

ENGLISH SENTENCE COMPOSING SKILL DEVELOPMENT WITH USING KAHOOT APPLICATION OF GLOBAL BUSINESS TRADE STUDENTS IN CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMIC, CHINA

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ABSTRACT

The objectives of this study were 1) to study effectiveness of the learning plan to be effective, 2) to search the effectiveness index for learning management, and 3) to compare English sentence composing skill development with using Kahoot application. The conceptual framework was applied of Ying Xi's study. This research methodology was experimental research. The population consisted of 140 global business trade students in Chongqing College of International Business and Economic in the academic year 2023. The samples of 103 students were determined by Krejcie & Morgan table, and selected by simple random sampling with drawing. The instruments used in this research were 1) learning achievement test, and 2) question of sentence composing with Kahoot application. The statistics used for data analysis were frequency, percentage, mean, standard deviation, and a t test. The study results revealed that 1) the learning plan had an efficiency level of 83.28 / 85.00 according to the criteria value of 80/80. 2) The learning management effectiveness index of the learning management plan was at 0.70 and showed student s' knowledge had increased at 69.79%. 3) Global business trade students in Chongqing College of International Business and Economic, China who studied with learning management plan with using Kahoot application for sentences composing development, the ability and sentences composing skill found that post study was higher than pre study with the statically significant level of .05.

Keywords: Sill development, sentence composing, English, using Kahoot application, using Kahoot application, global business trade students, Chongqing College of International Business and Economic, China

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INTRODUCTION

The Chongqing College of International Business and Economic, China, the researcher has analyzed the teaching and found that students can read words and sentences that can be defined in the form of words and age-appropriate sentences, but when students have to write and express. Turning the story into a sentence, it was found that students are unable to write sentences as they want to communicate. Which writing sentences is a basic writing skill in communication before expanding and extend the writing of sentences to writing texts, short stories, essays, articles, etc. The study found that this problem was caused by students not having enough practice in using their writing skills. When you don't have the skill to write, you won't be able to write sentences. Including the teaching methods of the students are too concise. As a result, students still do not understand the learning process of composing sentences. Therefore, students are unable to compose and write sentences. But teaching in the traditional way, where the teacher is cannot solve this problem. The researcher has therefore studied a format suitable for students in Mathayom 2 that students can learn. Practice writing skills and composing sentences by yourself. Including having fun in learning. The researcher therefore studied the use of activity sets. Because activity sets are teaching media produced by combining many learning media to help students study and practice activities. Learners can learn by themselves. The activity set consists of activities, content, and materials that cover knowledge measurement. Process skills and desirable characteristics In order to achieve the goals effectively (Ying Xi, 2012: 11), including this set of activities is appropriate for developing writing skills, composing sentences Because students will practice writing and composing sentences according to the process and steps that have been designed for them. Suitable for learning by students with various learning styles. In addition to using activity sets that are designed in each step from easy to difficult. To be suitable for students along with the use of technology in the classroom with the Kahoot application to develop writing skills. Sentences of students can also create attitudes and motivation for learning. By playing games through applications make learning meaningful and can write sentences correctly and in a fun way. Including increasing the options for playing games for students. By changing from playing games through applications that are only violent and using inappropriate language Come play a game that has both knowledge and correct language use. Therefore, the Kahoot application is the application that the researcher chose to use for this study. Because the researcher has evaluated the suitability of the players, and students, including this application can also allow students to create questions by themselves. It determines the content at Teachers can do this according to their teaching objectives, and can also control safety in the use of language and inappropriate images can be obtained by the teacher. Make teachers and parents confident in the safety of using this application. Moreover, this application is also used in many ways. Countries around the world and is used in the classroom. Make the classroom change Students have fun learning and become classrooms that are suitable for today's world. Carol Salva, a teacher of immigrant students at Newcomer English Language Development (NELD), wrote an article on the website. (<https://kahoot.com/2017/03/17/language-learning-kahoot-part-1students-creating-kahoots/>) It is said that the majority of immigrant students in our country, the Kahoot! This can be used for language development. For my students, learning English is the first priority, such as building English, understanding English. And using language in the correct form is important. The use of English must therefore be learned correctly. Non-English speaking students can produce English on their own. This type of language training is a way. Great for giving everyone some basic language practice, and linguistics which reduces tension and Causes good language learning, etc., for the reasons mentioned above. The researcher is therefore interested in studying the development of English sentence writing skills by using activity sets along with using the Kahoot application of Global Business Trade Students in

Chongqing College of International Business and Economic, China able to learn and develop oneself naturally and to the full potential of learning.

