

CHAPTER I

INTRODUCTION

A. Background of The Study

English language learning in Indonesia faces several complex challenges, primarily because English functions as a foreign language that is rarely practiced outside the classroom. As a result, learning activities tend to be limited to classroom settings with minimal real-world application. This condition is further exacerbated by disparities in teaching quality across regions and limitations within the national curriculum, which collectively affect students' overall English proficiency, particularly in writing skills. These challenges are evident in many educational institutions, including MTs Al-Khairiyah Badamussalam. To address these issues, the integration of technology into the teaching and learning process has emerged as a promising strategy.

Technology not only enables more interactive learning but also supports personalized and flexible approaches tailored to students' needs.¹ However, although teachers in Islamic boarding schools are generally aware of digital technologies, their integration into core teaching practices remains limited.² This gap between technological potential and classroom implementation reduces opportunities for meaningful learning experiences. Several studies have demonstrated that digital applications such as Kahoot can effectively improve students'

¹ N. A. Putri And M. Anugerahwati, 'English Language Teaching In Islamic Boarding School: Navigating The Digital Revolution. Journal Of English Language Teaching And Learning.', Eltall (English Language Teaching, Applied Linguistics And Literature), 6.1 (2025).

² Putri And Anugerahwati, 'English Language Teaching In Islamic Boarding School: Navigating The Digital Revolution. Journal Of English Language Teaching And Learning.'

English writing skills. For instance, applications such as *Kahoot* have proven effective in improving students' English writing skills. Furthermore, in the context of English for Specific Purposes (ESP), technology has driven pedagogical shifts toward online and application-based learning models that are more relevant to current needs.³ Therefore, the use of technology in English language learning can be an effective strategy to improve students' overall skills and bridge gaps in the quality of language education in Indonesia.

In recent years, the integration of digital technology into language education has opened new pathways for increasing student engagement and improving learning outcomes, particularly through gamified platforms such as Kahoot. Among the four English language skills, writing is considered the most cognitively demanding, as it requires learners to organize ideas, apply grammatical knowledge, and express meaning coherently. Unfortunately, traditional teaching methods often fail to sustain students' motivation or accommodate individual learning needs, especially in large classroom settings. Game-based platforms such as Kahoot provide a compelling alternative by fostering active participation and creating a low-anxiety, interactive learning environment.⁴ Previous studies have reported that Kahoot can enhance students' concentration and academic performance when implemented consistently.⁵ In addition, instructional effectiveness should be evaluated not only through test results but also through learners' engagement and

³ Nuryanti Nuryanti, 'Esp In The Digital Age: Mapping Tools, Platform, And Pedagogical Shifts In Higher Education', *Elsya : Journal Of English Language Studies*, 7.2 (2025), Pp. 158–73, Doi:10.31849/Elsya.V7i2.26395.

⁴ Alf Wang And Andreas Lieberoth, *The Effect Of Points And Audio On Concentration, Engagement, Enjoyment, Learning, Motivation, And Classroom Dynamics Using Kahoot!* (2016).

⁵ Sherlock A. Licorish And Others, 'Students' Perception Of Kahoot!'S Influence On Teaching And Learning', *Research And Practice In Technology Enhanced Learning*, 13.1 (2018), P. 9, Doi:10.1186/S41039-018-0078-8.

perceptions, making Kahoot a suitable tool for blended learning. Therefore, this study aims to examine how the implementation of Kahoot can enhance English writing skills among students at MTs Al-Khairiyah Badamussalam.⁶

In the context of language instruction, Kahoot enhances classroom dynamics by offering real-time feedback, increasing attentiveness, and reducing preparation time for educators, all while supporting skill areas like writing through targeted question design.⁷ Research conducted in Thai university classrooms, for example, demonstrates that when used strategically, Kahoot can encourage students to apply vocabulary and grammar knowledge in contextual writing tasks while maintaining enthusiasm throughout the session. Therefore, the incorporation of Kahoot into English writing instruction represents a practical, engaging, and pedagogically sound approach that aligns well with modern language learning needs. This study seeks to determine how Kahoot implementation can strengthen English writing abilities among students at MTs Al-Khairiyah Badamussalam. By assessing the effectiveness of this gamified approach, this research aims to contribute valuable insights to the expanding body of knowledge on technology-enhanced language acquisition, while offering practical guidance for educators facing similar instructional challenges.

