. The purpose of this writing is to convince the reader. Persuasive writing can be found in advertisement, opinion essay, magazine, sales pitches and review job application.

1.3 Process of Writing

According to Harmer (2004) states that the writing process consists of the four key elements:

a. Planning

The writers plan out what they will write. When planning, authors should consider three important reasons. First, they should

examine the aim of their writing, since this will influence not just the sort of text they create, but also the language they use and the information they include. Second, experienced writers think their target audience, as this affects not only the type of the writing, but also the choice of language. Third, writers should think about the content's structure, or how to organize the facts, ideas, or arguments they've selected to include.

b. Drafting

It can refer to the first version of a piece of writing as a draft. It is often done on the assumption that it will be amended later. As a writing process that proceeds into editing, draft may be produced on the way to the final version.

c. Editing

After drafting, writers usually go over their work to see what works and what doesn't. They may then reorganize paragraphs or create a new introduction. They may utilize various tenses for different sentences. Other readers' comments and recommendations can help with reflection and correction. It will assist the writer in making right revisions.

d. Final Version

After editing the drafts and making any changes they think are important, writers make their final version. It can be different from the first idea and draft since writers changed some aspects

during the editing process. But this is the moment for writers to make their written works to the intended audience.

1.4 The purpose of Writing

The "purpose" of a piece of writing is the reason or reasons for writing it. When writing, keeping the goal in mind helps with deciding what kind of writing to use, how to order and focus the writing, what kinds of proof to use, how professional or casual the style should be, and how much to write. There are eleven purposes for writing, namely:

a. Express

The main purpose of expressive writing is to articulate and convey one's ideas and emotions via written means. Expressive writing refers to the act of engaging in personal and introspective writing. Frequently, we engage in writing just for our own satisfaction or exclusively for intimate acquaintances. Typically, expressive writing is casual and not meant for external readers. An example is journal writing.

b. Describe

Descriptive writing clearly explains individuals, locations, objects, events, and concepts by providing enough information, so enabling the reader to form a clear mental image of the subject matter. Through the imaginative, creative, and original utilization of the five senses, descriptive writing engrosses the reader in the author's personal encounter with the subject matter.

c. Explore / learn

Within subjects that prioritize intuition and reflection above logical analysis or reasoning, authors emphasize their process of exploration rather than providing definitive solutions. During exploratory writing, the readers serve as partners, accompanying you on your journey of discovery and attentively absorbing your ideas and insights.

d. Entertain

The purpose of writing is to keep the reader entertained and relaxed, such as arguing, or informing in a humorous way. However, sometimes our main goal is to make other people laugh. Entertainment may take several forms, such as a brief joke, a newspaper column, a television screenplay, or a concise news piece shown on the homepage of a website.

e. Inform

Informative writing is a frequently used purpose in writing. Writing that holds the attention of an audience by incorporating intriguing facts and details. Examples of informational writing are laboratory reports, economic reports, and business reports.

f. Explain

In order to inform the audience about whom or what something is, how it occurred or ought to have occurred, and/or why it occurred, the writer must collect facts and information, integrate them with his or her own knowledge and experience, and

provide an explanation. This writing to explain relies heavily on definition, process analysis, causation, analysis, and synthesis.

g. Argue

An argumentative essay is one that makes an effort to persuade its readers to believe or behave in a certain manner. There are certain rules that must be followed when using argument to persuade someone.

h. Persuade

Writing persuasively lets you share your thoughts and try to persuade others to think or act in a certain way. Persuasive writing is readily apparent in advertisements.

i. Evaluate

The act of evaluating an individual, product, item, or policy is a common reason for writing. An evaluation can be classified as a distinct type of argument in which it provides evidence to substantiate its claim regarding the merits of the subject.

j. Problem Solve

Problem solving is a distinct kind of argumentation where the writer aims to convince the audience to embrace a certain solution for a given issue. These essays are sometimes referred to as "policy" essays since they advocate for readers to support a certain policy in order to address an issue.

k. Mediate

Mediated argument employs a strategy that has proven effective in labor negotiations by facilitating consensus between conflicting parties. To assist resolve disagreements between competing viewpoints, the author of a mediated argument takes a neutral stance.

1.5 Writing Assessment

To assess students' writing skills, assessment should be conducted during teaching. An evaluation rubric can assess writing learning (Husna and Multazim 2019). Students' writing test scores were calculated using writing rubric based on Jacob et al (1981) in Weigle (2002), which are:

Table 2.1

Scoring Rubric of Writing Assessment

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30-27	Excellent to Very Good	The topic is complete and clear through development of paragraph unity. Relevant to topic, topic sentence, concluding sentence.
	26 – 22	Good To Average	Limited development of paragraph unity. Mostly relevant to topic but lacks detail
	21 – 17	Fair to Poor	Limited knowledge of paragraph and Inadequate development of topic
	16 – 13	Very Poor	The topic is not clear and not shows knowledge of paragraph. Not enough to evaluate
Organization	20 – 18	Excellent to Very Good	Well organized, clearly stated and cohesive.
	17 – 14	Good to average	Limited supported idea, Logical but incomplete

			sequencing.
	13 – 10	Fair to poor	Non fluent, Ideas confused and lack logical developing.
	9 – 7	Very poor	Do not communicative and Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage and word form mastery.
	17 – 14	Good to average	Adequate range and error of word form.
	13 – 10	Fair to poor	Limited range and frequent errors of word form.
	9 – 7	Very poor	Essentially translation, little knowledge of English vocabulary and errors word form.
Grammar	25 – 22	Excellent to very good	Effective complex construction, word offer function, articles pronouns and prepositions
	21 – 18	Good to average	Effective but simple construction, several errors of agreement. Tense, articles pronouns, and prepositions but meaning seldom obscured.
	17 – 11	Fair to poor	Simple frequent errors of tense, word function, articles pronouns and preposition, and meaning confused.
	10 – 5	Very poor	No mastery of constructions, Dominated by errors, do not communicate, and not enough to evaluate.
Mechanics	5	Excellent to very good	Mastery of conventions few errors of spelling, punctuation and also capitalization
	4	Good to average	Occasional errors of spelling, punctuation, capitalization and meaning not obscured
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization and paragraphing and meaning confused.
	2	Very poor	No mastery of conventions, dominated by errors, and not enough to evaluate.

(Source: Jacob et al (1981) in Weigle (2002))

2. Learning Media

Learning media has a significant role in the process of teaching and learning activities because it allows students to better absorb and understand the material that is delivered inside and outside of the classroom. Print material, such as books, modules, and student worksheets, as well as electronic media such as video, audio, and multimedia presentations, can be used to assess the success of teaching and learning activities in the classroom (Dyanti et al., 2022). Media may be thought of as a tool for transmitting knowledge. Learning will be ineffective if media is not used because no assisting materials or examples are provided. As a result, students will study abstractly, making learning more difficult to understand (Nabilah et al., 2020).

