

The Effect of Kahoot and YouTube as Teaching Media on Plot-Based Narrative Writing Skill of AEC Siantar Students

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Abstract

The aim of this research is to ascertain the relative significance of Kahoot versus YouTube as teaching media on students' plot-based narrative writing skills. Employing quantitative methodology, this research utilized quasi-experimental design featuring pre-tests and post-tests to examine the noteworthy enhancement of students' writing abilities. The population of research focused on the students of AEC Siantar. Researchers thoughtfully selecting two Soft Start classes to serve as experimental and control groups. The choice to implement purposive sampling was primarily motivated by the importance of maintaining a balanced composition and comparable average abilities within both classes. Through analysis of hypothesis testing, researchers reached a compelling conclusion: the t -test value exceeded t -table value ($5.204 > 1.706$). As a result, alternative hypothesis (H_a) was accepted while null hypothesis (H_0) was rejected. Consequently, researchers confidently affirmed that the use of Kahoot and YouTube has significant effect on plot-based narrative writing skills of AEC Siantar students, with Kahoot emerging as more effective teaching media.

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INTRODUCTION

The integration of online media in education has emerged as a vital component of contemporary learning environments, fundamentally transforming how content is presented and used by students. As digital technologies continue to evolve at remarkable pace, educational institutions are increasingly adopting online platforms, tools, and resources to enrich the learning experience (Bates, 2015; Saragih et al., 2022). The incorporation of multimedia, social media, and interactive online platforms into educational practices provides substantial opportunities for both educators and learners to interact with content in more dynamic, flexible, and accessible manners.

The evolution of online media in education began with basic text-based materials but has now expanded into wide range, including videos, interactive

simulations, podcasts, e-learning platforms, and social media. With the internet's growth and greater accessibility, the incorporation of these resources has changed traditional methods, marking the start of new learning era.

In the 1990s, online education primarily consisted of text-based resources and email discussions, with platforms like Blackboard laying the foundation for digital courses. The following decade saw a major shift with the introduction of platforms such as YouTube, Khan Academy, and Coursera, which utilized video and multimedia to create engaging and interactive learning experience across various subjects. The 2010s further advanced this evolution with tools like Kahoot, Quizlet, and Google Classroom, which integrated quizzes, games, and collaborative settings that greatly improved engagement and motivation of students. Today, we are on the verge of new educational frontier featuring immersive learning through Virtual Reality (VR) and Augmented Reality (AR), along with AI-driven personalized learning experiences that adjust content to fit the individual needs of each student.

Siemens et al. (2019) points out that in today's digital age, education extends beyond the limits of traditional classroom. The rise of online media has changed conventional methods, promoting more interconnected and broader approach to gaining knowledge. Similarly, Harasim (2018) notes that online technologies are not just tools to find information; they significantly shape how knowledge is generated, shared, and communicated in current educational landscape.

Online educational media are continuously developing and diversifying across multiple categories. These include: 1) Video resources (YouTube, Coursera, and Edpuzzle), which support visual and auditory learners and enhance global access to quality education; 2) Podcasts and audio content that allow students to learn conveniently while on the move, catering to auditory learners; 3) Social media (YouTube, Twitter, and LinkedIn) that promote collaboration, discussions, and knowledge sharing among students, educators, and educational communities; 4) Educational games and interactive platforms (Kahoot, Quizlet, and Duolingo) that improve learning through gamification, aiding in knowledge retention; 5) Virtual and Augmented Reality technologies that are revolutionizing immersive learning in medical education, history, and engineering by offering hands-on experiences in virtual environment, helping to grasp complex subjects; and 6) Learning Management Systems (Moodle and Google Classroom) that simplify the educational process by bringing together course materials, assignments, and assessments in one platform.

Researchers chose two different teaching tools for comparison: Kahoot (educational game), and YouTube (social media platform). Both will be used in teaching narrative writing by emphasizing the development of 6 plot elements.

