**THE IMPACT OF TEACHING VOCABULARY BY USING KAHOOT! AT
SMP MUHAMMADIYAH 1 GADINGREJO**

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUANGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE IMPACT OF TEACHING VOCABULARY BY USING KAHOOT! AT SMP MUHAMMADIYAH 1 GADINGREJO

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The primary goals of this reasearch are to find out the significant difference of students vocabulary after being taught through Kahoot! and to identify the students perceptions after the implementation of Kahoot!. This research was conducted in SMP Muhammadiyah 1 Gadingrejo. The subject were students of VIII 6 as the try out class and there were 30 students of VIII 5 as the subject of the research. Vocabulary test and questionnaires were used to collect the data. To test the hypotheses, researcher used Paired Sample T-Test to know the level of signifcance after the treatment. The finding of Paired Sample T-Test revealed that there was a significant difference in students vocabulary after the implementation of Kahoot! in their class. The researcher compared the process and the result of this research to know wether it is effective or not in teaching vocabulary. Meanwhile, the result of the questonnaires showed that there were 5 students (16.7 %) had a negative perception and 25 students (83.3%) had a positive perception towards the implementation of Kahoot!. It indicates that the students perception towards Kahoot! in 8th grade students of SMP Muhammadiyah 1 Gadingrejo is positive. In conclusion, the implementation of Kahoot! in teaching vocabulary is effective and it has a positive perception towards Kahoot!.

Keywords: *Kahoot!, Vocabulary, Perception*.

**THE IMPACT OF TEACHING VOCABULARY BY USING KAHOOT! AT
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By
Viola Amiswari

A Script

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The Requirement for S-1 Degree

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ENGLISH EDUCATION STUDY PROGRAM
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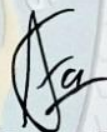Faculty : **Teacher Training and Education**

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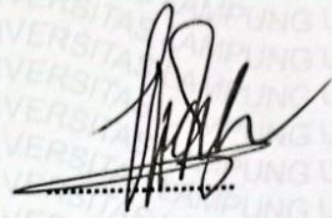The Department of Language and Arts Education

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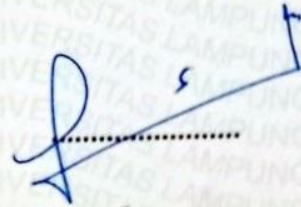NIP 19640106 198803 1 001
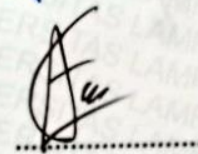
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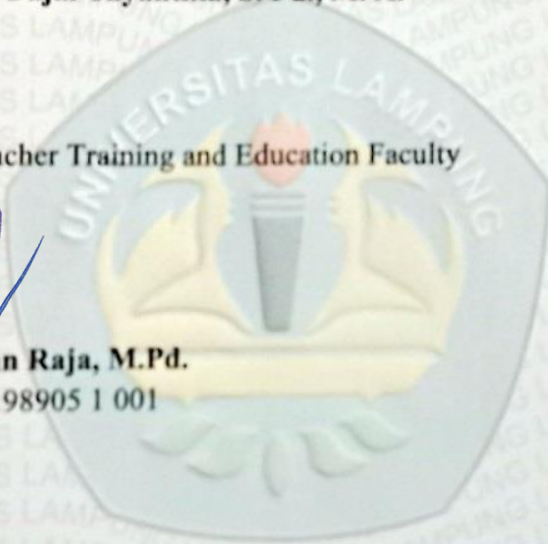Examiner   : **Dr. Feni Munifatullah, M. Hum.**

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Bandar Lampung, 20 Oktober 2022

Penulis,

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CURRICULUM VITAE

Viola Amiswari is the first child of Sutrisno and Leti Astuti. She was born on September 17th 1998 in Gadingrejo. The elder sister of two siblings, her brother is Alip Abdul Jalil and her sister is Khumayroh.

 After graduating from SD N 3 Tegalsari in 2004, she went to Muhammadiyah Junior High School Gadingrejo until she graduated in 2012. Then, She finished her study in SMA N 1 Gadingrejo in 2016.

She was registered as a student of the English Education Study Program 2016 at University of Lampung. She became a part of Muhammadiyah Student Assosiation Lampung and participated in Bank Sampah Bimasakti Tegalsari as a secretary. She is a teacher in TKIT At – Taqwa Purwosari.

DEDICATION

This script is dedicated to:

Allah The Glorious and The Exalted

My parents, My late father Sutrisno, My Step Father Junarto and My mother Leti Astuti.

My brother and sister, Alip Abdul Jalil and Khumayroh.

Me, myself, and I. The toughest and brave human ever.

MOTTO

"Allah does not burden a soul beyond that it can bear..."

(Qs. Al – Baqarah (2) : 286)

"Indeed, with hardship (will be) ease."

(Qs. Al – Inshirah (94) : 6)

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Writer,

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CHAPTER I
INTRODUCTION

This chapter discusses background of the problem, research questions, objectives, implications, scope and definition of terms.

1.1   Background of the Research

English is the language of International communication and it becomes the most influential language worldwide. It is used by people all over the world to communicate with others in different country. Because of that, it is important for the students to learn English as a second language to get more information. Furthermore, they have to acquire English that involves four language skills i.e. listening, speaking, reading, and writing. However, in studying English students have to deal with some aspects. One of them is vocabulary that has difficulties in each level. McCarthy (1990:8) states no matter how well the students learn grammar, or how successful the sounds of the language are mastered, without words communication cannot occur in any meaningful way. The use of vocabulary terms is essential when learning a language. It indicates that vocabulary plays an important role in learning language.

In fact, the most common factor that becomes the obstacle in mastering vocabulary is limited number of words mastered. The other problem faced by

students is the difficulty to understand the meaning of the words. Many of the words that students are expected to learn in English Classroom are still unfamiliar to them as they have different meanings (Carrier, 2012). The students still use their own language when they are asking and answering the question from the teacher. So, the teachers should find creative ways to teach and expand students' motivation to learn English. Abrams and Walsh (2014) found that using technology-based games for vocabulary instruction increased student vocabulary assessment scores from a low level B average before the game to a low A average after the game was played. Yip and Kwan (2006) investigated the effects of online games on students focus during vocabulary instruction. Because of that, finding creative ways in teaching English is the solution to boost students' vocabulary in learning English.

In teaching and learning a language, the teacher should make the students become more active and try to use their vocabulary to communicate in the classroom. Furthermore, it is important to increase student's motivation in learning by using media in teaching and learning process. According to Schunk, Meece, and Pintrich, (2013) application of games for educational can be used to teach students in this modern era especially for pervasive determinant of learning behavior. That is, a game-based learning context helps to shape a higher level of motivation of an individual (Ebrahimzadeh and Alavi, 2017). In addition, digital games can create a good learning environment and promote students' engagement. Games have a significant role to attract students' intention and focus in the class. Also, the use of games

in the class provides students in with an exciting learning experience (Icard, 2014). So, teacher can use digital game in teaching to increase students' motivation to learn.

One of the digital games is Kahoot!. It is a game-based learning platform. Kahoot! is an evolution of the previous clicker technology with the exception that is free and easy to learn and use. The Kahoot! application is easily accessible via smartphones or PCs. Among those, Kahoot! is an example of a popular game-based Classroom Response System (Fies and Marshall, 2006). It is usually used as educational in school and other educational institutions to give them some tests. It is multiple-choice quizzes that allow users to play together and it can be accessed via a web browser or the Kahoot! app. Also, it can be used to review students' knowledge by using formative assessment. Kahoot! is a creative website that turns students' devices into a student response system. Furthermore, this application can be used to facilitate your distance learning and connect with students even when they are not in the classroom. By using this application, it can turn the class into an active and highly charged group of students eager to absorb and excel (Thomas, 2014). Because of that, it can be the solution for the teachers to teach English.

