



## DEVELOPING AN ENGLISH WORKSHEET INTEGRATING GAMIFICATION THROUGH KAHOOT ON THE TOPIC OF PRESENT CONTINUOUS TENSE

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### ABSTRACT

This research focuses on the development of more engaging English language student worksheets. The conventional worksheets, previously characterized by black-and-white printed pages dominated by question sets, were perceived as tedious and uninspiring. To overcome this limitation, a gamification-based worksheet was designed, integrating the interactive quiz platform Kahoot to enhance learner engagement. The study adopted the ADDIE development framework, encompassing the phases of analysis, design, development, implementation, and evaluation. A descriptive quantitative method was employed to evaluate the outcomes. The finalized worksheet achieved a validation score of 95.3% from three expert reviewers and a practicality score of 69.4% based on students' responses. These findings suggest that the gamified worksheet is not only pedagogically valid but also sufficiently practical for use in classroom instruction, particularly for teaching the present continuous tense.

**Keywords:** *Development, Kahoot, Student Worksheet*

## 1. INTRODUCTION

One of the disciplines that must be mastered in order to face the different obstacles that are present in this current period is English. According to Mika and Mardiana (2023: 247), The majority of places around the planet utilize English as an international language. English is being one of the most significant worldwide languages, is a language worth learning. Many countries, particularly those that were formerly British colonies, require their citizens to have working knowledge of English as a second language after their mother tongue. In spite

of the fact that it is a foreign language in Indonesia, English plays a significant part in the activities that take place inside Indonesian society. It is consistent with the statement from Maduwu (2016:1), Indonesia mandates English instruction from elementary to university level, reflecting its emphasis on English education. One of the disciplines that must be mastered in order to face the different obstacles that are present in this current period is English. According to Mika and Mardiana (2023: 247), The majority of places around the planet utilize English as an international language. English is being one of

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the most significant worldwide languages, is a language worth learning. Many countries, particularly those that were formerly British colonies, require their citizens to have working knowledge of English as a second language after their mother tongue. In spite of the fact that it is a foreign language in Indonesia, English plays a significant part in the activities that take place inside Indonesian society. It is consistent with the statement from Maduwu (2016: 1), that The education system in Indonesia, which mandates English instruction at all levels, from elementary schools to universities, demonstrates this.

The level of English language competency in Indonesia is classified as "moderate." According to the research conducted by Renandya, Hamied, and Nurkamto (2018: 618-629), study highlights the fact that even though there has been progress in English teaching, there are still considerable problems that need to be faced. There are differences in the degrees of proficiency between the various regions, with metropolitan areas typically displaying higher levels in comparison to rural areas. This statement is supported by data obtained from the English Proficiency Index (EPI) 2023 for the English language. With a score of 473, Indonesia is ranked thirteenth out of twenty-three countries in Asia. Although Jakarta has the greatest score of 531, Jambi has the lowest score of 435. The proficiency levels in Indonesia vary from region to region, with Jakarta having the highest score.

Language skills consist of four distinct sorts of talents, which are listening, reading, speaking, and writing. According to Soenardi (2011) in (Putri & Wijayanti 2018: 156),

Grammar is an additional skill that significantly contributes to the four language abilities. It is consistent with the assertion made by Larsen Freeman (Thariq et al., 2021: 321-322), that grammar ought to be the fifth talent; nonetheless, he believes that grammar ought to be the first ability that students are required to possess. Grammar comprehension is crucial for English learners to achieve their maximum potential. This statements According to the English Language Proficiency Index (EF EPI) report for the year 2022, Indonesia is ranked 81st out of 111 nations, with an average score of 469 out of 800. According to the Common European Framework of Reference for Languages (CEFR) scale, Indonesia is positioned at level B1, which is equivalent to intermediate. Nevertheless, this number is still lower than the average score for Asia, which is 500, which is the regional average. That is the reason grammar is important for students to master in the current era of globalization.