According to Laksmi et al., (2021) there are some benefits of using media in the learning process : (1) Studying would be interesting, motivating students' to learn. (2) The learning content would be easy to memorize, enabling students to manage and comprehend the learning objectives. (3) The learning techniques would be more diverse through verbal communication from the teacher's explanations.

According to Sadiman et al., (1990) the functions of Learning Media in general:

- a. To clarify the message's presentation to make sure it is not too visible.

- b. Accomplishing the limitations of location, time and sensory power.
For example, past incidents can be replayed using movies, videos, or film frames.
- c. To enhance learning enthusiasm, foster students' ability to study independently according to their interests and skills, and overcome student passivity.
- d. Delivering the same stimuli has the capacity to balance students' experiences and perceptions of the course material.

Media usage in teaching and learning activities has a significant impact on sensory organs. Students who learn solely through listening may have different levels of knowledge retention and memory compared to learners who learn by visual means or both through listening and seeing. Learning media can also motivate and engage students, creating an atmosphere of enjoyment and excitement, involving both emotions and the mind (Nizwardi and Ambiyar 2016).

3. Technology as Media

The fast advancement of technology has resulted in a shift in the role of teachers. Teachers cannot serve as information sources for students' learning activities. As a result, teachers require media that may be used as a secondary source of information for learning activities. Computer technology is one of the learning media that may be employed. Computers may assist instructors in the design, implementation, and evaluation of learning. It also assists teachers in making the teaching and learning

process more successful. The attractiveness of interaction in a learning media is a technique to ensure that students are not bored while following classes, and the most significant consequence is predicted to be that students may be motivated and make it simpler for students ^{to} obtain learning content (Fanny and Suardiman 2013).

Sharma and Barret (2021) stated that the utilization of technology in the learning process has been found to significantly enhance student motivation. The incorporation of technological touch in educational media will introduce a diverse range of features and functionalities. The utilization of audio-visual media in educational settings has the potential to enhance students' engagement and comprehension levels.

Students learn better when they use digital technology and play games. This makes them want to keep learning because it's more fun and can help them remember things better and understand them better. It can also make learning fun. Enjoyable learning can change how well students learn. Learning progress depends on many things, and one of them is the learning media part. The students are bored in class and don't want to pay attention to the teacher, which makes it hard for them to accept and understand the lesson. This puts more of the responsibility on the teacher to make sure that the lessons in class keep the students from getting bored and are clear for them to understand. To keep the students from getting bored, learning can also be put into educational games that can be played on a cell phone (Sulistiyawati et al. 2021).

The teacher had better mastered various technological information make the learning process more effective. As time goes by technology is growing rapidly, this required that the teacher can update their abilities on learning media in accordance with the latest technology. There are benefits of the usage of information technology in learning, which is:

- a. Teachers and students are able to accessed information technology and communication.
- b. Teachers have knowledge and skills for using information technology and communication, because teachers have to learn continuously in order to fulfill their role as learner. The purpose is to increase professional qualities and their competencies.
- c. There is available a meaningful material and the learning quality.

4. Kahoot Application

4.1 The Definition of Kahoot Application

Kahoot is a game-based learning tool that may assist students in learning English with an interactive and enjoyable way. Kahoot is a tool for creating quizzes, assessing students' learning, and reviewing concept. Quizzes are combined with game design features like as visuals, music, sounds, points, and competitive leader boards in Kahoot with the primary goal of improving students' motivation to create a fun and competitive environment (Alawadhi and Abu-Ayyash 2021).

According to Herlinda (2023), Kahoot is a collaborative learning game students may play. By designing quizzes, the Kahoot app can

measure students' proficiency in any topic, including writing. Kahoot motivates pupils to study by exciting their curiosity. A Kahoot game involves the teacher showing the quiz and students or teams answering questions using computers, tablets, phones, or other Internet-connected electronic devices (Siegle 2015).

Overall, it appears that the gamification features included in Kahoot contribute to the learners' motivation and interest in learning with this exciting and engaging platform. (Kee Li Li 2021). The unique feature of this platform is its emphasis on the assessment of learning via group games which may also be played solo and require an internet connection (Purwanto et al., 2021).

4.2 The Benefit of Kahoot Application

The benefits felt by students when using Kahoot in learning are that students must be able to think clearly and concentrate on the questions. In addition, the benefit perceived by students is that it increases their passion for answering the questions because students are challenged to respond more quickly than their peers. Kahoot is a very effective and beneficial learning media, as demonstrated by features such as its engaging design and energetic music (Jarot and Anik 2015).

Kahoot has a lot of features that let its users be creative and flexible. Kahoot assists teachers by giving them digital tools that let them give brief, quick, and simple tests. The benefits of these features can be separated into the two categories: free features and paid features. The basic

feature is free, so people can use the basic feature for free by creating a Kahoot account and logging in. While the paid features give users more access and services, letting them use Kahoot features more easily.

4.3 The Advantages and Disadvantages of Kahoot Application

There are several advantages of the Kahoot Application, which are:

- a. The classroom atmosphere becomes fun

The students are interested when playing a quiz game on the Kahoot Application. Kahoot Application has an attractive look, there are several displays that attract students' attention which are:

(1) Answer choices are presented with deferent colors of multiple choices. (2) Division of time for each quiz question, it is make students just focus to answer the quiz. (3) In each question presented an interesting picture. (4) Sound on every quiz question. (5) After answer the entire quiz, students can see their score in menu ranking display.

- b. Students get training to use technology as a medium for acquiring knowledge.
- c. The game Kahoot helps kids improve their motor skills.

There are several disadvantages of the Kahoot Application, which are:

- a. Not all teachers are proficient in using modern technologies.
- b. However, the facilities at the school are not sufficient.

- c. Not all teachers have a time to design learning material using Kahoot Application.
- d. The application needs an internet connection it will difficult access if there has not connection (P. Heni 2020).

4.4 Steps How to Use Kahoot Application

According to Siegle (2015), state that there are some steps in using Kahoot! Game In the classroom:

- a. The first step is for teachers to register for a free Kahoot account on the website www.getkahoot.com.
- b. Teachers create quizzes. The Quizzes provide four different answers for each question.
- c. Students join the game by opening this browser <http://kahoot.it> and entering the game pin. They can enter a unique name.



Picture 4.1 PIN to join the Kahoot game.

- d. When students are ready to start the game, the teacher will click *Start now*.

- e. To answer each question using time, the teacher's computer shows the correct answer and how many players choose the correct answer for each question.
- f. When completed, the score is determined by the number of correct answers and the speed at which the player provides the answers.

B. Conceptual Framework

A conceptual framework assists researchers in directing this research by offering guidance on what to investigate. In this study, researchers will use the Kahoot application as a learning media to improve students' writing skills. It is an interesting technique in teaching writing, helping students' to express ideas in writing and encouraging student engagement. This strategy is expected to improve high school students' writing skills by using the Kahoot application. It is illustrated in the conceptual framework below.