From some previous studies results collected by the writer, researchers proved that Kahoot! is able to improve students' ability in learning English. The researcher took some previous studies on the use of Kahoot!. First, the previous study was conducted by EwaZarzycka-Piskorz (2016) found that

there was a significant finding in the grammar learning effectiveness, which is graded very high (90%). It shows that even though the content may be difficult, the students seem to open eager to learn through online game. Another study carried out by Saovapa Wichadee (2017), the use of Kahoot! was revealed statistically significant differences with regard to learning performance and motivation at 0.05. In addition, the result of survey indicated that students had positive attitudes towards application and digital games in language learning. Those researches indicate that Kahoot! can improve students' vocabulary mastery and their motivation to learn English. Because of that, it can be the solution for the teachers to teach vocabulary in their classroom.

Moreover, digital games can be used as an effective tool to motivate learners, enhance their enthusiasm, increase and check their comprehension (Kim, 2015; Simões, Diaz Redondo, and Fernãndez Vilas, 2013). According to Richard and Lockhart (1996), learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor. In addition, the students' perception towards application of digital games were examined to know the relations in the student's achievement after being taught by Kahoot!. In other word, this research deals with students' perception about the use of Kahoot! in teaching and learning vocabulary.

Based on the explanation above, the writer feels interested in the problem of students' vocabulary mastery, because of the wide range of the problem then the writer limits it only concerning the use of Kahoot! and students' vocabulary mastery. This research investigates the significant improvement of the students after being taught by Kahoot!. In addition, this research also wants to find out the students' perception toward Kahoot! in SMP Muhammadiyah 1 Gadingrejo in the academic year of 2019/ 2020.

1.2 Research Questions

Formulation of the problems based on the background above, the research problems are formulated as follows:

1. Is there any significant difference on students' vocabulary after being taught through Kahoot!?

2. How are the students' perceptions after being taught by Kahoot!?

1.3 Objectives

The Objectives of the Research in relation to the formulation of the problem, the objectives of the research are:

1. To find out the significant difference of students vocabulary after being taught through Kahoot!.

2. To identify the students' perceptions after being taught by Kahoot!

1.4 Implications

There are some uses that can be summarized from this research:

Theoretically, the significances of this research are expected:

a. The result of the research may be useful to support existing theories on vocabulary.

b. To be used as a reference for further researcher.

c. To enrich the theory about students' vocabulary mastery.

Practically, the significances of this research are expected:

a. As information for English teachers to find an alternative technique when teaching vocabulary.

b. As information and reference for other researchers who are interested in the research related to teaching vocabulary.

1.5 Scope

From the problems above, it can be seen that there are many factors that cause the problems of the teaching and learning vocabulary. So, it is impossible to do research to solve all those problems. This research will only focus on the result after using Kahoot! in teaching and learning vocabulary and the students' perceptions toward Kahoot!. These problems are chosen because interesting and challenging activities to make learning process more effective and interesting. Also, the researcher wants to know the students' perception toward Kahoot!. This research will use Kahoot! to improve students' vocabulary of 8th grader of junior high school.

1.6 Definition of terms

There are terms needed to define in order to avoid misunderstanding and ambiguity, they are:

1. Vocabulary

Vocabulary is a list or set of words for a particular language or a list set of word that individual speaker of language might use (Hatch and Brown quoted in Budi Setiawan 2010)

2. Kahoot!

Kahoot!is one of the media which is usually used as an ice breaking session that carries quizzes as the base of its activity. According to Dellos (2015), Kahoot! is a student response system that engages students through game-like pre-made or impromptu quizzes, discussions and surveys. Kahoot! is easy to use for the beginners and it can be held in an individual or in a team. Students do not need an account to join the quiz on Kahoot!. It only needs the teachers to have an account to create quizzes.

3. Students' perception

According to Kotler (2000) perception is the process of how someone selects, organizes, and interprets the information inputs to make a meaningful overall conception. Students' perception is learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor (Richards & Lockhart, 1996).

CHAPTER II

LITERATURE REVIEW

In order to reach the goal of this research, there were several points that would be discussed in this chapter. They were classifying into the following terms; concept of vocabulary, types of vocabulary, aspect of vocabulary, teaching vocabulary, interactive media, Kahoot!, procedures of applying Kahoot!, advantages and obstacles of using Kahoot!, students' perception toward Kahoot!, theoretical assumption, and hypothesis.

2.1. Concept of Vocabulary

Language is a means of communication that is made up of sentence that convey meaning. According to Lessard-Clouston (2013:2), vocabulary is the words of a language, including single items, and phrases or chunks of several words that convey a particular meaning, the way individual words do. David William in Thornburry (2002:13) argued that if we do not know the grammar not much can be said while without vocabulary we cannot say anything. Therefore, someone cannot convey anything without vocabulary. It is the basic element of a language in hence we can say that the quality of the language performance of students will depend on their quality and quantity of vocabulary. Indeed, people need to use

words in order to express themselves in any language. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful. Moreover, Setiyadi (2006) states that structure and vocabulary seem to be the heart or foreign language learning. Vocabulary is a very essential part in learning language, because to be able to master a language we automatically have to master its vocabulary.

According to Aitchitson (2001), vocabulary is a set of words known to a person or other entity, or that are part of a specific language. It would be impossible to learn a language without words or vocabularies to support it (Rivers, 1981). It shows that people can do nothing in communication if they do not know the word or vocabulary of the language. Longman (1987) explained that vocabulary is a list of words, usually in alphabetical order and with explanation of their meanings, less complete than dictionary. It means that we should understand the meaning to understand each word of what people say.

The students will learn types of vocabulary such as verb, noun, adjective and adverb. Verb is a word or group of words that expresses an action, an event, or a state, for example, eat, happen and exist. Noun is a word that refers to a person, a place, or a thing, such as doctor, city, and plant. Adjective is a word that describes a person or thing, for example beautiful, clever. Adverb is a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or to another adverb, such as speaks loudly, very quickly.

2.2. Types of Vocabulary

In English, vocabulary means every part of speech which is used to construct the sentences when people communicated each other. It includes noun, verb, adjective, adverb, pronoun, preposition, and conjunction. There are some types of vocabulary. Hatch and Brown (2001) classify vocabulary into two types, namely, content words and functional words.

1. Content words

Content words represent the names of objects or things. Content words are divided into four types; nouns, verbs, adjectives, and adverbs.

1. Noun

Noun is a word (other than a pronoun) used to identify any of a class of people, places, or things (*common noun*), or to name a particular one of these (*proper noun*). Noun also changes form to show number and possession (*girl, girl's, girls, girls'*). They are used primarily as substantives that is, word that designed person (*doctor, farmer, teacher, etc*), animals (*spider, snake, tiger, etc*), places (*building, museum, house, etc*), things and idea.

2. Verbs

Verbs are words that describe actions whether physical or mental. Verbs also describe a "state of being", like the verbs *be, became,* or *exist.* According Macfadyen (2007), verbs have a role to express actions or activities that subject of a sentence has. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action

has been done; future, to indicate that an action will be done. Example: *"George brings my wallet."*

3. **Adjectives**

Adjective is a "describing word", the min syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. For example: "*The flowers are beautiful and fragrant".* Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred by noun.

4. **Adverbs**

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. Macfadyen (2007) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: *"she will go to the beach tomorrow*."

2. **Functional Words**

Function words are those words which are used as a means of expressing the relation of grammar structure, such as conjunction (and, but, because) article (a, an, the), auxiliaries (do, does, did). In this research, the researcher was focus on vocabulary which is classified into content words namely, noun, adjective, adverb,

and verb. It is because content word is often used in a daily conversation and appropriate with the English material for Junior High School students. Function words are those words which are used as a means of expressing the relation of grammar structure, such as conjunction (and, but, because) article (a, an, the), auxiliaries (do, does, did).

In this research, the researcher will only focus on the vocabulary which is classified into content words namely, noun, adjective, adverb and verb. It is because that is often used in a daily conversation and appropriate with the English material for Junior High School students.

2.3. Aspect of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use (Nation, 2001).

a.   Form

The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example of word parts can be seen with the word un-communicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something can do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative.

b.   Meaning

Meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression.

c.   Use

Use involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

For form, meaning, and use, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase involves 18 different types of lexical knowledge, as summarized in Table.