Writing is widely recognized as the most challenging English skill for Indonesian learners, particularly at the junior high school level. This difficulty arises because writing requires not only mastery of

⁶ John W.. Creswell And Vicki L.. Plano Clark, *Designing And Conducting Mixed Methods Research* (Sage, 2018).

⁷ Suraiya Sulaiman And Yusop Boonsuk, 'Implementing Internet-Based Applications In English Classrooms: Instructional Practices In Southern Thai Higher Education', *Pedagogies: An International Journal*, 9 March 2025, Pp. 1–16, Doi:10.1080/1554480x.2025.2477449.

grammar and vocabulary but also the ability to plan, organize, and express ideas in a coherent manner.⁸ Conventional classroom methods often fail to address these challenges effectively, especially in overcrowded classrooms where teachers have limited opportunities to provide individualized feedback. Research has shown that personalized instruction plays a crucial role in improving students' writing performance by enabling learners to reflect on their strengths and weaknesses.⁹ In response to these pedagogical limitations, educational technology has emerged as a transformative solution. Previous research also highlights that machine-assisted writing evaluation using pre-trained language models (PLMs) can enhance students' argumentative writing by providing timely feedback on structure, coherence, and rhetorical moves¹⁰ Similarly, Hu and Gong found that integrating generative AI tools into English as a Foreign Language (EFL) writing classrooms improved learners' confidence and motivation through adaptive guidance and cognitive support.¹¹ These innovations help reduce the burden of repetitive error correction on teachers while empowering students to revise independently. Therefore, integrating intelligent digital tools into writing instruction represents a significant shift toward more effective, inclusive, and personalized learning experiences in EFL contexts, particularly in countries like Indonesia,

⁸ Methodology In Language Teaching, Ed. By Jack C. Richards And Willy A. Renandya (Cambridge University Press, 2002), Doi:10.1017/Cbo9780511667190.

⁹ Boning Lyu And Others, 'Comparison Studies Of Typing And Handwriting In Chinese Language Learning: A Synthetic Review', International Journal Of Educational Research, 106 (2021), P. 101740, Doi:10.1016/J.Ijer.2021.101740.

¹⁰ Wenjuan Qin And Others, 'Machine-Assisted Writing Evaluation: Exploring Pre-Trained Language Models In Analyzing Argumentative Moves', Computer Assisted Language Learning, 30 May 2025, Pp. 1–28, Doi:10.1080/09588221.2025.2511064.

¹¹ Xing Hu And Wen Gong, 'Modeling Chinese Efl Learners' Intention To Use Generative Ai For L2 Writing Through An Integrated Model Of The Tam And Ttf', Education And Information Technologies, 30.13 (2025), Pp. 18157–79, Doi:10.1007/S10639-025-13505-9.

where traditional instruction still dominates.

B. Identification of the Problem

Based on the preliminary observation conducted at MTs Al-Khairiyah Badamussalam, the researcher identified several problems in the English teaching and learning process, particularly related to students' writing skills. The learning process was predominantly dominated by conventional teaching methods, which were less effective in promoting students' engagement and facilitating deeper understanding of the material.

Moreover, students' learning motivation was relatively low. This condition was evident in their limited participation during classroom activities and their lack of enthusiasm when completing writing tasks. In addition, many students experienced difficulties in understanding the material presented by the teacher, especially in developing ideas, selecting appropriate vocabulary, and constructing grammatically correct sentences in written form.

These conditions suggest the necessity of implementing an innovative learning medium that can increase students' motivation while simultaneously improving their comprehension of the learning material. Therefore, the researcher selected Kahoot as a learning medium, with the expectation that its interactive and enjoyable features could enhance students' motivation and effectively improve their English writing skills.

C. Statements of The Problem

Is Kahoot effective in increasing students' writing skills at MTS Al-Khairiyah Badamussalam? More details on the students' experience before using Kahoot, and after Kahoot?