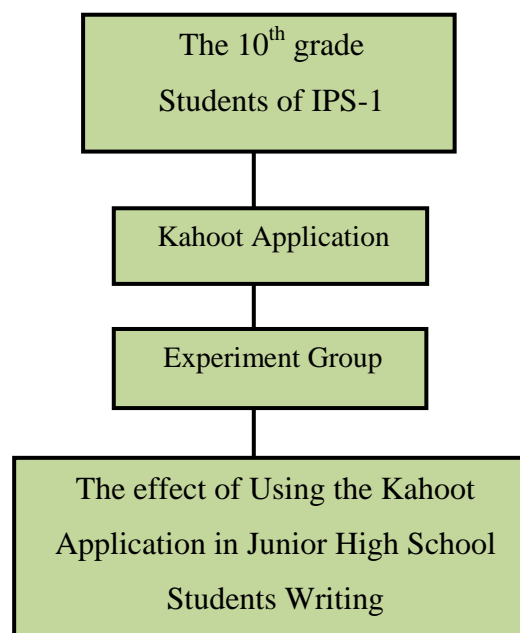


Figure 2.2 Conceptual Framework

C. Previous Relevant Study

There have been some previous studies that are similar to this research. First, the research by Icha Amalia et al., (2022) with the title *The Effect of Kahoot Application in Improving Students' Writing Skill* from *Indonesian Journal of Learning and Instruction* 5 (1): 23–30 link of the journal is <https://doi.org/10.25134/ijli.v5i1.5873>. The purpose of this study is to determine whether or not utilizing the Kahoot Application has an effect on improving students' writing skills. In their research the teaching was assisted by Google Classroom, they using pre-test, post-test and control class. The result, students who received Kahoot treatment scored better than the students in the control group. The Kahoot application improved students' writing skills.

The second, namely by Rizqi and Santoso (2022) entitled *Student Perspective on the Use of Kahoot as a Digital Self-Assessment Tool in Writing Class* From *Universitas Pancasakti Tegal*, no. July: 93–107. Link of the journal is <https://semnas.upstegal.ac.id/index.php/piselt/article/view/425>. The purpose of this study is to identify students' reactions to the use of Kahoot! as a digital self-assessment tool in the writing class. The approach used by the research was a qualitative case study. From the result of questionnaires and interviews, most students give positive responses. The students claim that the Kahoot application is a game-based educational application that can be played together in the classroom and makes learning fun for them.

The third study, namely by Romatullah and Santoso (2023) entitled *The Use of Kahoot in Writing Skills in Junior High School* from *Indonesian Journal of Education Methods Development* 21 (1): 2021–22 and link of the journal is

<https://doi.org/10.21070/ijemmd.v21i.720>. The researcher claims that when using Kahoot application in learning, students are enthusiastic and easier to learning writing. Students get more interested in learning and students are learned to use technology in the learning process. The type of research used by the researcher is quantitative research methods. The survey's results showed that students' writing skills scored better in the post-test than in the pre-test when taught using the Kahoot application.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

The research is conducted at SMP Swasta Padamu Negeri Medan, which is located at Jl. Medan Tenggara VII No.125, Medan Tenggara, Kec. Medan Denai North Sumatera.

B. Population and Sample

1. Population

According to Arikunto (2010), the entire population is the focus of the study. The population of this research is the student in eight grades at SMP Swasta Padamu Negeri Medan academic year 2024/2025. This population can be seen in the table below:

Table 3.1 Population

Class	Gender		Total of Students
	Male	Female	
VIII-1	11	10	21
VIII-2	10	9	19

2. Sample

According to Arikunto (2010) the sample is an important part of the population's size and characteristics. Total sampling is a method that enables a researcher to analyze all elements without exception when the

population is small or limited. This method entails selecting the entire population as the sample. This study used total sampling because the sample size was small, which was only 40 students. Therefore, the researcher involved the entire population to ensure that the obtained data accurately reflected all students.

Table 3.2 Sample

Class	Gender		Total of Students
	Male	Female	
VIII-1	11	10	21
VIII-2	10	9	19
Total	21	19	40

C. Research Design

The research method used in this research is quantitative research. Arikunto (2010) claim that a one group pre-test and post-test design is a research activity that offers an initial test (pre-test) before treatment and then gives a final test (post-test) after treatment. In this research design, researcher just selected one group, and there is no examination of the group's stability and clarity before treatment. Because it can compare the state before treatment, the results of the treatment may be known more accurately.

Table 3.3**Design Research *One Group Pre-test and Post-test***

Group	Pre-test	Treatment	Post-test
Experiment Class	O1	X	O2



Description:

O1 = *Pre-test* before get a treatment

X = Treatment

O2 = *Post-test* after get a treatment

D. Instrument of the Research

The instrument used in this research is a writing test using interactive learning media, which is the Kahoot application. The researcher conducted the pre-test and post-test in this research. The pre-test was conducted to determine the student's ability to write in English. In contrast, a post-test is given to determine whether or not students' English writing achievement improved following treatment with the Kahoot game.

E. Technique of Collecting Data

The data collection technique used in this research is by using a test. In the pre-test, researchers gave 10 multiple choice questions and writing question about the material given to obtain initial data on the ability of students. Then, researchers

will give treatment to students. Finally, the researcher will conduct a post-test to measure student learning outcomes in English language learning in class VIII.

In detail, data collection steps by Creswell 2008 are as follows:

1. Students in the experiment class are being given a pre-test by an writing test with the topic given without using Kahoot Application.
2. Teacher explains the lesson in the experimental treatment using Kahoot Application.
3. Students in experimental class are being given a post-test by a multiple-choices and writing questions using Kahoot Application.
4. Collecting the students' answer to analyze.

F. Technique of Analyzing Data

In this study the researcher using quantitative data. To analyze the score of the students, the quantitative data were examined using IBM SPSS 29 statistical software package the researcher will collect the students' test to see the difference score in the groups between pre-test and pos-test after treatment.

The data analysis technique uses statistical analysis, that is:

1. Normality Test

Data normality tests determine whether or not the data follows a normal distribution. The normality test was conducted using the Kolmogorov-Smirnov method. The interpretation of the normality test results is summarized as follows:

- a. If the Asymp. Sig. (2-tailed) value is greater than the 5% Alpha level (Asymp. Sig. (2-tailed) > 0.05), it can be concluded that the data come from a normally distributed population.
- b. If the Asymp. Sig. (2-tailed) value is less than the 5% Alpha level (Asymp. Sig. (2-tailed) < 0.05), it can be concluded that the data do not follow a normal distribution.

2. Descriptive Analysis

Descriptive analysis, a branch of statistics, commonly uses the mean and standard deviation to summarize data. Descriptive analysis includes measures such as the mean and standard deviation (Hatch and Farhady, 1982).

3. T-test

The purpose of the t-test is to demonstrate the extent to which each independent variable contributes to the explanation of the dependent variable (Ghozali, 2011: 98). The Paired Sample T-Test's decision-making framework:

- a. If the significance value (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted
- b. If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_a is rejected

CHAPTER IV

RESULT AND DICUSSIONS

A. RESULT

The data of this research was conducted by using quantitative data. Quantitative data was got from students' score in writing recount text. This research was conducted in one class and it was consisted of 40 students. The data was collected from students' pre-test and post-test scores of the experimental class. The research consists of the result data analysis through the pre-test and post-test in writing recount text by using the Kahoot application. The purpose of the pre-test was to assess students' writing skills before utilizing the Kahoot website, and the post-test was designed to assess the impact of the treatment on students' writing skills.