Table 2.1. What Is Involved in Knowing A Word

Aspect	Component	Receptive Knowledge	Productive knowledge
Form	Speaking	What does the word sound like?	How is the word pronounced?
	Writing	What does the word look like?	How is the word written and spelled?
	Word part	What parts are recognizable in this word?	What word parts are needed to express

			the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adopted from Nation (2001)

2.4. Teaching Vocabulary

In order to mastering a language, we have to remembering thousands of vocabulary. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercise in order to acquire new vocabulary, while others will use vocabulary cards and regularly test themselves to check whether new items have been learnt. All of these methods are effective in their own right and with suit different individual in different ways. Based on the statement above, Scott (2007) says that there are five basic instructional methods for teaching vocabulary. These methods are:

1. Definitional methods

   In this method, students will be given a word and definition. They may open the dictionary or teacher can give definition of the new words orally. However, there is no discussion beyond the definition of the meaning in the class.

2. Contextual methods

   Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of the sentence or paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing original sentences using the new word.

3. Organizational or semantic framework instruction.

   The students learn relationships between and among similar words. This type of instruction includes the use of concept maps, semantic maps, and other graphic organizers.

4. Cooperative learning instructional

   This makes use of visual images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.

5. Structural methods

   It shows students how to look at the parts of the word for clues about what the word means. Scott, Jamieson-Noel and Asse link cite (2003) a previous study which claims that this type of morphological word study is especially useful to students who are learning English as an additional language (Scott, 2007).

   All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer used definitional method, because the writer assumes that by those learning the student would be easier to memorize the vocabulary.

2.5. Interactive Media

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for

appropriate purposes (Elaine England and Andy Finney, 2011). Interactive media is made up of 2 words-interactive and media. Interactive refers to a term where direct contact is maintained in between user and the computer. Meanwhile, media is a plural of medium and it refers to the collection of text, audio, video, animations, graphics, sound etc. Interactive media can be easily understood by recalling the video games and websites. Arshi and Mahapatra (2016), says that the use of interactive media in the field of education has given fruitfull results. If it is implemented and utilised in a proper and appropriate manner, it can do wonders in teaching-learning process. Nowadays, it has found its place in almost all the schools and educational institutions because of its utility and effectiveness. They claim that there are several advantages of interactive media. It makes the education interactive, facilitate easy understanding and it can give more impact in the class.

2.6. Kahoot!

In this technology era, there are many various platforms learning to upgrade the quality of educational system. The experts create innovations to change conventional learning to distance learning. According to Darmawan (2016), E-learning is a new way in teaching and learning that makes students or learner do not need to study in the classroom. Because of that, media is used to ease teaching and learning.

Kahoot! is a free game-based learning platform for any subject, in any language, on any device, for all ages. It is designed to make learning fun - but it is not just for the classroom. It is a platform where teachers and students could communicate

by transforming the classroom into a game show and teacher be the host. Educators use Kahoot! to create game-based quizzes, discussions and surveys (Plump, 2017). Furthermore, also mention by (Byrne, 2013; Cross, 2014; Thomas, 2014), Kahoot! is an online global educational brand that offers a free student response platform. It is an evolution of the previous clicker technology with the exception that it is free and easy to learn and use. Kahoot! can be implemented using internet connection and several supporting media such as computer, laptop, and smartphone. What makes Kahoot! so great is that it has uses beyond the classroom; it can be used in offices and social settings. This means that some parents may be familiar with Kahoot! as well. Kahoot! can be used from any device (through the website or the app), making learning fun and inclusive in all contexts for all ages. Chou (2015) states that students become attentive because games make their learning more enjoyable.Teachers can create multiple choice games related to class content that students can play as a class by entering the game code on their app or device. Kahoot! offers a multitude of other forms of games related to class content that can make learning fun.

In order to make learning easier in this covid-19 pandemic, Kahoot! upgrades its system. It can help you facilitate distance learning and connect with students even when they are not in the class. These are the starter guide to distance learning with Kahoot!.

   a. Challenge mode

       This mode is to play Kahoot! extends learning beyond live games and classroom walls and encourages accuracy over speed. Students play at

their own pace with question and answers on their screens, while a teacher sees their progress in real time. The feature is available for free for teachers and students.
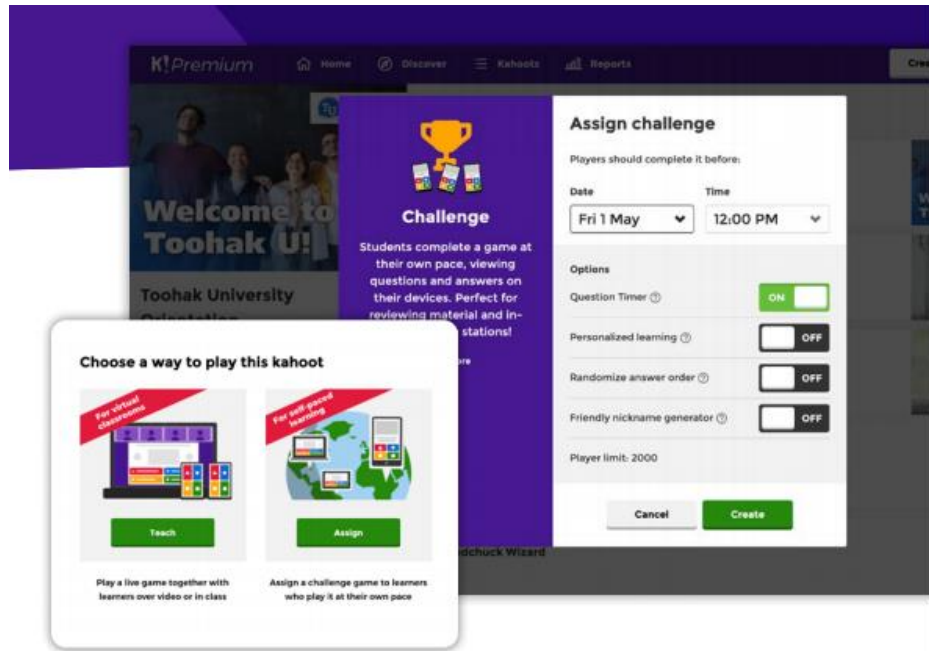
b. Hosting a Kahoot! Live via Video Conferencing

This is how to host a Kahoot! live via video conferencing, it is called connected Kahooting. In essence, it means playing a live game of Kahoot!, but with students or another classes in another location; home, different campus, even different country. Participants use Kahoot! with an online video conferencing tool (with screen sharing capability) to facilitate this.
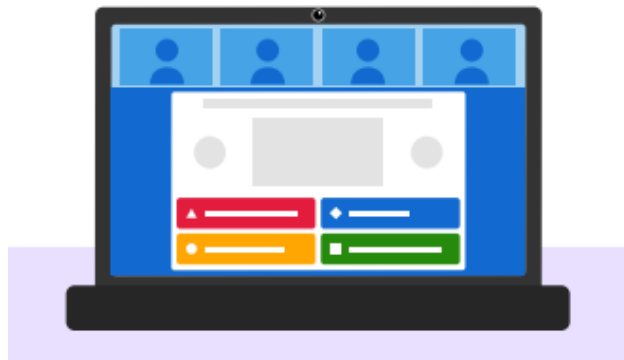
c. Asses Learning Progress with Reports

After we have hosted a game live or assigned a student-paced challenge, go to the reports section and we can find report we need.