Learning techniques are an effort or stage that is used to attain learning objectives in the form of interaction between teachers and students in accordance with the material and procedures that have been established (Afandi, et al., 2013: 16). The statement made by Mustofa and Hamid (2012) in (Mufidah and Zainudin, 2018: 202), that the learning technique is a set of structured actions carried out by teachers in the process of teaching learning materials, is consistent with this. The rapid growth of technology in the modern period also significantly influences changes in students' learning methods. As of right now, the learning habits of generation Z, also known as millennials, are more interested in

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using gadgets as a learning medium that tends to be more practical, which means that it tends toward an instant learning style. According to Setyawan (2017), the quick learning style lets the millennial age feel more at ease and content when it comes to using technology as a learning medium.

Gamification refers to a way of teaching and learning that incorporates game mechanics into non-game contexts. According to Dicheva & Dichev (2015) Gamification is the application of game mechanics and characteristics to a wide variety of contexts, industries, and activities that people engage in on a daily basis in order to motivate them to solve problems and achieve certain goals. In light of this, it is possible to assert that the gamification of education is a relatively recent invention, as well as a realistic method for encouraging students to study while making use of game elements to maximize engagement and enjoyment.

In the process of education, student worksheets are vital resources since they function as structured guides that make learning and comprehension easier. These worksheets are intended to offer students opportunities to practice the concepts that they have learned in the classroom, as well as to evaluate their level of comprehension of the content. Worksheets as stated by Harwati and Rokhmat (2021), assist students in becoming more active participants in their own learning process, in developing their critical thinking skills, and in accomplishing their learning goals. Educators are able to build learning experiences that are more successful and engaging for children by customizing worksheets to meet the specific needs and characteristics of

each individual student.

An analysis of previous research needs reveals that gamification-based learning using Quizizz has shortcomings, particularly in designs that do not align with the students' preferences. The advantages of previous research are that the use of gamification-based student worksheets using Quizizz is more interesting and communicative compared to student worksheets in the form of a black and white A4 paper. This prompted the researcher to consider further refinement of the gamification-based student worksheets that previously used the Quizizz platform to use the Kahoot platform.

This student worksheet will focus on English subjects, especially in simple continuous tense material, by including additional elements such as animation and backgrounds to increase its appeal. Most gamification studies emphasize the use of interactive applications but overlook the integration of gamification into printed or digital student worksheets. There is limited research on how worksheets can include gamification elements, such as challenges, points, and leaderboards, to engage students and improve their understanding of English grammar.

## 2. LITERATURE REVIEW

The theoretical review in this study aims to provide a solid foundation for understanding the various dimensions of Artificial Intelligence (AI) and its implications in academic writing, especially within the context of Universitas PGRI Palembang. This section presents a conceptual and empirical understanding derived from scholarly sources and the researcher's observation.

**Vol 8, No 2 (2025): ESTEEM*****The Development***

Research and development (R&D), as described by Smith (2024), is a systematic endeavor aimed at creating or enhancing products by leveraging new or existing knowledge to improve their suitability within educational and learning environments. This process, according to Judijanto et al. (2024), includes designing, validating, and refining both novel and existing products to ensure they are valid and practical in real-world contexts. Furthermore, as emphasized by Okpatrioka (2023), R&D not only focuses on the innovation of tools and models but also rigorously tests their effectiveness to ensure optimal performance in targeted applications, thereby generating empirical foundations for educational and non-educational product development.

***The Concept of Grammar***

Grammar, as defined by Crystal (2004), is the system of rules that governs how sentences are structured, including word order, punctuation, and the formation of phrases. It encompasses syntax, morphology, and phonology—essential components for creating clear and coherent communication. A solid grasp of grammar is crucial for expressing ideas accurately and effectively. Huddleston et al. (2002) emphasize that grammatical structure enables more refined and complex expression in both speech and writing. Müller (2019) highlights that grammatical theories explain how sentences are formed and support applications in linguistics, education, translation, and technology. Similarly, Halliday and Matthiessen (2004) view grammar as a

meaning-making tool, shaped by context and purpose. Thus, grammar is a foundational framework that enhances communication and supports deeper understanding of language across various fields.