Kahoot in Teaching Writing

Kahoot is an engaging game-based learning platform (Adnyani et al., 2020; Iskandar et al., 2024) that has become popular for its ability to engage students and enhance various aspects of their education, particularly in writing. Although it is often linked to quiz assessments, its interactive and competitive nature can be utilized to develop writing skills, especially in narrative writing (Safitri et al., 2023). By providing immediate feedback, gamified experience, and strong focus on student involvement, Kahoot offers a unique method for improving narrative composition. This approach not only encourages students to refine their writing skills but also makes the practice enjoyable and fulfilling (Amalia et al., 2022; Muhammad & Tetep, 2018; Uzunboylu et al., 2020; Yunus et al., 2019).

Narrative writing requires the development of essential skills such as creativity, coherence, and organized thought. Kahoot is an effective tool for improving these skills by offering an interactive environment for students to learn and review narrative writing basics. Teachers can use Kahoot to test students on key elements like story structure (beginning, middle, and end), character development, descriptive language, and plot progression. This is not only deepens students' understanding of narrative writing but also creates a lively, competitive setting for skill practice (Rowiyah, 2024). Additionally, Kahoot provides instant feedback, allowing students to evaluate their comprehension and refine their writing abilities.

Various research have shown that Kahoot can effectively enhance writing skills by promoting student engagement and reinforcing key concepts. According to Topçu (2023), "Kahoot boosts student engagement, which is vital for encouraging creativity in writing. When students are motivated to take part, they are more likely to engage deeply in the writing process." Furthermore, research by Rahman et al. (2023) indicates that Kahoot is a valuable tool for formative assessment, helping to identify students' knowledge gaps. For writing tasks, the immediate feedback on elements like plot structure and character development can greatly assist students in improving their narrative drafts.

YouTube in Teaching Writing

YouTube serves as a valuable resource for improving education, particularly in writing (Pratama et al., 2020). The platform presents wide range of content that helps students create engaging and structured narratives (Prihatini et al., 2019). Through videos that explore storytelling techniques, showcase effective writing methods, and present examples from accomplished writers, students can enhance and refine their narrative writing abilities.

While there has been considerable research on the use of YouTube in general education, research specifically focused on its effects on narrative

writing skills are still emerging. Current findings suggest that YouTube can enhance both engagement and learning, which may contribute to improved writing skills. For example, Styati (2016) discovered that videos about writing strategies can notably enhance the quality of students' writing by providing various learning formats. Students expressed increased engagement and creativity when engaging with writing-related content. Additionally, Ayundiyaz (2024) noted that watching tutorial videos from skilled writers and educators helps clarify complex writing concepts, providing students with concrete examples to improve their writing. This type of observational learning can significantly enhance narrative writing skills.

The research above indicate that Kahoot and YouTube provide distinct advantages for improving narrative writing skills. Kahoot captivates students with its interactive, game-based format and provides instant feedback, while YouTube boosts learning with its captivating visual and audio features. By combining both tools in teaching, educators can foster an engaging learning atmosphere that imparts crucial narrative writing concepts, sparks student creativity, and enhances their confidence as writers.

Previous research mentioned above have highlighted the beneficial effects of both Kahoot and YouTube as educational media. This current research builds upon those findings, demonstrating the influence of these platforms on learning outcomes. However, the distinct contribution of this research lies in its focused exploration of the relative effectiveness of these two media when utilized concurrently in similar contexts. Specifically, this research aims to assess the effect of Kahoot and YouTube as teaching media on Plot-Based Narrative Writing Skill of students at Accelerated English Center (AEC) in Siantar. Furthermore, this research seeks to provide valuable insights for educators and researchers, showcasing the potential of utilizing Kahoot and YouTube into English language instruction to enhance students performances.