D. The Aims of The Study

To analyze how effective the use of Kahoot is in writing at MTs Al-Khairiyah Badamussalam, and see students' experience before and after Kahoot

E. Benefits of The Study

The use of the Kahoot application in junior high school learning has demonstrated a positive impact on students' writing ability and learning motivation. This study reviews the benefits of Kahoot as a game-based learning tool, particularly in writing instruction. Specifically, it examines how Kahoot enhances student engagement, provides immediate feedback, encourages collaboration, stimulates creativity, reduces learning anxiety, and strengthens students' language skills.

One of the primary advantages of Kahoot is its ability to increase students' engagement and participation in the learning process.¹² Traditional writing activities are often perceived as monotonous and intimidating, which may lead to a lack of student interest. In contrast, Kahoot transforms writing-related tasks into interactive quizzes and games that capture students' attention. In line with multimedia learning theory, learners tend to achieve better outcomes when they are actively involved in learning activities. Furthermore, the competitive elements of Kahoot motivate students to participate more actively, making writing tasks feel more enjoyable and less demanding.

¹² Richard E.. Mayer, *Multimedia Learning* (Cambridge University Press, 2021).

Another significant benefit of Kahoot is its capacity to provide immediate feedback, which plays a crucial role in learning improvement. Through Kahoot-based activities, students receive real-time results that help them recognize their strengths and identify areas for improvement in writing. Previous studies have emphasized that feedback is one of the most influential factors in enhancing learning achievement..¹³ Observing their progress instantly can motivate students to refine their writing techniques and develop greater confidence in their abilities.

In addition to engagement and feedback, Kahoot supports collaboration and peer interaction among students. The platform encourages teamwork and shared problem-solving, both of which are essential for the development of writing skills. According to sociocultural learning theory, social interaction is fundamental to cognitive development.¹⁴ By fostering a collaborative learning environment, Kahoot not only improves students' writing performance but also strengthens classroom interaction and a sense of learning community.

Kahoot also contributes to the development of students' creativity and critical thinking skills. Through various prompts and interactive questions, students are encouraged to analyze information, generate ideas, and express their thoughts clearly. Previous research suggests that creativity involves the ability to view concepts from new perspectives.¹⁵ The game-based nature of Kahoot makes writing exploration more

¹³ Mayer, *Multimedia Learning*.

¹⁴ L. S. Vygotsky, *Mind In Society*, Ed. By Michael Cole And Others (Harvard University Press, 1980), Doi:10.2307/J.Ctvjf9vz4.

¹⁵ Onã Silva, 'Creativity: Flow And The Psychology Of Discovery And Invention', *Linhas Críticas*, 8.15 (1969), Pp. 308–15, Doi:10.26512/Lc.V8i15.3069.

engaging, allowing students to experiment with language in a supportive environment.

Moreover, Kahoot plays an important role in reducing learning anxiety and increasing students' confidence. According to Bandura's theory of self-efficacy, learners' beliefs in their ability to perform tasks significantly influence their learning outcomes. Kahoot's interactive and partially anonymous features help reduce students' fear of making mistakes, enabling them to participate more confidently without the pressure of negative judgment.¹⁶

Furthermore, game-based learning platforms such as Kahoot provide a meaningful context for language practice by allowing students to develop skills in a safe and engaging environment.¹⁷ Kahoot reinforces vocabulary and grammar through enjoyable quizzes, which supports language accuracy and fluency. As a result, students are more likely to retain language knowledge and apply it effectively in writing tasks.

In conclusion, the implementation of Kahoot in junior high school classrooms offers a comprehensive approach to improving students' writing skills and learning motivation. By promoting engagement, providing immediate feedback, encouraging collaboration, fostering creativity and critical thinking, reducing anxiety, and reinforcing language components, Kahoot creates a positive and supportive learning environment that facilitates the development of effective and confident writers.

¹⁶ A Bandura, 'Self-Efficacy: The Exercise Of Control' .

¹⁷ James Paul Gee, 'What Video Games Have To Teach Us About Learning And Literacy', Computers In Entertainment, 1.1 (2003), Pp. 20–20, Doi:10.1145/950566.950595.