- Actionable insight from live games and challenges
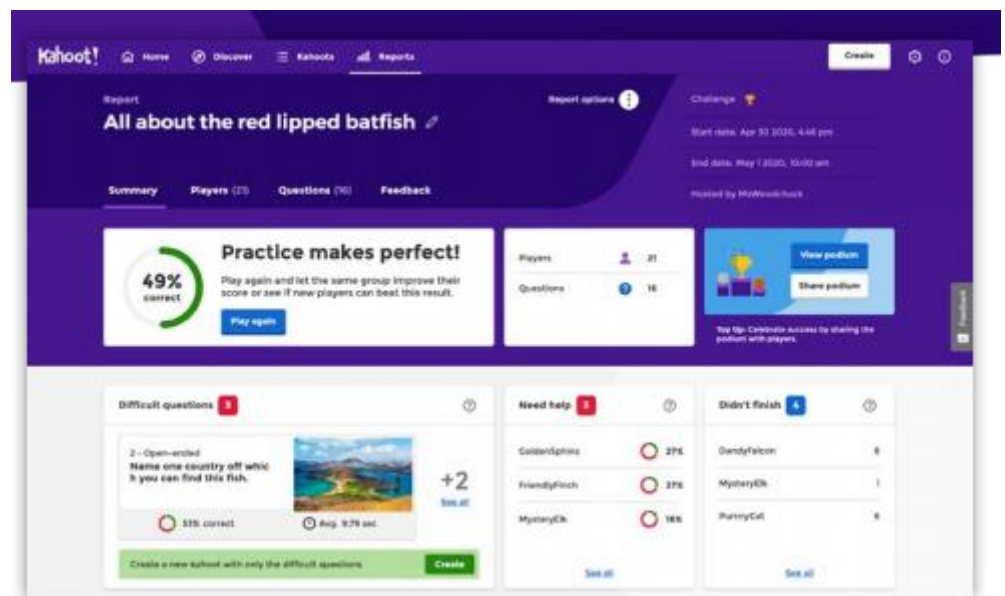
The summary section presents various actionable insights in a neat, visual way:

- All the key stats – how many students played, how many question there were, etc.

- Which questions were the most difficult and might need re-teaching.

- Which players need help based on their game' results.

  If the total correct percentage is less than 80%, there is room for improvement. So, we have to dig into the report further. In the question view, we can identify where exactly key challenges occur. However, we have to see correct overall percentage of question and how long students answer the questions. Furthermore, when we come across a question that was answered more incorrectly, immediately check to see if multiple students were picking the same wrong answer. If they did not do that, it could be the wording of the answer options was confusing, or the students had a lapse in concentration.

- Reinforce learning

  If there were 3 (three) or more difficult questions in a game, we can generate a new Kahoot! with them to reinforce learning, power up content review and prepare for exam. A question is labeled as difficult if less than 35% of students answered it correctly.

- Additional options

  By clicking the pencil icon next to the report name, we can rename
  it. This will allow us to organize reports in a more convenient way
  and make it easier to find the right one if we used the same
  Kahoot! in several classes. We should click the three dots to access
  additionally options. There, we can download a report in a
  spreadsheet, access reports of the same Kahoot!, or delete this
  report.
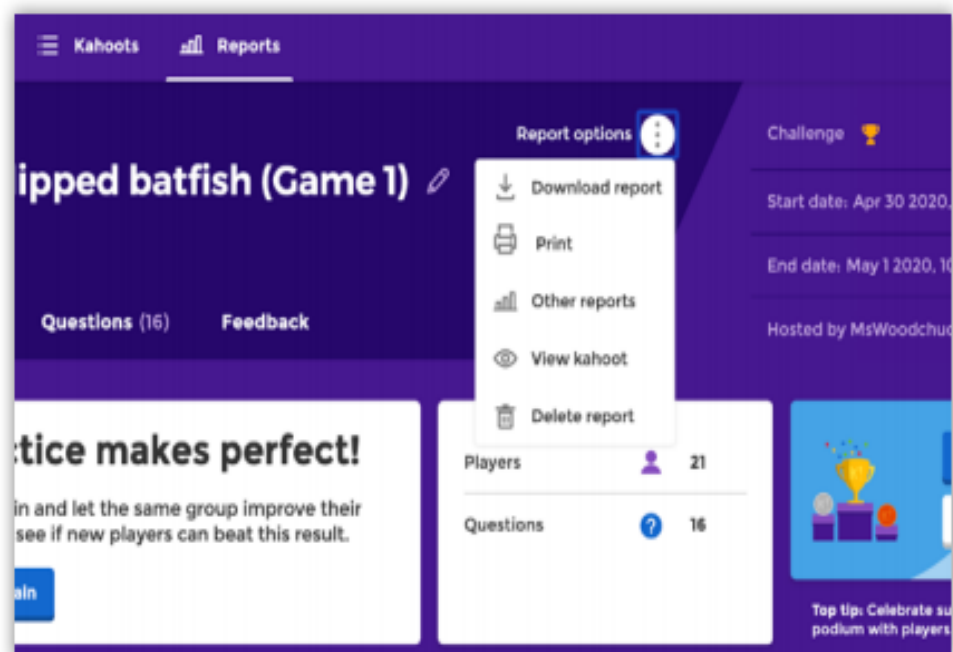
d. Using Advanced Question Types When Teaching Remotely

   In this platform, we can combine several question types in one Kahoot!.
   This will help us tailor dynamics to distance learning, active different
   ways of thinking, as well as collect feedback. There are 5 (five) types; true

or false, puzzle, slide, poll, and open-ended question. In this research will

use challenge mode and two types of questions which are true or false and

poll.
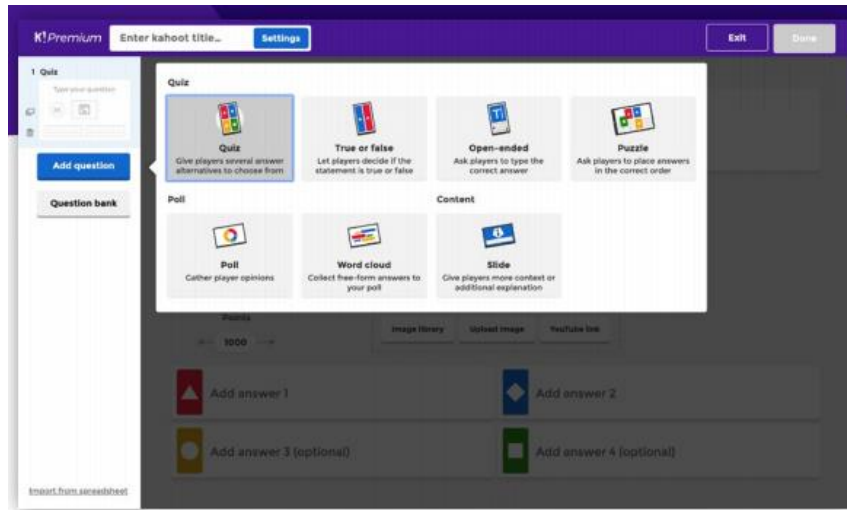
2.7. Procedures of Applying Kahoot! for Distance Learning in Teaching Vocabulary

Kahoot! is a game-based learning platform which can be used to facilitate distance

learning and connect with students even when they are not in class. In these

procedures, we will learn how to assign student-paced games, hosting a Kahoot!

live via video conferencing, improve instruction with advanced question types,

use report for formative assessment. Before playing the game, there are some

steps to play Kahoot!.

- First, students have to go to <u>kahoot.com</u> and log in to their account.
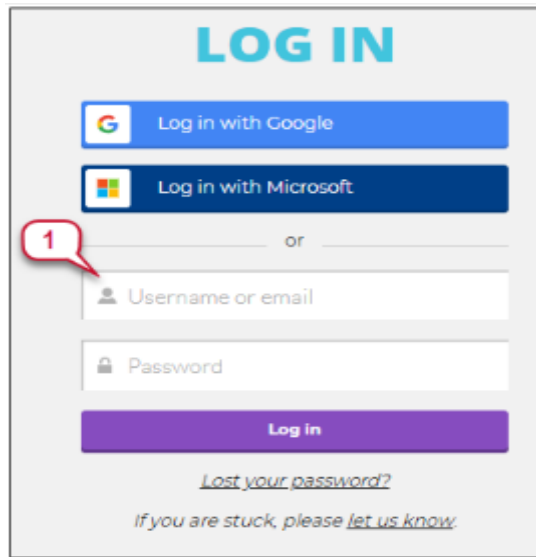
- Second, at the top of the menu, click **Kahoots**tab.
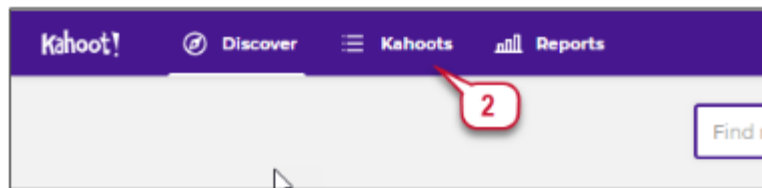
- Third, in Kahoot Quiz page,

  a. Select the check box of a Kahoots quiz that you want to play.