LITERATURE REVIEWS

The literature review provided outlines various perspectives and guidelines on selecting teaching media, with contributions from Romiszowski (1999), Kemp and Smellie (1989), among others. The analysis below highlights key insights and considerations from the review, focusing on the application of these theories in a contemporary teaching context.

Analysis of Teaching Media Selection in Literature

Instructional Methodology and Media Integration: Romiszowski's (1999) conceptual framework identifies teaching methods, learning tasks, learner characteristics, practical constraints, and teacher capabilities as the five critical factors influencing media selection. This view emphasizes the interdependence between instructional strategy and media. When choosing media, educators should consider how the selected instructional methods (e.g., group discussions or individual projects) align with the media they intend to use. For instance, interactive digital media might suit group discussions, whereas traditional media like textbooks may suffice for individual learning.

Relevance Today: With advancements in educational technology, this concept remains highly applicable. Modern Learning Management Systems (LMS) allow teachers to adapt teaching methods dynamically, selecting media (e.g., videos, virtual labs) that enhance both individual and group learning tasks. Romiszowski's emphasis on learning tasks can also be integrated into blended learning models, where both face-to-face and online media are used to facilitate a wide range of educational activities.

Learner Characteristics and Practical Constraints: Learner characteristics, such as cognitive abilities and learning styles, play a central role in the effectiveness of selected media. Kemp and Smellie (1989) reinforce this by highlighting the importance of matching media attributes with learner needs. For example, visual learners might benefit from media that include images and video, whereas auditory learners may respond better to audio-based resources. Practical constraints, such as technological infrastructure and budget limitations, must also be considered.

Contemporary Application: Today's classrooms must navigate diverse learner characteristics, with greater emphasis on inclusivity and personalized learning. With a variety of media options available (e.g., virtual reality for experiential learning or podcasts for auditory learners), educators must balance learner diversity with resource constraints. Kemp and Smellie's insights into media attributes—such as movement, color, and sound—remain relevant, especially in digital environments where such features can be adjusted to suit diverse learners.

Media Attributes and Instructional Objectives: Kemp and Smellie also proposed evaluating media based on its attributes, such as visual representation, movement, and sound. These attributes determine the effectiveness of a medium in achieving instructional objectives. For instance, visual representations (e.g., diagrams) may enhance comprehension of abstract concepts in mathematics, while movement (e.g., animations) can help explain processes or systems in science.

Digital Education's Evolution: In modern education, these attributes are taken to the next level through interactive media, which can engage students on multiple sensory levels. The principles outlined by Kemp and Smellie offer a foundation for selecting educational tools such as gamified learning apps, which combine visuals, interactivity, and instant feedback to improve student engagement and retention.

Media Features and Learning Experiences: The review discusses how media can facilitate specific learning experiences, such as direct exposure (e.g., simulations) or sensory engagement (e.g., tactile activities). This emphasis on aligning media with learning experiences

is crucial in fields requiring hands-on practice, such as science or technical subjects. Kemp and Smellie's notion of organizing information logically for learners also resonates with digital platforms that can scaffold learning experiences.