E. Significance of The Study

This study is important because it explores how the Kahoot application can change the way writing is taught in junior high schools. As technology becomes a bigger part of education, it is essential to understand how tools like Kahoot can help improve writing and motivate students. This research aims to show how effective Kahoot can be in making writing lessons more engaging and successful.

One key reason this study matters is its focus on engaging students. Traditional writing lessons can often be boring, which leads to students losing interest and motivation. By using Kahoot, a fun, game-based learning tool, teachers can make writing lessons more interactive and enjoyable. The competitive aspect of Kahoot encourages students to participate actively, turning writing tasks into exciting challenges. This change in how students view writing can make them more willing to work hard and improve their skills.

The study also highlights the importance of receiving quick feedback during the learning process. Kahoot allows students to see how they are performing in real time, which is crucial for developing their writing skills. This instant feedback helps students recognize their strengths and areas for improvement. Research shows that receiving timely feedback is vital for learning because it encourages students to keep trying and improving. By using Kahoot, teachers can create an environment rich in feedback that supports students as they work on their writing.

Another important part of this study is its focus on teamwork and peer learning. Kahoot encourages students to collaborate, share ideas, and give one another helpful feedback. This teamwork not only improves writing skills but also fosters a sense of community in the

classroom. When students work together, they can learn from each other's experiences and viewpoints, which helps them understand writing concepts better. This social interaction is essential for developing communication skills and boosting confidence in their writing.

The study also addresses the problem of writing anxiety, which many students experience. Writing can be intimidating for some, leading to stress and fear. The fun, game-like nature of Kahoot helps reduce this anxiety by creating a relaxed environment where students can share their ideas without worrying about being judged. As students become more comfortable with writing, they are likely to take more risks and experiment with new styles. This boost in confidence can lead to more creativity and originality in their writing, ultimately improving their overall skills.

This research contributes to the broader discussion of how technology can be used in education. As classrooms become increasingly digital, it is important to understand how to effectively use tools like Kahoot. This study not only demonstrates the benefits of using Kahoot for writing lessons but also serves as a guide for teachers aiming to improve their instructional methods. By demonstrating how technology can positively impact student learning, this research can encourage further exploration and innovation in teaching practices.

F. Scope of The Study

In today's globalized world, English writing proficiency is a crucial skill for students' academic and professional development. Writing functions not only as a medium of communication but also as a tool for organizing and expressing ideas in a structured manner. However, many

Indonesian students, particularly at the junior high school level, continue to face significant challenges in developing effective English writing skills.

One promising approach to addressing these challenges is the integration of technology into the teaching and learning process, particularly through game-based learning platforms such as Kahoot. Kahoot allows educators to design interactive assessments that can be accessed through students' mobile devices, thereby increasing classroom interaction and participation.¹⁸ Previous studies have shown that educational gamification can significantly enhance students' motivation and engagement in learning activities. Moreover, the interactive and enjoyable learning environment created by Kahoot can help reduce students' writing anxiety. This approach aligns with the characteristics of contemporary learners, often referred to as “digital natives,” who tend to respond positively to technology-enhanced instruction.¹⁹

This research is conducted at MTs Al-Khairiyah Badamussalam, a junior secondary school in Indonesia that has been identified as facing challenges in English language instruction, particularly in the development of students' writing skills. The implementation of Kahoot in the learning process is expected to improve students' writing proficiency while simultaneously increasing their learning motivation. Through this approach, the study seeks to offer meaningful insights into more effective and engaging strategies for teaching English writing.

Based on these considerations, this research addresses the following

¹⁸ Ralph H. Sprague, Proceedings Of The 47th Annual Hawaii International Conference On System Sciences : 6-9 January 2014, Waikoloa, Hawaii (Ieee, 2014).

¹⁹ Marc Prensky, 'Digital Natives, Digital Immigrants Part 1', On The Horizon, 9.5 (2001), Pp. 1–6, Doi:10.1108/10748120110424816.

research question: *What impact does the implementation of Kahoot have on students' English writing proficiency at MTs Al-Khairiyah Badamussalam?* The findings of this study are expected to provide valuable contributions for educators and policymakers seeking to improve the quality of English language education in Indonesia.