  b. Click **Play.**
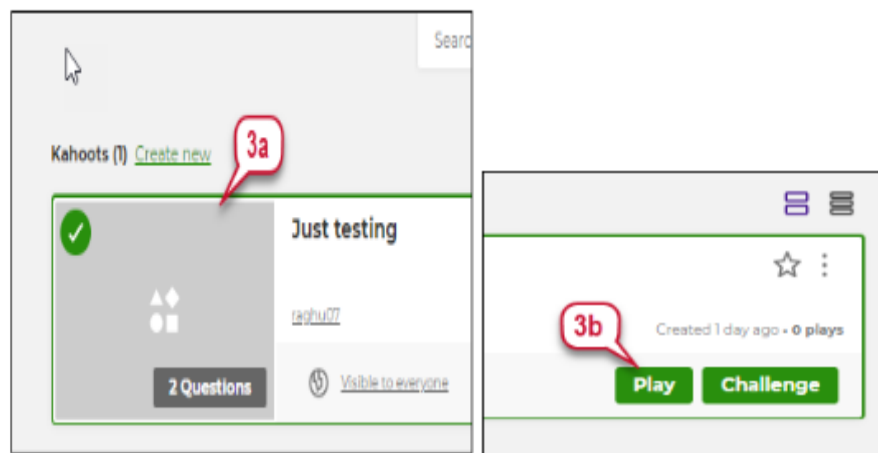
- Fourth, Choose **Classic** (player vs. players) or **Team Mode** (team vs. team with shared devices).
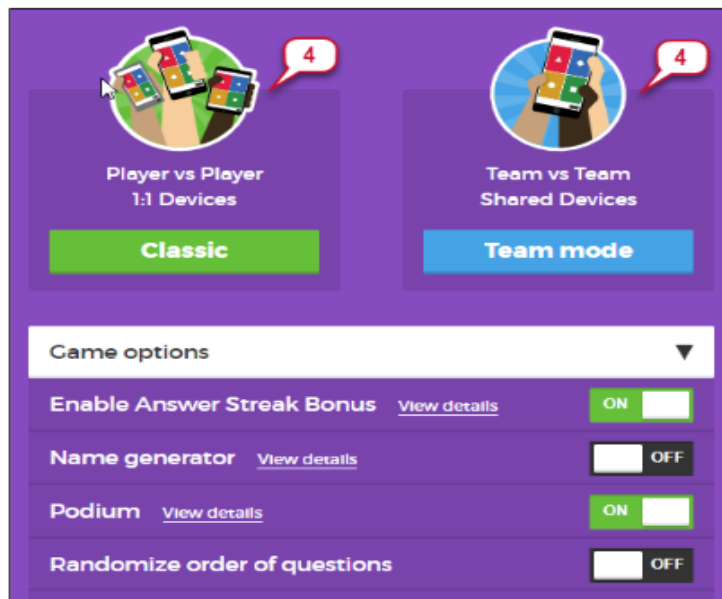
Note: In "Game Options," you can customize point bonuses, name generator (auto-generated nickname to maintain student anonymity), randomization of questions and answers, two-step join for extra security (students enter the game pin and select the correct pattern), automatic transitions, and game pin display.

- Fifth, the screen now will display the game lobby with the game pin and joining instructtions.
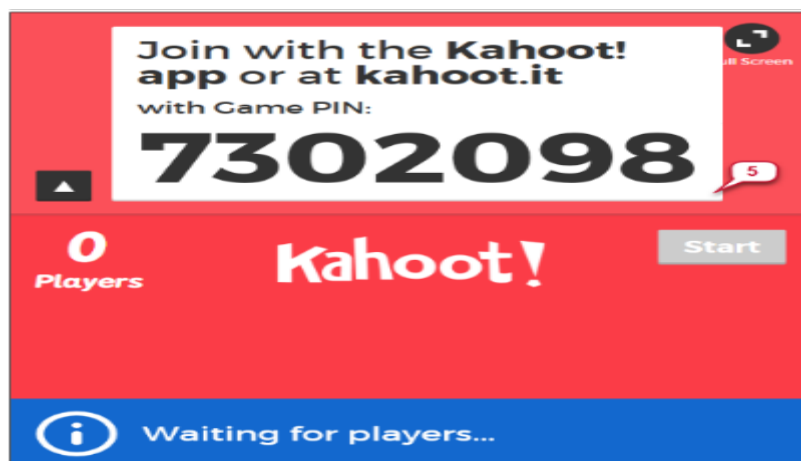
▪ Sixth, students enter the pin in Kahoot! mobile app or at kahoot.it on their devices (computer or mobile) and click **Enter.**
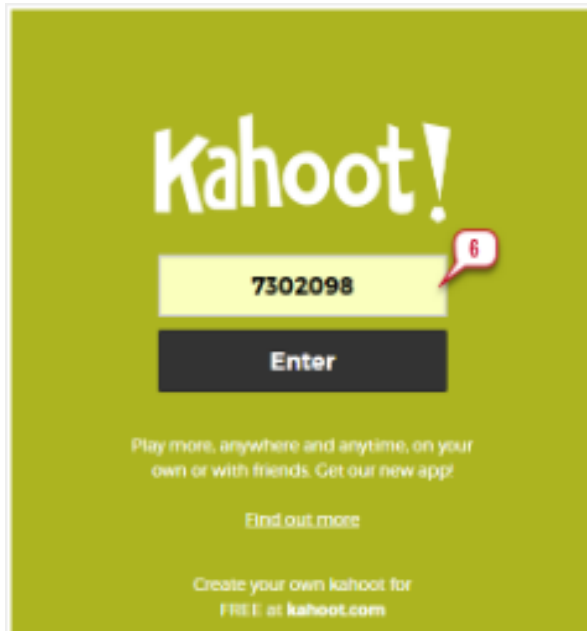
▪ Seventh, students enter a nickname and click **OK, go!** button, which will display on the answer buttons.
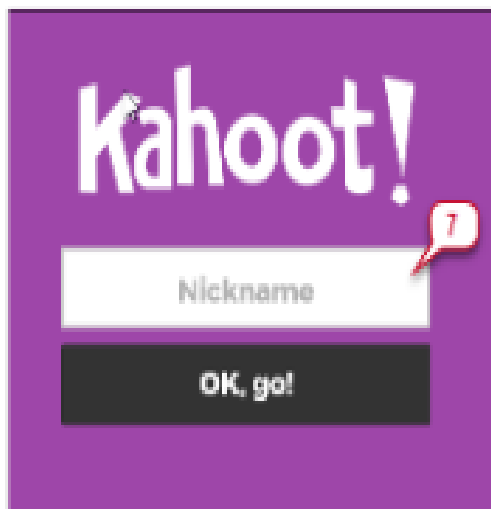
Note: Students also have an option of selecting an auto-generated nickname.