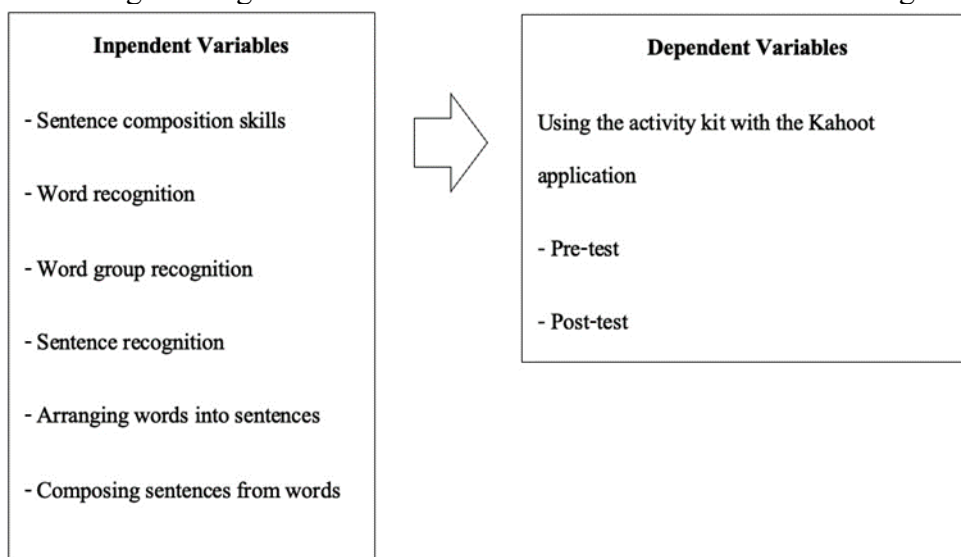
Technology and Cognitive Development: The advent of tools like adaptive learning platforms, which adjust content difficulty based on real-time performance data, aligns with Kemp and Smellie's framework. By incorporating real-time feedback mechanisms, digital tools enhance students' cognitive engagement and enable self-paced learning.

Follow-up and Media Evaluation: Both Romiszowski and Kemp stress the importance of follow-up to evaluate the effectiveness of teaching media. This includes testing whether learners have absorbed and understood the lesson and adjusting future media choices accordingly.

In Current Practice: Formative assessments, such as quizzes or interactive discussions embedded within digital platforms, provide ongoing feedback about the effectiveness of media and teaching strategies. This reflective approach allows instructors to fine-tune the media used for different learning modules, ensuring alignment with both content objectives and learner needs.

The literature suggests that selecting appropriate teaching media is a complex process involving multiple considerations, including instructional methods, learner characteristics, and media attributes. The continued relevance of frameworks proposed by Romiszowski, Kemp, and Smellie lies in their ability to guide educators through a thoughtful media selection process. In the context of blended learning and digital education, these principles can be applied to enhance learning experiences by leveraging multimedia, fostering learner engagement, and adapting to individual needs. Practical constraints, such as technological access and teacher proficiency, remain crucial in this decision-making process, requiring careful planning and resource allocation to ensure successful outcomes in teaching and learning.

This analysis shows that while the underlying principles of teaching media selection have remained constant, the tools and contexts in which they are applied have evolved significantly, demanding an integration of traditional theories with modern technological capabilities.



RESEARCH METHODOLOGY

Population and sample

1) Population

The population consisted of 140 global business trade students in Chongqing College of International Business and Economic in the academic year 2023.

2) Sample group

The samples of 103 students were determined by Krejcie and Morgan table and selected by simple random sampling with drawing.

Tools used in education

The tools used in this study include:

- 1) Lesson plan on writing sentences
- 2) Learning achievement test on writing sentences
- 3) Activity set on writing sentences
- 4) Questions about writing sentences using the Kahoot application

Method of collecting data

This study is an experimental study. The researchers conducted the experiment using The One Group Pretest-Posttest Design (Xue Ping, 1995: 248-249).

Experimental design

The table shows the experimental design of The One Group Pretest-Posttest Design. Experimental group, Pre-test, Experimental, Post-test

$E = T_1 \times T_2$

Statistics used to analyze data

Finding statistics to analyze the effectiveness of activity sets along with using applications to develop sentence writing skills of Global Business Trade Students in Chongqing College of International Business and Economic, China. According to the standard criteria 80/80 (E1/E2) with the calculation formula.

RESEARCH RESULTS

Finding the efficiency of the activity set along with using the Kahoot application on writing sentences of Global Business Trade Students in Chongqing College of International Business and Economic, China to be effective according to the 80/80 criteria.