RESEARCH METHODOLOGY

In this research, the researchers employed quantitative approach in quasi-experimental design. Quasi-experimental research is distinguished by its aim to assess causal relationships between variables. Unlike traditional experimental designs, researchers in this framework do not possess complete control over the allocation of treatments or interventions. Instead, they often rely on naturally occurring groups or pre-existing data to explore the impacts of specific interventions or variables.

In quasi-experimental research, the design encompasses both control and experimental groups to evaluate the impact of a specific intervention or treatment (Arib et al., 2024). The experimental group is the focus of research, as it receives the intervention—in this case, the Kahoot teaching media—allowing the researchers to observe and analyze any resultant changes. Conversely, the

control group serves as benchmark, as it is exposed to an alternative method of instruction, specifically through YouTube teaching media, thus enabling a comparative assessment of the intervention's effectiveness.

The term "population" denotes the complete set of individuals or units that a researcher aims to study (Suriani et al., 2023). In this research, the population comprises 97 students from AEC Siantar. A sample, on the other hand, represents a specific subset of population that will be examined (Suriani et al., 2023). To select the sample, researchers employed purposive sampling – a non-probability technique that involves choosing participants based on predetermined characteristics or qualities relevant to the research objectives. Specifically, researchers have purposefully selected two Soft Start classes: one designated as experimental group and the other as control group. Each class consists of 14 students, culminating in total sample of 28 students.

To evaluate students' plot-based narrative writing tests, the researchers have adopted the writing assessment framework established by Jacob et al. (in Ratnaningsih, 2016). This framework encompasses five critical components: content (by using essential plot elements – exposition, inciting incident, rising action, climax, falling action, and resolution), alongside organization, vocabulary, language use, and mechanics. For the analysis, the researchers employed Arikunto's formula (in Siahaan et al., 2022), commonly utilized in educational research to perform a t-test. This statistical method allows for the comparison of means between two groups, enabling researchers to ascertain whether any observed differences are statistically significant or merely the result of chance, thus highlighting the authenticity of the differences observed.

RESULT AND DISCUSSION

Data Analysis of Experimental Class

The table presented below displays the writing scores (d) achieved by students in experimental class.

Table 1. Data of Experimental Class.

No	Initial	Pre-Test	Post-Test	D	d ²
1	AJ	80	90	10	100
2	AP	70	80	10	100
3	AS	75	85	10	100
4	BB	65	75	10	100
5	BS	75	80	5	25
6	DI	50	65	15	225
7	EH	65	75	10	100
8	GG	65	80	15	225
9	GS	75	80	5	25
10	IT	55	70	15	225
11	JH	60	75	15	225

12	J S	65	75	10	100
13	K M	65	75	10	100
14	N A	60	80	20	400
	Na = 14	925 Ma¹ : 65.78	1085 Ma² : 77.5	∑da = 160	∑da² = 2050

From the table above, it can be seen that the highest and lowest scores of pre-test are 80 and 50, respectively. Meanwhile the highest and lowest scores of post test are 90 and 65. Therefore, the students showed improvement in plot-based narrative writing before learning using Kahoot and after used it.

From the data above, the mean of variable can be calculated as :

$$Ma = \frac{\sum da}{Na}$$

$$Ma = \frac{160}{14}$$

$$Ma = 11.42$$

Upon finishing the calculation of experimental variable's mean, researchers then sought to determine standard deviation score.

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na} \right)$$

$$da^2 = 2050 - \left(\frac{(160)^2}{14} \right)$$

$$da^2 = 2050 - \left(\frac{25600}{14} \right)$$

$$da^2 = 2050 - 1828.57$$

$$da^2 = 221.43$$

From these calculations, results of experimental are :

- a. Total students (Na) = 14
- b. Mean of variable (Ma) = 11.4
- c. Standard deviation (da²) = 221.43

Upon unveiling the findings from experimental group, a thorough recalibration was conducted to identify any significant discrepancies and to highlight the effect of Kahoot as teaching media on students' plot-based narrative writing skills, utilizing t-test formula.