- Eighth, Teacher will see students that joined this Kahoot!. Click **Start** on your screens to begin the game.
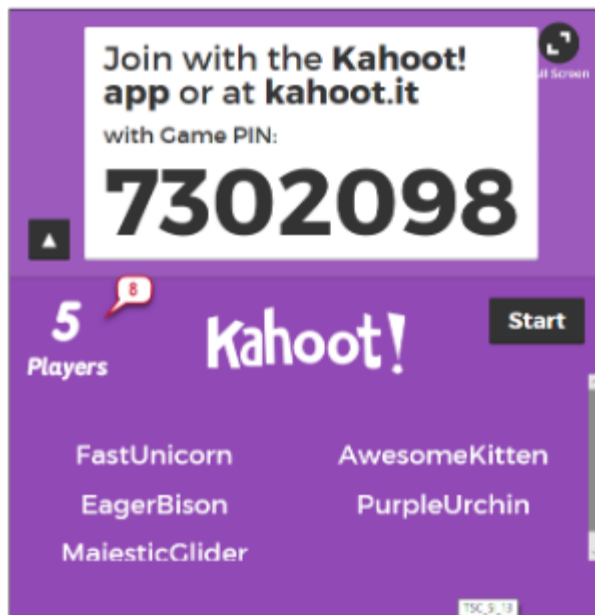
- Ninth, the question and answer choices will be displayed on your screen, whereas students' screens will display on the answer buttons.
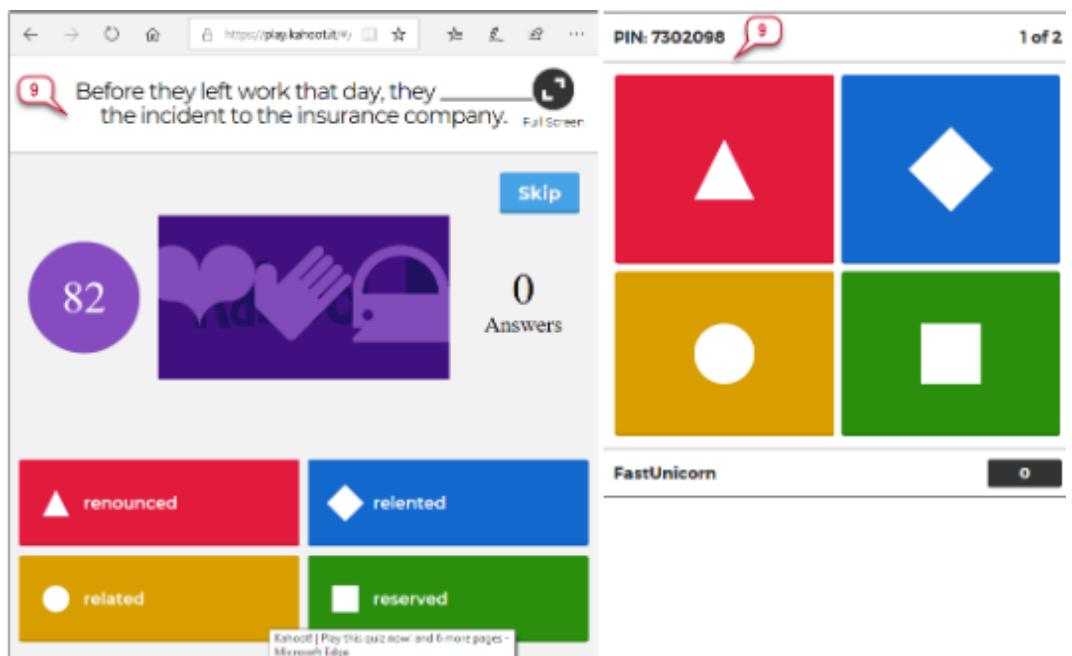
Note: Students will select the answer choice corresponding to the button with the same color and shape as the answer choice.

- Tenth, once all the players have answered the question, the correct answer and a bar graph with the overall snapshot of the class responses will be displayed on the instructor's screen.
- Eleventh, click **Next** to move to the next question.
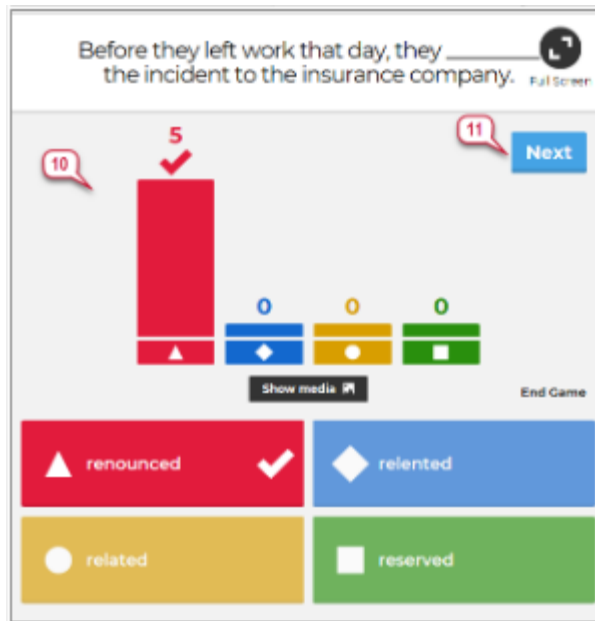
- Twelfth, at the end of each question, the Leaderboard will display the top five scorers.

- Then, when the game is over, winner information will be displayed in the Podium and the students screen will show their personal results and rank.

- Click **Get Result** to be able to save an Excel spreadsheet with results of students' responses and scores.
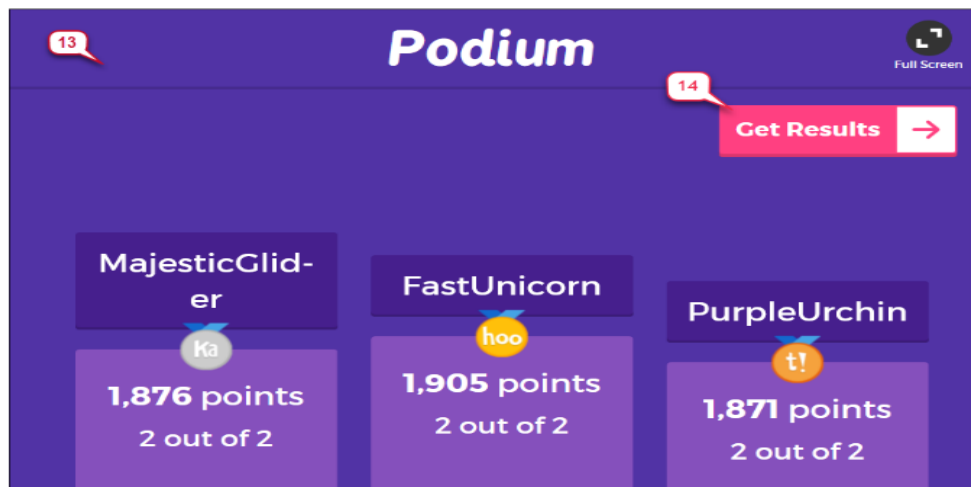
Note: Students can rate the Kahoot Quiz and the teacher can save those results as well.

2.8. The Advantages and Obstacles of Using Kahoot!

There are many advantages and obstacles of using Kahoot! in the classroom that will affect both the teacher and the students as follows:

a. Advantages of Kahoot!

1) Students enjoy playing Kahoot! because it is visual, fast paced, and different from the average day to day quizzes. (Damara, 2016)

2) Due to high student engagement, teachers are able to measure understanding of the materials that were covered more accurately through the quizzes and surveys. (Damara, 2016)

3) Kahoot! gives teachers the ability to perform a formative assessment of the whole class at one time without putting students on the spot.

4) Teacher can download, review, and save the students' result after the game is over.

5) Teacher can download, review, and save the students' result after the game is over. (Wang and Tahir, 2020)

6) Because of the features (music and colors) Kahoot! encourage and excite students in the classroom while doing test. (Licorish *et al,* 2018)

b. Obstacles of using Kahoot!

1) Students must have their device connected to the internet. If there is trouble with internet connection than Kahoot! cannot be used. (Budiati, 2017)

2) The result of the study may have been different because of the internet connectivity. (Publicando, 2017)

2.9. Students' perception toward Kahoot!

Richard and Schmidt (2002) state that perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). It is in line with Harsasi et.al. (2008) states that perception is as experience of an object, event or relationship that is acquired by concluding information and interpret message In addition, according to Struvyen (2013), perception is the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive psychological movement.

In fact, Budiati (2017) in the result of her research found that after using Kahoot for teaching, the students are very interested in joining the class; they are more eager in coming to the class, they pay more attention in English and they are interested in learning more about what they had learn and want to tell others about it. It indicates that students had positive perception towards the implementation of Kahoot!.