First experiment, the researcher brought learning plans using activity sets along with the use of the Kahoot application to develop sentence writing skills, a total of 6 plans, and had 3 experts check their accuracy. Must and improve Subsequently, the researcher took the entire learning management plan and tested it with 103 Global Business Trade students in Chongqing College of International Business and Economic, China, academic year 2023, and found that there were problems with the method of using the activity sets. It was found that the language used in each activity set was confusing and complex, causing students to lack understanding in doing the activities, and the time spent on each learning plan is not related to the content and activities. In addition, students have relatively little skill in using the Kahoot application, causing the scheduled time to not be as specified

The Second experiment, the researchers used 6 learning plans using activity sets along with the Kahoot application to develop sentence writing skills to test with Global Business Trade students in Chongqing College of International Business and Economic, China, academic year 2023, number of 103 people, found that some learning management plans can be used well It is related to the use of activity sets along with the use of the Kahoot application. In some plans, the number of items in each activity set must be reduced in order for students to be able to do activities in each activity set. Relate to the specified objectives and time. Students therefore have adjusted some activities in the learning management plan to make them more appropriate. Experiment 3: The researchers used 6 learning plans using activity sets along with using the Kahoot application to develop sentence writing skills, which had been revised and completed, to try out, with a sample of 103 Global Business Trade students in Chongqing College of International Business and Economic by having them complete an achievement test before class. Organize learning according to the learning management plan using activity sets along

with using the Kahoot application to develop sentence writing skills, a total of 6 plans as follows.

Lesson Plans:

Lesson Plan 1: Knowing words.

Lesson Plan 2: Understanding groups of words.

Lesson Plan 3: Forming sentences.

Lesson Plan 4: Arranging words into sentences.

Lesson Plan 5: Composing sentences from words.

Lesson Plan 6: Creating sentences from pictures.

Results: The final experiment aimed to assess whether the revised approach met the 80/80 efficiency criterion, which evaluates whether at least 80% of students achieve a score of 80 or higher in the post-test. The data from the achievement tests and their analysis would demonstrate the effectiveness of the revised plans.

This step-by-step refinement approach highlights the importance of iterative testing and adjustment in educational interventions, especially when integrating technology like Kahoot into language learning. The emphasis on testing student performance against established criteria (such as the 80/80 rule) provides a clear metric for evaluating the success of the teaching strategies employed.

Table 1 Results of finding the efficiency of learning management of learning management plans using a set of activities and the Kahoot application on writing sentences of Global Business Trade students in Chongqing College of International Business and Economic, China.

Full Score	Average	E ₁	Full Score	Average	E ₂	E ₁ /E ₂
60	49.97	83.28	10	8.50	85.00	83.28/85.00

The table 1: provided outlines the results of the efficiency analysis for learning management using activity sets alongside the Kahoot application for Global Business Trade students in Chongqing College of International Business and Economics, China.

Efficiency Results Breakdown:

Test during class (E1):

Full score: 60

Average score achieved by students: 49.97

Efficiency percentage (E1): 83.28%

Post-test (E2):

Full score: 10

Average score achieved by students: 8.50

Efficiency percentage (E2): 85.00%

Final Efficiency Ratio (E1/E2):

$83.28\% / 85.00\% = 83.28/85.00$

The efficiency calculation indicates that the learning management plan, when incorporating the Kahoot application, achieved an efficiency close to the desired 80/80 criteria.

The test during class had an efficiency of 83.28%, and the post-test yielded an efficiency of 85.00%. Both results surpass the 80% benchmark, demonstrating that the combined use of activity sets and the Kahoot application effectively enhances sentence-writing skills in students.

The final efficiency ratio of 83.28/85.00 confirms that the method used is effective and aligned with the expected learning outcomes.

Part 2: Determining the learning management effectiveness index of the learning management plan using the set activities and the Kahoot application to develop sentence writing skills of

Global Business Trade students in Chongqing College of International Business and Economic, China.

Table 2 Results of finding the learning management effectiveness index of the learning management plan using a set of activities along with using the Kahoot application to develop sentence writing skills of Global Business Trade students in Chongqing College of International Business and Economic, China.

Amount of Achievement	Full Score of Achievement	Sum of pre test	Sum of post test	
138	10	534	1003	0.6979

The table 2: provided shows the Results of finding the learning management effectiveness index of the learning management plan using activity sets along with the Kahoot application to develop sentence writing skills for Global Business Trade students at Chongqing College of International Business and Economics, China.

Efficiency Index Breakdown:

Number of students: 138

Full score of achievement (per test): 10

Sum of pre-test scores: 534

Sum of post-test scores: 1003

The Effectiveness Index can be calculated using the formula:

Effectiveness Index = $\frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Full Score} - \text{Pre-test Score}}$

The value shown in the table is 0.6979, indicating that the effectiveness index of the learning management plan is 69.79%. This means that the learning management plan, including the use of the Kahoot application, effectively improved students' sentence-writing skills by almost 70%.