Data Analysis of Control Class

The table presented below displays the writing scores (d) achieved by students in control class.

Table 2. Data of Control Class.

No	Initial	Pre-Test	Post-Test	d	d ²
1	GS	60	70	10	100
2	HD	65	70	5	25
3	IR	60	70	10	100
4	ML	55	65	10	100
5	MA	75	85	10	100
6	ND	80	85	5	25
7	NS	75	80	5	25
8	OR	65	70	5	25
9	OS	70	75	5	25
10	RM	70	75	5	25
11	RS	70	70	0	0
12	SF	55	60	5	25
13	SP	65	70	5	25
14	TS	60	70	10	100
	Nb = 14	925 Mb¹ : 65.78	1015 Ma² : 72.5	∑db = 90	∑db² = 700

From the table above, it can be seen that the highest and lowest scores of pre-test are 55 and 80, respectively. Meanwhile the highest and lowest scores of post test are 60 and 85. Hence, the students showed less improvement in plot-based narrative writing before learning using YouTube and after used it.

From data above, the mean of variable can be calculated as :

$$Mb = \frac{\sum db}{Nb}$$

$$Mb = \frac{90}{14}$$

$$Mb = 6.42$$

Upon finishing the calculation of control variable's mean, researchers then sought to determine standard deviation score.

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb} \right)$$

$$db^2 = 700 - \left(\frac{(90)^2}{14} \right)$$

$$db^2 = 700 - \left(\frac{8100}{14} \right)$$

$$db^2 = 700 - 578.57$$

$$db^2 = 121.43$$

From these calculations, results of control are :

- a. Total students (Nb) = 14
- b. Mean of variable (Mb) = 6.42
- c. Standard deviation (db²) = 121.43

Upon thorough analysis of the data, researchers found that experimental group exhibited a significantly higher average variable and broader range of values compared to control group. Prior to applying t-test formula, researchers computed the degrees of freedom (df).

$$df = Na + Nb - 2$$

$$df = 14 + 14 - 2$$

$$df = 28 - 2$$

$$df = 26$$

In addition, several results were discovered as results of these calculations, including :

$$Ma = 11.42$$

$$Mb = 6.42$$

$$da^2 = 221.43$$

$$db^2 = 121.43$$

$$df = 26$$

$$Na = 14$$

$$Nb = 14$$

Ultimately, researchers calculated the t-test value using the following formula.

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$t = \frac{11.42 - 6.42}{5}$$

$$t = \frac{5}{\sqrt{\left[\frac{221.43 + 121.43}{26} \right] \left[\frac{1}{14} + \frac{1}{14} \right]}}$$

$$t = \frac{5}{\sqrt{\left[\frac{342.86}{26} \right] \left[\frac{2}{28} \right]}}$$

$$t = \frac{5}{\sqrt{[13.1869][0.07]}}$$

$$t = \frac{5}{\sqrt{[0.9230846154]}}$$

$$t = \frac{5}{0.96077}$$

$$t = 5.204$$

The analysis clearly reveals a significant disparity in plot-based narrative writing between experimental group, which engaged with Kahoot teaching media, and control group, which followed YouTube teaching media. The mean score differential of 5 underscores this notable variance. Additionally, t-test yielded a value of 5.204 with 26 degrees of freedom. When compared to t-table value of 1.706 at a 0.05 significance level for two-tailed testing, the results demonstrate that the t-test value exceeds t-table value ($5.204 > 1.706$). Therefore, the alternative hypothesis (H_a) was accepted, while null hypothesis (H_0) was rejected. Hence, researchers can assert that the use of Kahoot as teaching media proves to be more significant than YouTube in enhancing students' plot-based narrative writing skills.