2.10. Theoretical Assumption

There are some reasons why vocabulary plays an important role in learning language. One of them is no matter how well the students learn grammar, or how successful the sounds of the language are mastered, without words communication cannot occur in any meaningful way. The use of vocabulary terms is essential when learning a language. However, there are many difficulties in learning vocabulary. Students have to memorize the vocabs and they have to know how to use the words correctly. Because of that, the teacher should have creative way to teach the students. The researcher believes that teaching vocabulary by using Kahoot! can improve students vocabulary mastery because game increase students' enthusiasm and it is highly motivating to learn.

Kahoot! can increase students' enthusiasm to learn in the classroom. Games will help and support many learners to continue their awareness and work. The students feel more relax and excited during the lesson. Furthermore, Kahoot! makes it fun for learners attempting to get the right answer so that their names show on the leader board. It means that games will make students want to continue their study and their work when teaching and learning process.

2.11. Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved. (Suharsimi Arikunto,71).

H_1 There is significant difference of students vocabulary after being taught by Kahoot!.

Ho There is no significant difference of students vocabulary after being taught by Kahoot!.

CHAPTER III

METHODS

In this chapter, research methods are discussed in order to answer the research questions and achieve the objectives of the research. The research method consists of research design, population and sample, variable, instruments, validity and reliability, data collecting technique, data analysis, and hypothesis testing.

3.1. Research Design

This research is quantitative research. Furthermore, this research intends to find out is there any significant improvement on students' vocabulary mastery after being taught by Kahoot! and to know the students' perception toward Kahoot!. Therefore, the researcher used vocabulary test to collect the quantitative data and questionnaire is used to collect the qualitative one. One group pretest-posttest design is used in this research. The researcher used one class where the students get pre-test, treatments and post-test. This research was conducted in 3 meetings. The design could be illustrated as follows.

Where:

T1 X T2

T1 : Administering the pretest

X : Treatment Implementation using Kahoot! (3 meetings)

T2 : Administering the posttest and distributing the questionnaire.

3.2. Population and Sample

According to Arikunto (2013: 173) population is all subjects in the research. Gay (2006) stated that population is a certain group of things (people, objects, events, etc) chosen by the researcher whose study or research can be generalized to the group. There are seven classes as the population and the researcher used one class as the sample of this research. The population of this research is students of 8th grader of Junior High School Muhammadiyah 1 Gadingrejo, academic year of 2019/2020.

McMillan and Schumacher (1984:32) state that sample is a group of subject selected from the population. The researcher used one class as the sample of this research, which is VIII E. The class consists of 30 students, 16 female and 14 male.

3.3. Variable

This research consists of some variables:

1. The students' vocabulary mastery as a dependent variable (Y).

   This (Y) symbol is categorized as dependent variable because it is obtained based on the result of the independent variable.

2. The Application of Kahoot! as an independent variable (X).

This variable could influence or have effects on students' vocabulary achievement as a dependent variable.

3.4. Data Collecting Technique

In collecting the data, the researcher administered the test and non-test. The test uses in this research is vocabulary test which consists of pretest and posttest. Moreover, non-test is also used by researcher to collect the qualitative data in order to support the quantitative data. In collecting the qualitative data, the researcher uses questionnaire. The explanation is discussed in detail as follows:

1. Pretest

The pretest was conducted in order to know the students' vocabulary mastery before the treatment are administered. The material based on the curriculum for the second grade of Junior High School students. The researcher used the objective test in the form of multiple choices which consists of 20 items with four options (A,B, C, and D) of each item and 10 items in the form of true-false question. One of the options is the correct answer and the others are distracters. It was allocated 30 minutes for the test. Pretest data compares with the posttest data find out whether is there any significant improvement after being taught by Kahoot!.

2. Posttest

The posttest was conducted after the treatment had been administered. This test aims to find out whether the results at teaching learning process after the treatment have progressed or not. The posttest was conducted in 30 minutes and it is administered once. The questions or the items in posttest are the same as the

pretest. However, the researcher changed the questions number. This test has the same difficulty as pretest.

3. Questionnaire

The questionnaire was given to the students after the treatment and posttest in order to get information from the students that cover their data about their perceptions of using Kahoot! in learning vocabulary. In this research, the researcher used the close-ended question.

3.5. Research Procedure

In collecting the data, this research will use the following steps:

1. Selecting materials for treatment

   In selecting materials for treatment, the materials are based on Curriculum 2013. The researcher also selects single words in form of content words (especially noun and adjective) in the descriptive text about person.

2. Determining the population and selecting sample

   The population of the research is second grade students of SMP Muhammadiyah 1 Gadingrejo in academic year of 2019/2020. There are seven classes as the population and there will be one class as the sample of the research that will be taught by using Kahoot!. Each class consists of 30-35 students. In this research, the researcher tries to use purposive sampling in order to choose a class which is as the sample and also as the population of this research. The class chosen is VIII E, consisting of 30 students. There are 16 female and 14 male students.

3. Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. Here, students were assigned to answer the questions of vocabulary test and the time allocation will be 30 minutes.

4. Conducting the treatment

After giving the pretest to the students, the researcher gave the treatment by using Kahoot!. The treatments was conducted in 80 minutes each meeting. The treatments were conducted in three meetings. In those three meetings the students was guided to answer each questions which provided by the researcher by using Kahoot!.

5. Administering the post-test

In order to determine the improvement of student's vocabulary mastery, the post test was administered in the class after the three meetings of treatments. The test was basically the same as the pretest.

6. Testing The Normality of The Test

After conducting the pre-test and post-test, this research used normality test to find out whether the data are normally distributed or not. More operationally, the data was tested by *One-Sample Kolmogorov-Smirnov Formula* (SPPSS version 20) to test the normality of the data.

7. Administering the questionnaire

After the treatments and the tests done, then the students should answer the questionnaire in the end of game. The questionnaire was used in order to retrieve the students' perception in learning vocabulary through Kahoot! after the treatments.

8. Analyzing the test result (pretest and posttest)

   After scoring pretest and posttest, the data were analyzed by using SPSS version 20 software program. It was used to find out the means of pretest and posttest and how significant the improvement is.

9. Analyzing the result of questionnaire

   Then the researcher analyzed the students' answer from the questionnaire so that their perceptions in learning vocabulary could be analyzed.

3.6. Research Instrument

In this research, the researcher will use some instruments to gain the data.

1. Vocabulary Test: Pre-test and Post-test

   One of the instruments of this research is vocabulary test. The tests are pre-test and post-test. The pre-test is aimed to investigate the students' vocabulary mastery before the treatment. Besides, the post-test is used to evaluate the students' vocabulary mastery after being taught by Kahoot!. Furthermore, the tests are administered to determine the basic quality of students' vocabulary mastery in form of content words before and after the treatment. The numbers of the items are 40 questions. Both pre-test and post-test basically are the same questions. The students was given a chance to answer questions for about 30 minutes in both tests.

2. Students' perceptions Questionnaire

   The other instrument is questionnaire. The researcher administered the questionnaire after the treatment to know the students' perceptions after being taught by Kahoot!. The questionnaire was taken from Driscoll

Questionnaire designed in 2012, which has been used by authors such as Sacristan etal (2017), for development of their research in the field of Didactics of Mathematics.

3.7. Validity and Reliability of the Instrument

3.7.1. Validity of the test

Validity is a matter of relevance. A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). In this research, there are two basics validity; content validity and construct validity.

1. Content validity

   According to Setiyadi (2006), in making the final test of the English subject matter content validity is related to the extent to which the preparation of the items in the test is based on the curriculum. To get content validity, the researcher made the material suited with the syllabus of the second grade of junior high school. In other words, the researcher made the test based on the materials in English Curriculum (2013) for Junior High School.

2. Construct validity

   Construct validity is concerned about whether the test is actually in line with the theory of what it means to know the language (Shohamy,1985). It means that the construct validity refers to kind of the test is used to examine the students' ability. The researcher made pre-test and post-test in form of multiple choice (a, b, c, and d) and true-false question. The test

consists of 4 points of word classes such as noun, adjective, verb, and adverb which are related to the topic about descriptive text.

3.7.2.Validity of the questionnaire

According to Hatch and Farhady (1982), there are at least two types of validity should be fulfilled; they are content and construct validity. The content validity of the instrument which is used by the researcher is the content of the questionnaire itself. Then, the construct validity of the questionnaire is achieved by looking at the relationship with the indicator.

