

A Study of using Kahoot (QUIZ) to avoid ‘Santhi’ errors in writings by form two students

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Abstract: The researcher conducted the study using Kahoot (quiz) to avoid the 'Santhi' error in the writing of the Form 2 student. This study was conducted for high school students in Manjung district. The students subject to this study are Form 2 students. The study is based on two objectives, namely, identifying the problems faced by Form 2 students in the use of ‘Santhi’, avoiding the misconduct of ‘Santhi’ carried out by the form 2 students through use of Kahoot. The researchers used Bloom's taxonomy theory for this study. Students with the highest number of 'Santhi' errors in the mid-year essay section were selected for this study. This study was conducted to educate the students to avoid ‘Santhi’ errors in writing. This study was conducted to educate the students to avoid ‘Santhi’ errors in writing. The researchers used Bloom Anderson's theory for this study. The information contained in this study will help students to avoid ‘Santhi’ errors in writing. Students with the highest number of 'Santhi' errors in the mid-year section of the essay were selected for this study. The researchers have conducted this study in a qualitative and quantitative approach. The data required for the study will be collected with the help of the selected study instrument. The researchers will run this study for seven weeks. The information contained in this study will help students to avoid ‘Santhi’ errors in writing.

Keywords: Kahoot, Santhi error, writing

INTRODUCTION

The curriculum of the Malaysian Ministry of Education focuses on three competencies. They are listening, speaking, reading and writing. It is important for students to acquire all three of these skills within the curriculum. It is especially important to learn how to write. This is because writing skills are used for assessment for students from form one to form five. Students will face difficulty in writing the examination papers. Ability to write and compose sentences is essential. As such, all forms have writing skills tailored to the learning potential defined in the curriculum. It varies for each form. The curriculum emphasizes this by starting with a form so that students are proficient in writing complete essays. (Kumaran, 2007) The question that arises in today's context is that all students are proficient in writing essays and sentences. Although students produce good writing works, they lose marks in a simple manner due to some elements that they may overlook. Components of grammar are essential in writing skills. The quality of writing works is reduced due to the grammatical errors especially Santhi errors that students do not know. Many attempts were made in this regard. One of them is the Kahoot Quiz app. Kahoot app can be used to improve the writing skills of students, identify ‘Santhi’ errors and use it as practice. As a result, students are able to write without grammar errors or ‘Santhi’ errors.

LITERATURE REVIEW

A literature review is a critical component of a thesis that synthesizes existing research, identifies gaps, and provides context for the study. It serves as the foundation upon which the research is built and contributes to the scholarly conversation in the field.

Several studies have been conducted on grammatical errors thus far. Among them, the following studies are considered significant: Kumala, B. P., Aimah, S., & Izaiah, M. (2018, July), Chodorow, M., Tetreault, J., & Han, N. R. (2007, June), Royani, S., & Sadiyah, S. (2019), Miso, A. J. (2018), Promsupa, P., Varasarin, P., & Brudhiprabha, P. (2017), Ma'mun, N. (2016), Abushihab, I. (2014) (Batumalai, 2022), (Prof. Rajendran Sankaravelayuthan), (Noor Aslan Akamat Jan Saalih, 2008), (Pathiyama Bindi Isamudin, 2009), among other researchers, have undertaken studies focusing on grammatical errors. These studies encompass grammatical errors related to languages other than English, and they involve researchers from various backgrounds. Notably, there is limited research on grammatical errors in the Tamil language, and few researchers have explored this area extensively. Many studies, as cited, bridge the gap between research investigations.

In this regard, grammatical correction plays a vital role in determining the accuracy or decision of a sentence or study. Grammar correction is widely used in both research investigations and publications. It simplifies grammatical correction in text, editing, and publication. However, while it is straightforward in some applications, it becomes challenging in natural languages due to their inherent complexity. Grammatical correction in languages employs three approaches: fundamental grammar correction, grammatical correction in computational linguistics, and grammatical correction in the context of rules (Prof. Rajendran Sankaravelayuthan). The advent of the coronavirus pandemic has led to significant changes in education. There has been a substantial increase in the use of technology in teaching and learning. Tamil language education has made significant strides both in the classroom and online. This study focuses on understanding the usage and challenges of Tamil language education. Various technological applications facilitate learning and understanding among students in Tamil language education.