Table 4.1 The Result of Pre-test Based on Scoring Rubric of Writing

No	Students	Aspect					Total
		C	O	V	G	M	
1.	Azmi Ananta Br Situmerang	20	15	13	10	2	60
2.	Annisyah Anggraini	19	14	12	9	2	56
3.	Bufan Ali Siregar	15	14	13	11	2	55
4.	Dimas Al-Baihaqi	17	14	12	10	2	55
5.	Joice Celine Rafaeli Hutapea	12	11	11	9	2	45
6.	Kesya Silvani	15	13	12	10	3	52
7.	Mailani Martines	20	13	13	17	3	66
8.	Muhammad Baim Simarmata	12	11	11	9	2	45
9.	Nazwa Alifia	15	13	12	10	2	52

10.	Rizky Ananda	15	13	12	10	2	52
11.	Risya Putri Syahini Br Hutabarat	14	10	10	10	2	46
12.	Randi Sahputra	18	17	15	12	3	65
13.	Siti Juwita Olivia	18	13	13	12	2	58
14.	Samuel Petra Situmorang	16	13	9	11	3	52
15.	Saut Saputra Togatorop	14	10	13	11	2	50
16.	Sri Wahyuni	18	15	13	12	2	60
17.	Tizka Aprlla	13	13	12	10	2	50
18.	Zahra Aulia	16	13	9	11	3	52
19.	Dimas Acila Azhar	15	13	13	12	2	55
20.	Rizky Kurniawan	16	12	10	11	2	53
21.	Ibrahim Morrelo	15	10	13	11	3	52
22.	Olivia Ulandari	17	14	13	12	2	58
23.	Aidil Pratama	13	7	7	7	2	34
24.	Andika Syahptra	12	9	11	15	2	50
25.	Adinda Sari Ramadhani	18	15	16	10	3	62
26.	Alfatan Aditya	12	9	11	15	2	50
27.	Cinta Radiarta Simajuntak	12	9	11	15	2	50
28.	Hafiza	13	9	11	15	3	52
29.	Kristian Immanuel	15	10	13	11	2	50
30.	Larissya Alya Ramadhani	13	7	7	5	2	34
31.	Muhammad Rendy	18	15	12	10	2	57
32.	Nurul Hasanah	26	17	13	15	4	75
33.	Nazla Nafisya Simajuntak	18	15	13	12	2	60
34.	Risky Ananda Saputra	13	12	10	10	2	32
35.	Syahrini Dwi Hafiza	17	13	12	12	2	56
36.	Zahira	19	15	14	12	2	62
37.	Abdur Rahim	14	12	10	10	2	42
38.	Chaisar Sanjaya Sitorus	17	12	13	12	2	56
39.	Hotnida Lestari	15	12	14	10	2	52
40.	Safini	20	16	14	13	3	65

*note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanics

According to the table above, the highest pre-test score was 75. While the lowest pre-test score was 32. The overall pre-test score was 2.128, with a mean score of 53.20.

Table 4.2 Score percentage and frequency in the Pre-test

Interval	Frequency	Percentage (%)	Category
85-100	0	0%	Excellent
70-84	1	2%	Very Good
55-69	18	45%	Good
40-54	18	45%	Poor
0-39	3	8%	Very Poor
Total	40	100%	

Based on the table above, it can be seen that students' scores in the pre-test before using the Kahoot application media. There are 2% of 1 students who received very good, 45% of 18 students who received Good, 45% of 18 students who received Poor and 8% of 3 students who received Very Poor.

Table 4.3 The Result of Post-test Based on Scoring Rubric of Writing

No	Students	Aspect					Total
		C	O	V	G	M	
1.	Azmi Ananta Br Situmerang	25	21	19	17	3	85
2.	Annisyah Anggraini	26	22	19	15	3	85
3.	Bufan Ali Siregar	22	19	17	15	3	76

4.	Dimas Al-Baihaqi	26	20	17	15	4	82
5.	Joice Celine Rafaeli Hutapea	20	16	17	15	2	70
6.	Kesya Silvani	27	22	18	17	4	88
7.	Mailani Martines	27	22	20	18	5	92
8.	Muhammad Baim Simarmata	23	17	17	15	4	75
9.	Nazwa Alifia	22	18	17	18	4	80
10.	Rizky Ananda	23	16	17	15	4	75
11.	Risya Putri Syahini Br Hutabarat	26	20	17	17	4	85
12.	Randi Sahputra	23	18	16	14	4	75
13.	Siti Juwita Olivia	27	20	18	21	4	90
14.	Samuel Petra Situmorang	23	22	18	18	4	85
15.	Saut Saputra Togatorop	23	16	17	15	4	75
16.	Sri Wahyuni	23	18	17	15	4	77
17.	Tizka Aprlla	25	18	17	21	4	85
18.	Zahra Aulia	27	22	18	17	5	89
19.	Dimas Acila Azhar	24	17	15	16	3	75
20.	Rizky Kurniawan	20	15	17	15	3	70
21.	Ibrahim Morrelo	26	17	13	15	4	75
22.	Olivia Ulandari	23	18	16	14	4	75
23.	Aidil Pratama	20	15	17	15	3	70
24.	Andika Syahptra	22	18	17	18	4	80
25.	Adinda Sari Ramadhani	25	18	17	21	4	85
26.	Alfatan Aditya	24	18	17	15	4	78
27.	Cinta Radiarta Simajuntak	22	18	17	18	4	80
28.	Hafiza	21	20	18	17	4	80
29.	Kristian Immanuel	26	17	13	15	4	75
30.	Larissya Alya Ramadhani	21	17	13	15	4	70
31.	Muhammad Rendy	21	18	18	15	3	75
32.	Nurul Hasanah	26	20	18	22	4	90
33.	Nazla Nafisya Simajuntak	21	18	18	15	3	75
34.	Risky Ananda Saputra	20	15	17	15	3	70
35.	Syahrini Dwi Hafiza	20	15	17	15	3	70

36.	Zahira	21	20	18	17	4	80
37.	Abdur Rahim	19	17	16	15	3	70
38.	Chaisar Sanjaya Sitorus	21	17	13	15	4	70
39.	Hotnida Lestari	20	18	13	15	4	70
40.	Safini	21	17	13	15	4	70

*note:

C = Content

O = Organization

V = Vocabulary

G = Grammar

M = Mechanics

According to the table above, the highest post-test score was 92. While the lowest pre-test score was 70. The overall post-test score was 3122, with a mean score of 78.05.

