

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to answer the question, “Is Kahoot effective to increase students’ writing skill in MTs Al-Khairiyah Badamussalam?” The study employed a quasi-experimental design involving two groups: an experimental class (VIII A) taught using the Kahoot application, and a control class (VIII B) taught using conventional methods. Both groups took a pre-test and post-test to measure their improvement in writing skills, which covered five aspects: content, organization, vocabulary, language use, and mechanics.

The results of the study revealed that students in the experimental class demonstrated a significant improvement in their writing performance after being taught using Kahoot. The mean score increased from 63.05 in the pre-test to 80.57 in the post-test, while the control class improved from 59.65 to 73.90. Furthermore, the most notable progress was observed in the content and organization aspects, indicating that Kahoot helped students generate and organize their ideas more effectively.

However, based on the Mann-Whitney U Test results, the significance value was 0.489 ($p > 0.05$), meaning that the difference between the two classes was not statistically significant. This indicates that, while Kahoot positively influenced students’ engagement, motivation, and performance, the improvement was not strong enough to be considered statistically significant. Several factors might explain this result, including the relatively small sample

size, limited treatment duration, and differences in students' initial abilities.

In conclusion, the findings suggest that Kahoot has a positive but not statistically significant effect on improving students' writing skills at MTs Al-Khairiyah Badamussalam. The application proved beneficial in creating an enjoyable and interactive learning environment, which encouraged students to participate actively and become more motivated in writing activities. Nevertheless, further studies with larger samples and longer implementation periods are needed to confirm its effectiveness more conclusively.

B. Suggestion

Based on the findings and conclusions of this research, several suggestions can be made for teachers, students, and future researchers:

1. For Teachers:

- a. Teachers are encouraged to use Kahoot to enhance students' engagement and participation in writing lessons. Although the statistical results were not significant, the descriptive data showed clear improvement in students' writing performance, indicating that Kahoot can be an effective supplementary tool to create a more interactive and supportive learning environment.
- b. Kahoot should be applied not only for competition but as a medium for formative assessment. Through quizzes on vocabulary, grammar, and paragraph organization, teachers can provide instant feedback that helps students recognize and

correct their errors, supporting a learner-centered writing approach.

- c. Teachers should integrate Kahoot strategically into various stages of writing such as brainstorming, reviewing vocabulary and grammar, and post-lesson evaluation. This structured use promotes continuous engagement while maintaining a collaborative atmosphere. Thoughtful integration of Kahoot can foster creativity, confidence, and sustained interest in writing.

2. For Students:

- a. Students are encouraged to actively engage in interactive learning applications such as Kahoot to strengthen their writing skills. Through game-based learning, they can build confidence, enrich vocabulary, and experience writing as an enjoyable and less stressful process. Active participation also helps students become more independent and responsible for their own learning.
- b. Students should use Kahoot not only for quizzes but as a tool to practice writing strategies. By engaging in activities that focus on grammar, sentence structure, and paragraph organization, they can improve coherence and accuracy in their writing. Kahoot also provides opportunities for collaboration, idea sharing, and the development of positive attitudes toward writing as a creative and communicative skill.

3. For Future Researchers:

- a. Future studies are recommended to include larger sample sizes, longer treatment durations, and possibly a mixed-methods design to provide more comprehensive insights into the effectiveness of Kahoot in improving students' writing proficiency. Incorporating qualitative elements such as interviews or observations can also offer a deeper understanding of learners' experiences and perceptions. Comparing Kahoot with other game-based learning platforms, such as Quizizz or Quizlet, and applying it to various writing genres may further reveal how gamified learning supports different aspects of writing development.
- b. Although this study showed positive outcomes, several challenges should be addressed in future research. Limited time, technological issues, and unequal access to devices affected the consistency of Kahoot-based learning activities. The small sample size and short treatment period also restricted the generalizability of the findings. Therefore, future researchers are encouraged to ensure better technological readiness, extend the duration of implementation, and employ broader assessment instruments to capture the long-term effects of Kahoot on students' writing achievement.