FINDINGS AND DISCUSSION

i. Challenges faced by students in using 'Santhi'

In the integration of 'Santhi' usage into student practices, several challenges emerge, reflecting a journey from initial orientation to more nuanced issues of neglect and overemphasis on structured learning. Firstly, a critical obstacle arises from the absence of adequate orientation provided to students regarding the utilization of 'Santhi'. With 25% of students citing this issue, it underscores a fundamental gap in the initial stages of implementation. Without proper guidance, students may struggle to grasp the basic functionalities and navigation within the 'Santhi'. Transitioning into the second phase, students face more significant hurdles, particularly concerning the mastery of advanced features such as 'Valimigum' and 'Valimiga'. Accounting for 45% of the challenges, this phase highlights the complexity of integrating advanced technological tools into educational practices. The absence of tailored support mechanisms could impede students' ability to harness the full potential of 'Santhi', limiting their engagement and productivity. Beyond technical complexities, the essay identifies a crucial aspect and that was student negligence.

Despite the availability of resources, 10% of students exhibit a lack of proactive engagement with 'Santhi'. This negligence may stem from various factors, including a lack of motivation or understanding of the tool's significance. Such disengagement can hinder students' academic progress and inhibit the realization of 'Santhi's' importance. Moreover, there exists a concern regarding the overemphasis on systems and concepts in students' written work, representing 20% of the challenges. While structured learning is essential, an excessive focus on conforming to predefined formats may stifle creativity and critical thinking. Students may prioritize adherence to templates over originality, potentially undermining the richness of their scholarly endeavors.

In conclusion, the challenges encountered in the implementation of 'Santhi' usage among students encompass a spectrum of issues, ranging from initial orientation to deeper issues of neglect and overemphasis. Addressing these challenges demands a multifaceted approach, involving comprehensive orientation programs, tailored support mechanisms, and a balanced approach to.

ii. It is possible to solve the problems of students through Kahoot quizzes?

In this study the researcher found out the attainment status of the students on the basis of the training done in the time frame of seven weeks. The researcher confirmed that the students' grammar skills have improved. For this, the researcher used to conduct exercises on Kahoot quiz every week and evaluate the points of the students. At the end of the study, the students will be taught Kahoot-like techniques to improve their 'Santhi' grammar skills and ensure that the students write without 'Santhi' errors in the written forms.

The research findings are based on post-tests, which revealed that 45% of students obtained scores ranging from 25 to 30 marks. Furthermore, 40% of students scored between 18 and 24 marks, while 15% of students received scores ranging from 11 to 17 marks. In this context, the outcome of the examination indicates that a significant number of students, approximately 17 out of 30, scored between 18 and 30 marks, suggesting that the majority of students have achieved commendable clarity in their understanding of the subject matter. These findings underscore the effectiveness of the educational approach or curriculum adopted, as evidenced by the notable number of students scoring within the higher range of marks. The data suggests that the teaching methodologies employed have contributed to the students' enhanced comprehension and retention of the subject matter. Further analysis of the data reveals insights into the distribution of student performance. The majority of students fall within the upper range of scores, indicating a favorable outcome in terms of student comprehension and proficiency. This distribution implies that the instructional strategies implemented have effectively facilitated learning and knowledge acquisition among the students. Moreover, the findings highlight the importance of continuous assessment and evaluation in gauging student progress and understanding. Through post-tests and data analysis, educators can identify areas of strength and weakness, enabling them to tailor their teaching methods and interventions accordingly.

CONCLUSION

This research has identified the challenges faced by students in using 'Santhi' and provided solutions to address them. Proactive teachers have been actively working to correct students' grammatical mistakes in their writings, utilizing the insights gained from this research. Therefore, by employing this technological tool, educators can improve students' grammatical knowledge and correct errors in their writing especially essay sections. In this way, the research conducted by the researcher contributes to addressing the challenges concerning students' mistakes, which they encounter in their grammar section. This kind of research assists in alleviating the challenges associated with grammatical errors that students face. In this regard, the researcher's investigation provides a pathway to mitigate the challenges posed by students' grammatical errors, allowing students to identify and correct errors themselves, thereby enhancing their essay writing skills. Consequently, this research has been instrumental in addressing the challenges faced by students in their grammar sections and has provided guidance on how to improve their writing skills.

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