Table 4.4 Score percentage and frequency in the Post-test

Interval	Frequency	Percentage (%)	Category
85-100	11	28%	Excellent
70-84	29	72%	Very Good
55-69	0	0%	Good
40-54	0	0%	Poor
0-39	0	0%	Very Poor
Total	40	100%	

Based on the table above, it can be seen that students' scores in the post-test after using the Kahoot application media. There are 28% of 11 students who received Excellent and 72% of 29 students who received Very Good.

B. Data Analysis

Data analysis is a series of steps that include data collection, processing, simplification, and drawing conclusions from the available data, with the aim of describing the phenomenon under study. This process involves the application of various statistical methods and visualizations through charts, graphs, and tables, as well as the identification of patterns or trends that may not be immediately apparent.

1. Descriptive Statistics

In order to clearly represent the key characteristics of a sample or population, descriptive analysis organizes and summarizes data. This approach often serves as a foundational step before conducting more advanced analyses Creswell (2012).

Table 4.5

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	40	32	75	2128	53.20	8.588
Posttest	40	70	92	3122	78.05	6.737
Valid N (listwise)	40					

The result of data analysis from pre-test and post-test is in the table above. The mean score in the pre-test was 53.20 with a minimum score of 32 and maximum score of 75, and the standard deviation was 8.588. Then, the mean in the post-test was 3122 with a minimum score of 70 and maximum score of 92, and standard deviation was 6.737. The results of this study show a significant

improvement in student learning outcomes after using game-based educational media, as seen in the comparison between pre-test and post-test scores. Using game-based learning media not only enhances students' understanding but also makes learning more engaging, leading to better outcomes compared to methods without interactive media. These findings indicate that game-based media can effectively support learning objectives and enhance student motivation.

2. Normality Test

Normality Test is a method for determining if data originated from a population with a normal distribution or whether the data itself has a normal distribution. This section investigates the normalcy of the data distribution. If the value is less than 0.05, the distribution is not normal. If the value significance or probability value exceeds 0.05, the distribution is normal. (Nuryadi et al., 2017).

The researcher using IBM SPSS statistic version 29 application for windows, to establish how normal the data were, the researcher computed the Kolmogorov-Smirnov tests:

Table 4.6

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.72533507
Most Extreme Differences	Absolute	.073
	Positive	.061
	Negative	-.073
Test Statistic		.073
Asymp. Sig. (2-tailed) ^c		.200 ^d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The Asymptotic Significance (sig) of all data in Kolmogorov-Smirnov Test is higher than 0,05 ($> 0,05$). As a result, it may be concluded that the data is normally distributed. Because the research data is normally distributed, parametric statistical methods can be used for analysis. Specifically, the paired sample T-test is chosen to compare the pre-test and post-test scores.

3. Paired Sample T-test

To analyze data from the same sample subjected to two different treatments this test is employed to evaluate the effectiveness of the treatment by examining whether there is a significant difference in the mean values before and after the treatment. The researcher in this study used a paired sample t-test on the pre-test and post-test data to see whether there was a difference in the mean scores

between the two paired samples. The following is how the test is conducted using the IBM SPSS statistics version 29 application:

Table 4.7

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			Two-Sided p
Pair 1	Pretest - Posttest	-24.850	8.282	1.310	-27.499	-22.201	-18.977	39	<.001

Based on the paired samples test of pre-test and post-test above, the T test value was -19.977, a two-way significance value of 0.001, and the standard deviation of 8.282 with a degree of freedom of 39. The (2-tailed) value of $0.001 < 0.5$ indicates a significant difference in the average scores of students between the pre-test and post-test. The test results revealed a difference in student scores between the pre-test and post-test. It can be stated that the post-test using the Kahoot game received higher scores.

C. Discussion

The purpose of this research is to determine whether there is a significant influence of using interactive learning media based on educational games through the Kahoot application on the writing skills of VIII students at SMP Padamu Negeri Medan. According to the research above, students who are taught using the Kahoot Application learning media have better learning outcomes than students who are not treated, as evidenced by the use of a pre-test to determine initial abilities before treatment and a post-test to determine abilities after treatment.

The research findings indicate that students' writing skills before using educational media (pre-test) based on the Kahoot educational game were quite low. This can be seen from the average score obtained by the students, which was 51.39. The obtained scores show that 1 students (2%) have very well, 18 students (45%) performed good, 18 students (45%) performed poor, and 3 students (8%) performed very poor.

Meanwhile, the students received research findings indicating that their writing skills after using educational media (post-test) based on the educational game Kahoot were at an average level. This can be seen from the average score obtained by the students, which is 80.22. The scores indicate that 11 students (28%) performed very well, while 29 students (72%) performed well.

The use of Kahoot in learning makes students feel more motivated and enthusiastic when attending lessons. Students are interested in learning because of the competitive game elements, such as the scores obtained on the leaderboard that are visible after answering quizzes questions. Students become more enthusiastic when they see their score results. These features demonstrate that the gamification elements in Kahoot can create a more exciting and interactive learning atmosphere. In addition, the time limit for answering questions is considered an interesting challenge that encourages students to think faster and be more responsive. Through Kahoot, students not only receive material from the teacher but also interact with their friends in a fun, competitive atmosphere.

During the experimental session, students were given a sentence construction quiz through the Kahoot platform. This quiz consisted of questions that required students to arrange random words into grammatically correct

sentences. In this activity, students used the Kahoot platform to complete a sentence-building task. The sentences were broken into separate words and shown in a mixed-up order. Students had to drag and arrange the words into the correct order to form grammatically correct sentences. This task helped students practice their understanding of sentence structure, word order, and subject-verb agreement. By doing this activity, students were able to improve their grammar and writing skills in a fun and interactive way using digital tools. Overall, the use of the Kahoot app in sentence construction activities has a positive impact on middle school students' writing skills. This use enhances grammatical understanding, increases student motivation, and promotes active learning. Game-based learning tools like Kahoot can play a significant role in modern language instruction.

During the post-test implementation, only a few students had mobile phones, so they participated in a quiz game using the Kahoot application in groups. Therefore, to ensure all students could participate in the quiz activity using the Kahoot application, they were divided into several groups. The students collaborated to answer the questions in the quiz. In this way, they contributed to the discussion process to select the correct answers, creating a collaborative and interactive learning environment. This approach made the learning process more engaging and effective despite the limited availability of devices. Subsequently, after the quiz, the students individually completed a written assessment to evaluate their comprehension and writing proficiency. The writing test questions appear at the end of the slide on the Kahoot website, following the completion of the quiz. This assessment emphasizes the evaluation of independent abilities, showcasing students' comprehension of the recount text content.

This study has two hypotheses:

- H_0 : The use of Kahoot learning media does not have a significant effect on the writing ability of 8th grade students of SMP Padamu Negeri Medan.
- H_a : The use of Kahoot learning media has a significant effect on the writing ability of 8th grade students of SMP Padamu Negeri Medan.

Table 4.7 shows that the t-test value is -18.977 and the degree of freedom value is 39. The obtained p value of 0.001 which is smaller than the established significance level ($\alpha = 0.05$). Because the p value is smaller than 0.05 ($0.001 < 0.05$), the conclusion that can be drawn regarding the hypothesis is that H_0 is rejected and H_a is accepted.