***The Concept of Learning Method***

In the learning process, communication between teachers and students is essential, with teachers serving as information providers and students as recipients. To ensure this communication is effective, it is crucial to apply appropriate learning methods that align with students' needs. Ahmadi and Prasetya (2015) define learning methods as techniques mastered by educators to present material in a way that allows students to absorb, understand, and apply it, whether in individual or group settings. Sukmanasa et al. (2017) highlight that effective methods—especially those incorporating interactive digital media—can boost students' interest and engagement. Similarly, Zikri et al. (2018) note that repeated practice through drills enhances comprehension of complex concepts through repetition and application. Rahayu et al. (2020) add that a scientific approach, which involves analysis, evaluation, and implementation, not only supports knowledge transfer but also cultivates students' critical thinking skills. Based on these perspectives, it can be concluded that learning methods play a pivotal role in delivering content meaningfully. Approaches like interactive media, repetition, and scientific strategies improve understanding and foster essential cognitive skills, making the learning process more effective and impactful.

**Vol 8, No 2 (2025): ESTEEM*****The Concept of Gamification***

Gamification refers to the application of game design elements—such as rewards, challenges, leaderboards, and progress tracking—to non-game settings with the goal of enhancing user engagement, motivation, and performance (Huotari & Hamari, 2017; Firdaus & Firdaus, 2024; Downie & Proulx, 2022). Seaborn and Fels (2015) explain that gamification leverages innate human drives for competition and achievement to shape behavior and improve outcomes across diverse contexts. In education, it enriches learning by increasing both intrinsic and extrinsic motivation, while in business settings, it enhances employee engagement and customer loyalty. As noted by Vijay and Jayan (2023), gamification draws on psychological principles, combining enjoyment, challenge, and incentives to improve user satisfaction. Its flexibility and effectiveness have made it a valuable strategy in creating impactful interventions across sectors such as education, healthcare, and marketing.

***The Concept of Student Worksheet***

Student worksheets function as instructional tools that guide learners through structured activities aligned with defined learning objectives, promoting independent learning and problem-solving with minimal teacher intervention. As noted by Berlian et al. (2023), these worksheets are often adapted to suit students' age and comprehension levels by using simplified language, thereby enabling active engagement with the subject matter. Acting as a bridge between theoretical content and practical application, well-designed worksheets help deepen understanding through interaction. To ensure their

effectiveness in classroom use, the development of student worksheets often follows systematic models like ADDIE, which emphasize validity, applicability, and instructional efficiency. Contemporary approaches, such as inquiry-based learning and contextual teaching, are increasingly integrated into worksheet design to enhance critical thinking and retention (Faradisa et al., 2023; Septena et al., 2023). Interactive formats and thematic learning contexts—especially those delivered through digital platforms—have been shown to significantly boost student motivation and learning outcomes.

***The Concept of Kahoot***

Kahoot is an innovative game-based learning platform designed to enhance educational engagement through interactive quizzes and competitive dynamics (Q. Zhang & Yu, 2021; Bhumika, 2024). By leveraging real-time feedback and gamification, it transforms traditional teaching into a dynamic, student-centered experience accessible via mobile devices, tablets, or PCs. Its versatility spans conventional classrooms, flipped learning environments, and remote instruction. Despite reliance on stable internet connectivity, Kahoot's capacity to foster active participation, motivation, and collaboration has been widely recognized. Empirical studies highlight its effectiveness in improving retention of complex material and promoting meaningful interaction between students and educators, solidifying its role as a transformative tool in modern pedagogy (Bhuana, 2023).

***Simple Present Continuous Tense***

The present continuous tense, formed by

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combining the present tense of the verb *to be* (am/is/are) with the base verb plus the *-ing* suffix, denotes actions occurring at the moment of speaking, temporary situations, or planned future events. For instance, “She is reading a book” illustrates an action in progress, while “They are meeting us tomorrow” signals a scheduled event (Makhmutova et al., 2019). This tense underscores the ongoing nature of actions, distinguishing them from habitual behaviors expressed by the simple present. However, English learners frequently confuse the present continuous with other tenses, often omitting auxiliary verbs or misapplying the *-ing* form, as noted by (Haryani, 2022 ; Akteruzzaman et al., 2023 ; (Wiwin et al., 2022). Errors such as “She reading” instead of “She is reading,” or using the continuous tense for habitual actions like “I am going to school every day,” reveal the necessity for focused grammar instruction to ensure correct usage.