Findings

As mentioned earlier, if the t-test exceeds t-table, it means that H_a is accepted. Therefore, researchers confirmed that the use of Kahoot teaching media has a greater impact on students' plot-based narrative writing skills than YouTube teaching media. The subsequent results of this research are as follows:

1. The pre-test results for experimental class revealed a range, with the lowest score recorded at 50 and the highest reaching 80.
2. The post test results for experimental class revealed a noteworthy range, with the lowest score recorded at 65 and the highest reaching 90.
3. The pre-test results for control class revealed a range, with the lowest score recorded at 55 and the highest reaching 80.
4. The post test results for control class revealed a slight increase, with the lowest score recorded at 60 and the highest reaching 85.
5. Pre-test mean score of experimental (Ma^1) was 65,78.
6. Post-test mean score of experimental (Ma^2) was 77,5.
7. Pre-test mean score of control (Mb^1) was 65,78.
8. Post-test mean score of control (Mb^2) was 72,5.
9. Variable mean of experimental (Ma) was 11,42.
10. Variable mean of control (Mb) was 6,42.
11. Total standard deviation of experimental (da^2) was 221,43.
12. Total standard deviation of control (db^2) was 121,43.
13. The t-table value was 1.706 and the t-test value was 5.204 at significance level of 0.05 of two-tailed test.

Discussion

Kahoot and YouTube have emerged as formidable allies in today's educational realm, presenting distinct yet complementary avenues for enhancing writing and storytelling abilities. While Kahoot thrives as a dynamic

game-based learning platform, YouTube stands out as a vibrant multimedia sharing hub. Together, they offer invaluable resources that can significantly aid students and aspiring writers in honing their storytelling prowess.

Based on research findings, Kahoot stood out as a remarkably effective tool for teaching writing due to its interactive, engaging, and customizable features. Unlike YouTube, which offered wealth of in-depth tutorials and content review in more passive format, Kahoot fostered dynamic learning environment characterized by active engagement, instant feedback, and peer collaboration. This unique approach not only promoted active participation and accountability but also encouraged consistent practice—elements that were vital for enhancing writing skills. While YouTube was undeniably valuable resource for learning, it fell short in providing real-time interactivity that Kahoot excelled at, making it essential for reinforcing writing abilities. In essence, Kahoot's gamified and real-time learning experience proved to be far more significant for teaching writing, particularly when the goal was to actively engage students, reinforce their skills, and cultivate a fun, motivating atmosphere for learning.

This research reinforces previous research indicating significant increase in students' writing skills when taught using Kahoot compared to those instructed via YouTube. The research yielded a t-test value of 5.204 that was higher than the t-table value. This strong evidence suggested that Kahoot is far more effective than YouTube in enhancing students' plot-based narrative writing skills, particularly among students at AEC Siantar.

According to the research findings and explanations above, it has been asserted by the researchers that the integration of Kahoot teaching media serves as a superior and more impactful teaching media for enhancing students' plot-based narrative writing skills due to its interactive, engaging, and collaborative framework. While YouTube offered a wealth of valuable content and illustrative examples for narrative writing, Kahoot's unique capacity to promote active participation, collaboration, and immediate feedback stood out as more effective means of reinforcing these essential skills. Although YouTube shined in delivering comprehensive explanations, inspiration, and expert insights into the craft of writing, Kahoot cultivated more structured and engaging learning environment, enabling students to actively hone students' narrative writing skills.

CONCLUSION

Based on the above results and discussion, several conclusions can be drawn as follows: 1) Using YouTube as teaching media could enhance the quality of students' writing by providing variety of learning formats. This promotes increased engagement and creativity, enabling students to interact more actively with content related to writing; 2) Kahoot as teaching media provided a gamified and interactive learning experience, proving to be highly

effective for teaching writing. By engaging students actively, enhancing their skills, and creating energetic atmosphere, it stood out as valuable asset in education; 3) Both Kahoot and YouTube possessed unique strengths as educational resources, yet Kahoot exerted a more profound influence on plot-based narrative writing skill due to its dynamic and engaging format.

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