In conclusion, the study's findings indicate a significant improvement in students' English achievement after using Kahoot as a teaching tool compared to students' performance before its use in SMP Padamu Negeri Medan.

CHAPTER V

CONSLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion it can be concluded that Kahoot is an effective media to support the teaching and learning process. This platform helps make learning more interactive and engaging.

The analysis using SPSS version 29, the results show that the experimental class had a higher mean post-test score, which was 78.05. It shows that students who learn through the Kahoot game achieve better results compared to teach through traditional methods. The t-test value is -18.977 and the degree of freedom value is 39 and the p value is smaller than 0.05 ($0.001 < 0.05$). The alternative hypothesis (H_a) is approved, while the null hypothesis (H_o) is denied.

B. Suggestion

Based on the results, the researcher provides the following suggestions:

- a. For teacher, the use of creative media in education is highly beneficial. Teachers can implement Kahoot games to evaluate students, as this platform engages students' interest in learning while also fostering motivation to enhance their English proficiency.
- b. For students, the use of Kahoot in learning can increase students' interest in studying English. This platform encourages students' motivation to develop their English skills while also boosting their confidence when answering

the presented quizzes. As a result, students become more active in the English learning process.

- c. For researchers, this media is recommended to other researchers. This medium is extremely simple to utilize in teaching English. Researchers must first understand the processes so that they can train students on how to utilize this material. Students will be extremely excited to work on the quiz questions that have been supplied.

LESSON PLAN (Kurikulum Merdeka)

General Information	
A. Identification of School	
Intuitions/school	SMP Padamu Negeri Medan
Subject	Recount Text
School Level	Junior High Scholl
Phase /Grade	D / VIII
Tine Allocation	2 x 40 Minutes
B. Core Components	
1. Understanding simple recount texts about personal experiences. 2. Identifying vocabulary and expressions related to personal experiences. 3. Writing a simple recount paragraph with the correct structure 4. Knowing the past tense to explain events in the past.	
C. Pancasila Youth Profile	
Faithful, Devoted to God Almighty, and Noble Morals	Prioritize similarities with others and appreciate differences, and empathize with others.
Independent	Identify differences in emotions and situations faced, and express them appropriately.
Mutual Cooperation	Carry out collaborative assignments. both in
Critical Thinking	Expressing thoughts and generating ideas to be developed, appreciating or criticizing them.
D. Learning Strategy	
Learning Model	Genre-base Approach with using Kahoot media.
Learning Method	Discussion, Presentation, Lecture
Media	Kahoot Website
Learning Tools	Marker, Laptop, SmartPhone, Whiteboard.
E. Student Target	
Total: 40 Students	
Learning Outcomes	
A. Learning Objectives	
Element	Writing
Learning Achievement Phase	At the end of phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing development in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write and present informational, imaginative and persuasive texts using simple and

	compound sentences to construct arguments and explain or defend a point of view.
B. Learning Purpose	
<ol style="list-style-type: none"> 1. Identify the definition, purpose, text structure, characteristics of linguistic elements of a recount text. 2. Determine linguistic elements (past tense) in personal experience recount text correctly. 3. Students can listen to and understand simple recount texts about unforgettable experiences. 4. Students can write a recount paragraph about a personal experience using the correct structure (orientation, events, and re-orientation). 	
C. Meaningful Understanding	
“Recount Text” is a text to retelling experiences or events that have occurred in the past	
D. Learning Activities	
Initial Activities (10 Minute)	<ol style="list-style-type: none"> a. The teacher opens the lesson with greetings and prayers, paying attention to the learners' readiness. b. Check the attendance, tidiness, position, and seating of the learners. c. The teacher motivates the learners to remain enthusiastic in the learning process. d. The teacher together with the learners reviews the learning materials in the previous meeting e. Teacher conveys the objectives to be achieved in the learning process. The teacher opens the lesson by asking students about their unforgettable experiences, such as a memorable holiday or important event. f. The teacher introduces the learning goals and explains that students will share their experiences in the form of a short story (recount) with using Kahoot Application. g. The teacher presents the learning topics and agenda
Core Activity (40 Minute)	<p>Orient learners to the problem:</p> <ol style="list-style-type: none"> a. The teacher provides a stimulus in the form of video shows related to the material to be studied. b. Learners answer triggering questions given by the teacher

	<p>Organizing Learners</p> <ol style="list-style-type: none"> The teacher divides the learners into several groups based on the learners' learning readiness. Learners are invited to open the Kahoot website using Smartphone in groups. <p>Guiding the Investigation</p> <ol style="list-style-type: none"> The teacher shows a slide show through the Kahoot Application related to the material studied. Learners listen to the slide show given through the Kahoot Website. Learners in groups listen and understand information about the social function, text structure, and linguistic elements of recount text. Learners are invited to play quizzes that have been given by the teacher on the Kahoot application. <p>Developing or presenting results</p> <ol style="list-style-type: none"> Learners in groups answer the quiz provided on the Kahoot website about recount text. Students write a recount text related to the topic given by the teacher through the Kahoot website as well as the recount text structure consisting of <i>orientation</i>, <i>events</i>, and <i>re-orientation</i>. <p>Analyzing and evaluating the problem-solving process</p> <p>The teacher and learners conduct a class discussion to analyze the results of the quiz answers and equalize perceptions about the material learned. Then, learners are given the opportunity to ask back things that have not been understood.</p>
Closing (10 Minute)	<ol style="list-style-type: none"> Learners reflect on the learning activities they have done. The teacher and learners together summarize the material that has been learned at this meeting.

	c. The teacher appreciates the learners' efforts and explains the plan for learning activities that will be carried out at the next meeting. d. Teacher and learners pray together
E. Assessment Criteria	
Process Assessment:	In the form of notes and discussion results while playing Kahoot educational games.
Final Assessment:	Score 10-100
LKPD	Implemented
F. Learner and Teacher Reflection	
a. Are there any learning stages that should be repeated in the next meeting? b. Is the learning model I use appropriate to the characteristics and needs of the learners? c. How enthusiastic are the learners in the learning process? d. Which parts of the material are difficult to understand? e. Is students' comfortable learning with Kahoot learning media? f. Can the learners explain "Recount Text"?	

Knowing,

Medan, December 2024

Teacher Class

Researcher

Dina Mariana Harahap, S.S

Widya Ananta

Knowing,

Head Master of SMP Padamu Negeri Medan

Hj. Siti Habibah S.H, S.Pd.I

WRITING TEST

Write a Recount Text about the chosen topic bellow:

- a. Personal Experience (about 17 august competition)
- b. Historical Event
- c. Biography

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Recount Text Material Using the Kahoot Application

RECOUNT TEXT

RECOUNT TEXT

Recount text is a text which retells events, or experiences in the past.

1/15 kahoot.it PIN Game: 96835

Generic Structure

Struktur *Recount Text*

Orientation: Introduce the time, place, and people involved in the event. It is the beginning of the story.

Re-orientation: A personal comment about the event or what happened in the end.