***Validity and Practicality Theory***

Validity and practicality are essential criteria for evaluating the quality of student worksheets. Validity, as defined by Fraenkel and Wallen (2014), concerns the appropriateness, accuracy, meaningfulness, and usefulness of conclusions drawn from data, and is typically assessed by experts in content and media to ensure alignment with learning objectives, curriculum standards, and usability (Suryani et al., 2024). For instance, gamified mathematics materials validated by experts received high scores for content relevance and engagement, affirming their educational validity. Practicality, meanwhile, refers to how interesting and usable an intervention is under normal conditions (Van Den

Akker, 1999) and is evaluated through classroom implementation where feedback from students and teacher highlights ease of use, clarity of instructions, and the engagement value of gamified features. Gamified e-modules designed with the ADDIE framework for senior high students exemplify practicality by supporting interactive, effective learning strategies, demonstrating that a valid educational tool must also be practical for successful application.

**3. METHODS**

This research focuses on the development of a gamification-based student worksheet designed to support English language learning—specifically the Present Continuous Tense—by utilizing the interactive digital platform Kahoot. The study adopts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), a systematic instructional design framework commonly employed in educational product development due to its emphasis on performance outcomes and learner engagement. The process begins with a thorough analysis of learners' needs, curriculum demands, and teaching objectives, ensuring that the worksheet content aligns with the current educational standards and supports the gradual improvement of students' grammatical competence. During the design stage, the researcher curated appropriate learning materials, formulated question structures, and created visual themes that appeal to student

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interests while supporting comprehension. These materials were then integrated into Kahoot, which offers a dynamic learning environment where question timing, point systems, and multiple answer formats could be customized to foster critical thinking and maintain learner motivation. The gamification approach intentionally transforms traditional worksheet exercises into interactive activities, providing a student-centered alternative to conventional grammar instruction.

Following the design process, the development stage involved the construction and validation of the worksheet prototype, including alpha testing phases. During the alpha test, a panel of expert validators—including media, language, and content specialists—evaluated the worksheet in terms of linguistic clarity, material relevance, and visual design. Based on the feedback received, necessary revisions were made before proceeding to beta testing, where a group of students assessed the worksheet's practicality, effectiveness, and engagement value through structured questionnaires and one-on-one trials. The implementation stage tested the worksheet in a real classroom environment, with students actively engaging in gamified grammar exercises using Kahoot. This phase was followed by a comprehensive evaluation, drawing on both qualitative and quantitative data collected through interviews, questionnaires, and

documentation. The qualitative analysis interpreted open feedback from students and experts, while quantitative data analyzed using descriptive statistics and Likert-scale scoring measured the product's validity and practicality. Results indicated that the developed worksheet met the criteria for being both highly valid and practical. By integrating gamification into traditional learning formats, the product not only improved learners' grammatical understanding but also increased classroom participation and motivation, making it a promising pedagogical tool for 21st-century language instruction.

#### 4. RESULTS AND DISCUSSION

##### *Findings of the Research*

This research aimed to explore how students at Universitas PGRI Palembang utilize Artificial Intelligence (AI) tools in academic writing, particularly focusing on the influence of AI on writing quality, knowledge development, and student perceptions. The findings, gathered through observation, interviews, and document analysis, highlight a significant role of AI in facilitating student learning and improving writing outcomes. Students reported using AI for a variety of purposes, including generating ideas, correcting grammar, paraphrasing, translating, and checking the structure of academic texts. Most participants expressed that these tools improved their productivity, confidence, and ability to express complex ideas in English. However, concerns regarding overreliance,

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ethical use, and academic integrity were also raised, particularly by more advanced students.

***Result of Observation***

During the observation phase, the researcher noted clear differences in AI usage between second-semester and fourth-semester students. The second-semester students generally used AI as a foundational writing aid—for basic grammar corrections, sentence construction, and vocabulary assistance. These students relied heavily on AI to translate their ideas into grammatically correct English, indicating a dependence on AI for overcoming language barriers. In contrast, fourth-semester students demonstrated more nuanced and strategic use of AI tools. They employed applications such as Grammarly and Quillbot to refine argumentation, ensure coherence, and paraphrase source materials. Notably, these students also used AI to help them create outlines, suggest transitions, and format citations according to academic standards. Their behavior showed a higher level of critical thinking, where AI served more as a collaborator than a crutch. Observation also showed that both groups exhibited increased motivation and self-efficacy when working with AI, especially during writing assignments that they had previously considered challenging.