The effectiveness index of 69.79% suggests a significant improvement in students' sentence-writing abilities after the implementation of the learning plan using Kahoot.

This improvement further supports the finding that integrating interactive tools such as Kahoot in combination with activity sets enhances learning outcomes, specifically in developing language and sentence-writing skills.

Table 3 Comparative results of the development of sentence writing skills of Global Business Trade students in Chongqing College of International Business and Economic, China, pre and post organizing learning by using a set of activities along with using the Kahoot application.

Test	n	\bar{x}	SD	$\sum D$	$\sum D^2$	df	t
Pre study	103	5.30	1.25				
Post study	103	8.50	1.14	1.04	390	117	18.848*

Based on the table you have provided, we can analyze the comparative results of the development of sentence writing skills of Global Business Trade students at Chongqing College of International Business and Economics, before and after organizing learning by using a set of activities along with the Kahoot application. Here's an interpretation of the table:

Comparative Results Overview:

Pre-test Results:

Mean score (\bar{x}): 5.30

Standard deviation (SD): 1.25

Post-test Results:

Mean score (\bar{x}): 8.50

Standard deviation (SD): 1.14

The comparison reveals a significant increase in the average score from 5.30 in the pre-test to 8.50 in the post-test, indicating that the learning intervention using activity sets and the Kahoot application had a positive impact on students' sentence writing skills.

t-test Analysis:

t-value: 18.848*

Degrees of freedom (df): 103

The t-value of 18.848, with a significant result, indicates that the difference between the pre-test and post-test scores is statistically significant, further supporting the hypothesis that the activity set and Kahoot application contributed to a measurable improvement in students' performance. The significant improvement in students' performance after the learning intervention shows that the blended method using activity sets and the Kahoot application effectively enhanced sentence writing skills. The mean score difference, supported by a significant t-test value, confirms that this approach was beneficial in improving students' learning outcomes.

DISCUSSION & CONCLUSION

Effectiveness of the Learning Plan: The study aimed to evaluate the effectiveness of the learning management plan designed to enhance sentence writing skills using activity sets combined with the Kahoot application. The first experiment showed that the original learning plan required adjustments due to language complexity and timing issues. However, after revisions, the third experiment demonstrated that the learning plan had achieved an efficiency close to the 80/80 criteria, where 80% of students scored 80 or higher in the post-test. This improvement highlights the learning plan's capability to meet its objectives after iterative modifications. The consistent use of activity sets, coupled with the interactive Kahoot application, proved to enhance student engagement and skill acquisition, which aligns with modern educational approaches that emphasize interactive and flexible learning tools.

Effectiveness Index for Learning Management: The effectiveness index of the learning management plan was calculated at 69.79%, indicating a substantial improvement in sentence-writing skills. This index suggests that the integration of Kahoot, combined with traditional activity-based learning, significantly contributed to the learning process. The pre-test and post-test comparisons revealed an almost 70% increase in effectiveness, validating the approach's impact. The Kahoot application helped to provide immediate feedback and allowed students to practice autonomously, reinforcing their understanding and sentence composition skills.

Comparison of Sentence Writing Skill Development: The comparative results of pre-test and post-test scores showed a marked improvement in students' performance. The mean pre-test score of 5.30 increased to 8.50 in the post-test, supported by a significant t-value of 18.848, confirming that the intervention had a statistically significant positive effect on the students' English sentence writing skills. The use of the Kahoot application in tandem with activity sets enabled a more engaging and interactive learning environment, which likely contributed to the higher post-test scores. The real-time interaction and game-like interface of Kahoot increased motivation and engagement, facilitating better learning outcomes compared to traditional methods.

In conclusion, the research demonstrated that the learning plan, integrating the Kahoot application, effectively enhanced sentence-writing skills for students. The effectiveness index and the significant improvements in the pre- and post-test scores support the hypothesis that a blended learning approach combining technology and activity-based learning can lead to improved educational outcomes. This study recommends wider implementation of such

blended approaches in language learning contexts to optimize learning efficiency and student engagement.

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