Series of Events: A series of events, ordered in a chronological sequence.

Orientation : Explain the who, what, when, and where of the experience in your introduction. # Events : A series of events, ordered in a chronological sequence. # Re-orientation : A personal comment about the event or what happened in the end.

2/15 kahoot.it PIN Game: 96835

language feature

Using the simple past tense. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday. Focus on specific participant, e.g. I (the writer). Using the conjunctions, such as then, before, after, etc. Using action verb, e.g. went, stayed.

3/15 kahoot.it PIN Game: 96835



Quiz Questions Using the Kahoot Application



Last weekend, I ____ (go) to the beach with my family.

21

0

▲ Go

◆ Went

● Going

■ Gone

7/15 kahoot.it PIN Game: 96835

"Yesterday, I go to the park and played football."

24

0

▲ Yesterday, I went to the park and played football

◆ Yesterday, I went to the park and play football

● Yesterday, I go to the park and playing football

■ Yesterday, I gone to the park and played football

8/15 kahoot.it PIN Game: 96835

First, we went to the museum. ____, we had lunch at a nearby restaurant

28

0

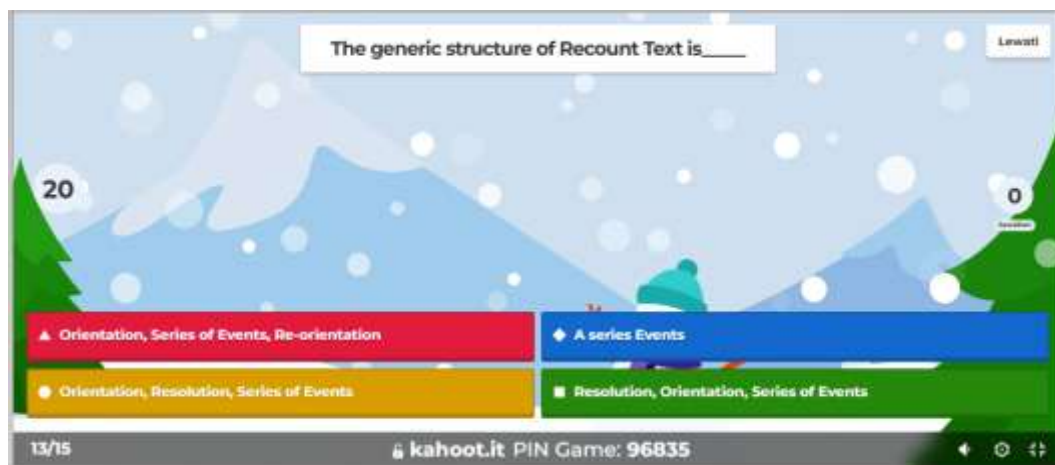
▲ However

◆ After that

● Nevertheless

■ Although

9/15 kahoot.it PIN Game: 96835



Recount Text Writing Question



Students' Score Results after Answering Quiz Questions

All (6)		Didn't finish (1)		Search	
Nickname	Rank	Correct answers	Unanswered	Final score	
nurul	1	80%	—	6419	
Cinta	2	80%	—	6340	
Aidil	3	70%	—	5752	
Kristian	4	60%	—	4513	
rere	5	50%	1	4213	
kaisar	6	50%	—	4160	

Students' Papers

Pre-test: Writing a Recount Text

ADINDA SAKI KAMADANI MKP
VII
Date: 28-8-2024
Date: 28-8-2024

No. 10

Re Yesterday, on the seventeenth of August, my school held competitions on Thursday and Friday we competed in various, and some kinds of competitions and took part in Futsal and tug-of-war competitions. My classmates and I competed against upperclassmen and younger classmen, namely class 9.1, 9.2, 9.1 and also 8.1 and we won against upperclassmen and lowerclassmen.

Translate English

Yesterday, on the seventeenth of August, my school held competitions on Thursday and Friday we competed in various, and some kinds of competitions and took part in Futsal and tug-of-war competitions. My classmates and I competed against upperclassmen and younger classmen, namely class 9.1, 9.2, 9.1 and also 8.1 and we won against upperclassmen and lowerclassmen.

Nama: Satri Jundha putra Yonung
KLS: VII 15
Materi: Inggris
Wahnesda
28-8-2024

Personal experience

Yesterday, I follow various competition at day 17 August at place school. I follow competition Dance, badminton, some basketball, and also some competition the other are as competition like futsal, race kariput and more competition the other at school. I also follow competition at home. It very fun. I get winner 1 and 2. I also follow competition tug with basketball. I we get winner 3 we happy last and boy-boy.

Translate

Yesterday, I follow various competition at day 17 August at place school. I follow competition Dance, badminton, some basketball, and also some competition the other are as competition like futsal, race kariput and more competition the other at school. I also follow competition at home. It very fun. I get winner 1 and 2. I also follow competition tug with basketball. I we get winner 3 we happy last and boy-boy.

Zahro
Wednesday
Date:

Personal experience

My Name is Zahro. At school me, my friend futsal and competition tug of war. At game futsal me and team me can defeat team the other and get winner one.

Translate

My Name is Zahro. At school me, my friend futsal and competition tug of war. At game futsal me and team me can defeat team the other and get winner one.

Translate

My name is mailani martines. At school me, there is to competition 17 August, at school in much do a race, that is in follow a race futsal, tug of war, kariput, and ball dance.

Moment in a race futsal together friend me, we champion one and in follow a race tug of war together best friend I'm champion three and moment 1 and friend in follow competition tug of war I'm champion three. I'm stonia and I follow a race ball dance and friend champion one.

Post-test: Writing a Recount Text

ADINDA SAN RAMADANI HARAHAP
VIII

No. TUESDAY 10.09.2024

Rec: 12.51 month, an August 17, 2024

our school held various competitions. Various competitions are held for example:

- * sepak takraw competition
- * tug of war competition
- * futsal competition
- * slow dance with balloons
- * nail in a bottle competition
- * volleyball competition etc.

and I took part in 2 competitions, namely 2 - futsal competition and 2 tug of war competition with my classmates. It was a very tight game between us and other teams. We tried our best, but lost to another class.

In the futsal competition we won against the overclassmen and underclassmen, but we lost against class 8.1, but when we had the 1st of war competition we won against the overclassmen and underclassmen and also.

BS

The future starts today.

B. inggris
Siti Nurul Huda Salsabir

No. 11-9-24

Rec: Recounting

Last week, my school held independence day celebration events. The events last for a week. All students from every grade participated in the events.

My school also held many types of competitions such as tug of war, balloon dancing, pass the glove, ear crackers, jute racing, and others.

At that time I took part in a tug of war competition, eating ~~crackers~~ crackers, dancing with balloons, and passing gloves in the and won all the competitions.

That's my story on Indonesian independence day, I had a very memorable experience.

C = 27
D = 20
V = 18
G = 11
M = 4
90

The future starts today.

Maiyani
Jatim

No. 11-9-24
Wednesday

Rec: Recounting

Last week, my school held independence day celebration events. The events last for a week. All students from every grade participated in the events.