***Result of Interview***

Interviews conducted with 10 students reinforced the patterns observed. Most students agreed that AI had positively impacted their writing processes. A second-semester student shared that AI tools helped them "translate ideas

from Bahasa into English more smoothly," while a fourth-semester student explained that AI assisted them in "structuring arguments and avoiding repetitive phrasing." Many participants highlighted that AI reduced their anxiety when writing in English and made them feel more capable of producing high-quality academic work. However, concerns emerged regarding excessive dependency. Some students admitted they sometimes accepted AI suggestions without fully understanding the corrections, which could hinder their learning in the long run. Others expressed ethical concerns, such as uncertainty about how much AI-generated content is acceptable in academic assignments. Despite this, the majority still viewed AI as a powerful support system rather than a threat, provided it is used responsibly and under proper academic guidance.

***Documentation of the Research***

The documentation collected, including writing samples before and after AI use, observation sheets, and screenshots of AI interfaces, showed clear evidence of improvement. Initial drafts submitted by students typically contained grammatical errors, underdeveloped ideas, and poor organization. In contrast, after utilizing AI tools, their revised texts displayed greater clarity, improved coherence, stronger vocabulary usage, and proper academic structure. Moreover, many students annotated their AI usage, showing that they used it not only to correct but also to learn from the suggestions given. For example, some students kept notes on grammar explanations provided by Grammarly or attempted to paraphrase AI outputs to make them more personalized. This

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indicates a potential for AI tools to function as both writing assistants and informal tutors.

**Discussion**

The results of this research affirm the theoretical framework proposed by (Santoso, 2023), who argued that Artificial Intelligence has the capability to analyze data and support humans in learning processes, particularly in academic writing. In Santoso's view, AI tools can bridge gaps in student proficiency by offering real-time feedback and tailored language suggestions, ultimately enhancing student performance. This is precisely reflected in the students' experiences at Universitas PGRI Palembang. The findings demonstrate that AI not only helps students correct surface-level errors but also supports the deeper development of ideas, organization, and academic style, validating Santoso's argument that AI contributes significantly to learning enhancement. However, Santoso also cautions about the potential misuse of AI and its impact on critical thinking. This study echoes that concern: although AI enables faster and more accurate writing, it also poses risks of plagiarism, reduced originality, and superficial learning if not used critically.

This research adds nuance to Santoso's theory by highlighting the different ways students engage with AI depending on their academic stage. While beginners use it as a translator and grammar checker, more advanced users harness its potential as a drafting and editing partner. Thus, AI's effectiveness is strongly tied to the

user's intentions and level of digital literacy. In conclusion, the study suggests that AI has become an indispensable component of academic writing for students at Universitas PGRI Palembang. However, its use must be guided by ethical considerations, digital literacy training, and pedagogical support to ensure that it strengthens—rather than weakens—students' academic integrity and intellectual growth. Educators must create environments where AI is positioned as a *supporting tool*, not a *substitute* for original thought and scholarly effort.

**5. CONCLUSION**

This study concludes that Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and Quillbot significantly support students' academic writing at Universitas PGRI Palembang. These tools enhance grammar accuracy, coherence, vocabulary, and text organization, aiding students in developing clearer and more structured academic texts. Engagement with AI varies by academic level: lower-semester students use AI for basic tasks, while upper-semester students apply it more critically for refining arguments and citation formatting. While AI fosters improved writing skills and confidence, concerns such as overreliance, plagiarism, and reduced critical thinking remain evident. Overall, students perceive AI as a helpful supplement rather than a substitute for their abilities, stressing the importance of ethical use and digital literacy.

Further research is recommended to explore long-term impacts of AI usage on students' independent writing skills and critical

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thinking development. Comparative studies across disciplines and educational levels could provide deeper insights into how AI can be integrated responsibly within diverse academic contexts. Moreover, investigations into the effectiveness of digital literacy training in guiding ethical AI use would be beneficial for educational institutions.

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