3.7.3. Reliability of the test

According to Hatch and Farhady (1982), reliability is the extent to which a test produces consistent research when it is administered under similar condition. To find out the reliability of the test, the researcher usedSplit Half Method which have two steps.

1. In order to measure the coefficient correlation between odd and even numbers of the items, the researcher used Pearson Product Moment with the following formula:

$$r_{xy} = n\sum xy - (\sum x)(\sum y)\{n\sum x2 - (\sum x)2\}\{n\sum y2 - (\sum y)2\}$$

(Hatch and Farhady, 1982)

The formula can be expanded as follows:

r_{xy} is coefficient of reliability between odd and even number

n that is number of students who followed the test

$\sum x2$ as total square of x (total score of odd number)

∑y2 refers to total square of y (total score of odd number)

∑xy means total score of odd and even number

As for knowing the level of reliability of the instrument, the researcher used the following:

Table 3.1. Level of reliability

Value	Category
0,800 – 1,000	Very high reliability
0,600 – 0,799	High reliability
0,400 – 0,500	Average reliability
0,200 – 0,399	Low reliability
0,000 – 0,199	Very low reliability

$rxy = n\sum xy - (\sum x)(\sum y)\{n\sum x2 - (\sum x)2\}\{n\sum y2 - (\sum y)2\}$

$rxy = 30\ 10090 - (526)(542)\{309972 - (526)^2\}\ \{3010706 - (542)^2\}$

$rxy = 302700 - 285092(299160 - 276676)\ (321180 - 293764)$

$rxy = 1760822484(27416)$

$rxy = 17608616421344$

$rxy = 1760824827,83$

$$rxy = 0,70\ (high)$$

2. After getting the coefficient correlation between odd and even numbers, then the researcher continued to put them into reliability formula Spearman-Brown'sProphecy to know the coefficient correlation of the whole items. The formula of Spearman-Brown's Prophecy as follows:

$$rk = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

The criteria of the reliability are:

1. Reliability coefficient 0.800-1.00 is very high
2. Reliability coefficient 0.600-0.800 is high
3. Reliability coefficient 0.400-0.590 is fair
4. Reliability coefficient 0.200-0.390 is low

$$rk = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$rk = \frac{2(0,70)}{1 + 0,70}$$

$$rk = \frac{1,4}{1,70}$$

$$rk = 0.89 \text{ (very high)}$$

3.7.4. Reliability of the questionnaire

To measure the reliability of students' perceptions questionnaire, the researcher usedCronbach AlphaCoefficient.The questionnaire consists of12 items. The items are Likert scale with range of score is 1 to 4, Level 1: Strongly Disagree to Level 4: Strongly Agree. The higher the alpha, the more reliable the questionnaire is. In order to know the classification of reliability, the researcher will use the following scale:

a. Between 0.800 to 1.00   = very high reliability
b. Between 0.600 to 0.800   = high reliability
c. Between 0.400 to 0.600   = moderate reliability
d. Between 0.200 to 0.400   = low reliability
e. Between 0.000 to 0.200   = very low reliability

According to Setiyadi (2018), if the value of Cronbach alpha in SPSS is >0.60, the questionnaire is reliable or consistent. Meanwhile, if the value is <0.60, the questionnaire is considered unreliable or not consistent. After calculating the data, result of the reliability of the questionnaire could be seen in the following table:

Reliability Statistics

Cronbach's Alpha	N of Items
.825	12

The table showed that p value in Cronbach's Alpha is 0.825. It means that the questionnaire is considered as high reliability.

3.8. Level of difficulty

The difficulty level of an item shows how easy or difficult that particular item is done by the participants. It can be calculated by the following formula.

$$LD = U + LN$$

The design can further be described as follows:

LD denotes as level of difficulty

U refers to number of upper group students who answer correctly

L relates to the number lower group students who answer correctly

N relates to the number of students who join the test

The criteria are as follows:

<0.30 indicates that level of difficulty is difficult

0.30 – 0.70 points out that level of difficulty is average

>0.70 denotes that level of difficulty is easy.

(Shohamy, 1985:70)

3.9. Discrimination Power

Discrimination power is the ability of the item to discriminate between the students who had high ability and those who had low ability. The discrimination power is calculated by this following formula:

$$DP = U-L12N$$

The design can further be notified as follows:

DP relates to discrimination power

U denotes as the number of students from the upper who answer correctly

L refers to the number of students from the lower who answer correctly

N relates the number of students

The criteria of discrimination power are:

0.0 – 0.20 indicates that the item of test is poor

0.21 – 0.40 points out that the item of the test is satisfied

0.40 – 0.70 denotes that the item of the test good

0.70 – 1.00 indicates that the item of the test is excellent

- (Negative) points out that the item of the test is bad and it should be omitted

(Heaton, 1975:160)

3.10. Data Analysis

After conducting the research, the data were analyzed. Data analysis is the process to organize the data in order to get the explanation form. The research computed the students' score to find out the significant improvement of students vocabulary mastery after being taught through Kahoot! and to identify the students' perception toward Kahoot!. The researcher examined the students' score by using the following steps:

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and finding the mean of the pretest and posttest by using repeated measures T-test.

3. Drawing a conclusion from the tabulated result of the pretest and posttest that were administered. The score of pretest and posttest were statistically analyzed using One-group pretest-posttest design and computed through the Statistical Package for Social Science (SPSS) version 20.

3.11. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there is significant improvement of students' vocabulary mastery after being taught by using Kahoot!. The researcher used Repeated Measures T-Test to know the level of significance of the treatment.

$H_0 = \text{Sig.} > 0.05$	$H_1 = \text{Sig.} < 0.05$

The hypothesis is analyzed at the significant level of 0.05 in which the hypothesis is approved if Sig < α. It means that the probability of error in the hypothesis is only about 5%. The hypotheses of this research are as follows:

H_1 = There is significant difference of students vocabulary before and after the implementation of Kahoot!.

H_0 = There is no significant difference of students vocabulary before and after the implementation of Kahoot!.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use Kahoot! as an additional step in teaching vocabulary and for those who want to conduct similar research.

5.1 Conclussions

The objectives of the research were to figure out whether there was significant improvement of students vocabulary mastery and students' perception after being taught by Kahoot!. Regarding to the result of the data analysis and discussion, the following conclussions are drawn:

1. There is a significant difference in students' vocabulary mastery after the treatments. It is found that the implementation of Kahoot! in online learning helps teachers and students in the class. However, there were some obstacles in applying this game such as internet connection and device availability. In accordance to the obstacles, the teacher must be well prepared. Furthermore, it can be the good solution to use Kahoot! in this pandemic to improve their motivation to learn.

2. In founding the perception of the students, the researcher distributed questionnaires after she have finished all of the treatments. As expected, the finding shows the students had a positive perception toward Kahoot! in improving vocabulary mastery. Those are in line with numerous previous studies. Kahoot! makes their learning process more challenging.

5.2 Suggestions

Referring to the conclusion above, the researhcer gives some suggestions as follows:

1. **Sugestions for Teachers**

   a. The researcher suggests teachers to use Kahoot! as a media in teaching and learning to increase students vocabulary mastery. This application can make the class more challenging because they are learning by playing a game.

   b. Before the class, teacher should make sure that students have smartphone or laptop to play Kahoot!.

   c. Teacher should provide internet connectivity in order to make students easier in playing Kahoot!

2. **Suggestions for Further Researchers**

   a. This research was conducted in Junior High School level. Therefore, it is suggested for further researcher to conduct in Senior High School or university level instead. It is because students in Junior High School of this research could not play a live game over video by using Zoom or Google meet.

   b. Future research can also investigate whether it is effective to apply online learning in other skills such as reading and writing.

   c. Since the study implements online learning, future researcher may apply blended learning (the combination of online learning setting with face-to-face learning) in order to maximize the process of teaching learning activities.

d. For the next researcher can analyze how effective Kahoot! as assessment.

e. The researcher can use Kahoot! as evaluation in the end oh the class.

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