My school also held many types of competitions such as tug of war, futsal, balloon dancing, pass the glove, ear crackers, jute racing, and others.

Well, at that time I took part in tug of war, futsal, balloon dancing and glove passing competition.

In the end I won all the competitions.

That's my story on Indonesian Independence Day. I had a very memorable experience.

C = 27
D = 20
V = 20
G = 18
M = 5
90

The future starts today.

Nama: Zahwa
FAVORITE COLOR
14/9/2024

Rec: Recounting

Last week, my school held independence day celebration events. All students from every grade participated in the event. My school also held many types of competitions such as tug of war, nail in a bottle, futsal, and others.

I took part in a futsal competition and got 1st place. My friends and I were very happy because we could beat our opponents in the futsal competition. My friends and I got 2nd place.

Finally, my class won the competition and we are very happy. That's my story on Indonesian Independence Day. I had a very memorable experience.

C = 27
D = 22
V = 18
G = 17
M = 5
89

The future starts today.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

FORM K 1

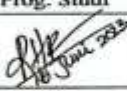

Yth : Ketua dan Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Widya Ananta
 NPM : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 133 SKS

IPK = 3,64

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Using The Kahoot Application on Senior High School Students Writing	
	The Effectiveness of the Word Wall Technique in Improving The Ability to Remember English Vocabulary in Junior High School	
	A Mode-effect Study of Using Fabel Story to Improve Students Capacity in Reading Comprehension	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 16 Juni 2023
 Hormat Pemohon,


 Widya Ananta

Dibuat Rangkap 3:

- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Widya Ananta
 NPM : 1902050103
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using The Kahoot Application on Senior High School Students' Writing

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Hj. Dewi Kesuma Nasution, S.S., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 16 Juni 2023
 Hormat Pemohon,

Widya Ananta

Keterangan

Dibuat rangkap 3 :
 - Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 2377/II.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Widya Ananta
N P M : 1902050005
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using The Kahoot Application on Senior High School Students Writing.

Pembimbing : Dr. Hj. Dewi Kesuma Nasution,, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **17 Juni 2024**

Medan 28 Dzulqaidah 1444 H
17 Juni 2023 M



Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**

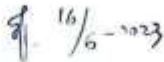




MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Widya Ananta
 NPM : 1902050103
 Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Effect of Using The Kahoot Application on Senior High School Students Writing	 16/6-2023

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 16 Juni 2023

Disetujui oleh

Dosen Pembimbing



(Dr. Hj. Dewi Kesuma Nasution, SS., M.Hum.)

Hormat Pemohon



(Widya Ananta)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Widya Ananta
 NPM : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using the Kahoot Application In Senior High School Students' Writing.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
2 Okt 2023	- Revise background of the study - Revise the formulation of the study	Jh.
	- check the line space - Add more theories in chapter 2	
14 Nov 2023	- Enclose the t-st and lesson plan - Endorse/State the writing Assessment	Jh.
25 Jan 2024	- Revise the lesson plan in core activity - Stat. the name of journal publication.	Jh.
	- Revise the Reference	
31 Jan 2024	- Revision complete	Jh.

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 21 Januari 2024

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 19 Bulan Februari Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Widya Anata
 N.P.M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using the Kahoot Application in Senior High School Student's Writing.

No	Masukan dan Saran
Judul	
Bab I	- Add 1 more the identification of Problem - Perbaiki Scope and Limitation
Bab II	-
Bab III	- Please check 'Population and Sample'
Lainnya	- Mohon gunakan Application yang sesuai dengan object
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


 (Dewi Juni Artha, S.S., M.S.)

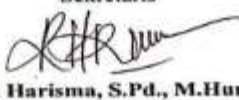
Dosen Pembimbing


 (Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)

Panitia Pelaksana


 (Pirman Ginting, S.Pd., M.Hum.)

Sekretaris


 (Rita Harisma, S.Pd., M.Hum.)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Widya Ananta
 N.P.M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using the Kahoot Application in Junior High School Students' Writing

Pada hari Senin tanggal 19 bulan Februari tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Mei 2024

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing


Dewi Juni Arfha, S.S., M.S.

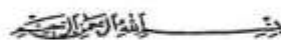

Dr. Hj. Dewi Kesuma Nasution, S.Pd, M.Hum.

Diketahui oleh
 Ketua Program Studi,


Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
 Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Widya Ananta
 N.P.M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using the Kahoot Application in Junior High School
 Students' Writing

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 19, Bulan
 Februari, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
 Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2024

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Widya Ananta
 NPM : 1902050103
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**The Effect of Using the Kahoot Application in Senior High
 School Students' Writing**

Menjadi:

**The Effect of Using the Kahoot Application in Junior High
 School Students' Writing**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
 atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Medan, Mei 2024

Hormat Pemohon

Widya Ananta

Diketahui Oleh :

Dosen Pembahas

Dewi Juniarta, S.S., M.S.

Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Widya Ananta
 N.P.M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Using the Kahoot Application in Junior High School Students' Writing

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2024

Hormat saya

Yang membuat pernyataan,



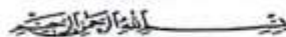

 Widya Ananta

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris


 Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Widya Ananta
 N.P.M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effect of Using the Kahoot Application in Junior High School Students' Writing

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16 NOV 2024	- Revise chapter I - State clearly the limitation of the study	J
	- Elaborate the limitation of the study in chapter II	J
	- Revise chapter III - Elaborate detail the discussion in	J
30 NOV 2024	chapter IV - Revise the references	J
	- Enrich the text of the source's author	J
9 Des 2024	- Add more references.	J
	- Revise the way of typing, line space and Margin.	J
16 Des 2024	Revise done	J

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Desember 2024

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, S.S., M..Hum.)



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/SAN-PT/IAK-KP/PT/XV/2022
 Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsu.medan](#) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#)

Nomor : 1293 /II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 04 Duhijjah 1445 H
 11 Juni 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
 SMP Padamu Negeri Medan
 Di
 Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Widya Ananta
 N P M : 1902050103
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effect of Using the Kahood Application in Junior High School Students' Writing.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan

[Signature]
Dra. Ht. Syamsuwanita, M.Pd.
 NIDN : 0004066701



DOCUMENTATION

Pre test before using Kahoot Application



Post test using Kahoot Application



CURICULUM VITAE



DATA DIRI

Nama : Widya Ananta
 : Padang, 04 Juni 2001
 Jenis Kelamin : Perempuan
 Agama : Islam
 Alamat : Jl. Datuk Kabu Pasar 3 No.14 A Medan Denai
 No. Hp : 082160704196

RIWAYAT PENDIDIKAN

Nomor Pokok Mahasiswa : 1902050103
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Alamat Perguruan Tinggi : Jl. Kapten Muchtar Basri No. 3 Medan Timur

No	Tingkat Pendidikan	Nama dan Tempat	Tahun
1	SD	SD AL-jama'iyah medan	2013
2	SMP	Mts Swasta Al-Ulum medan	2016
3	SMA	SMA Swasta Al-ulum Medan	2019