



THE USE OF KAHOOT APPLICATION ON STUDENTS' VOCABULARY MASTERY

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Abstract

The objectivity of this research is to know the effect of using Kahoot application on students' vocabulary mastery. The research was conducted to the second of junior high school. Quantitative approach with quasi-experimental method and chose only post-test design. The approach used in this research. There were 38 students in each class for class J as a control group and class K as experimental group. The data were taken from post-test and were analyzed using t-test formula. According to the data calculation, the writer found that the average score of the experimental class is higher than the control class. Based on the statistical results of the t test, it was obtained that the significance value is 0.056 score with the significance value 0.05 (taken from the significance level 5%). It can be concluded that the use of Kahoot application has no effect on students' vocabulary mastery.

INTRODUCTION

In this era, many people use English as their everyday language because English is one of the most widely spoken languages in the world. However, in Indonesia English proficiency is still very low. Valentina, (2017) said that, in 2017 Indonesia was ranked 39th out of 80 countries in the world regarding the English First English Proficiency Index (EF EPI). Based on these data, it is unfortunate that Indonesia still occupies a low category in English proficiency. Therefore, this is so important to learn English language because the times are advancing, more and more people are competing to upgrade the skills to be more qualified and the learners can compete with each other.

One of things that must be considered when people want to learn English is knowing the vocabulary. Kusumaningrum & Lapasau (2021) said that mastery of vocabulary is very important because it is the main requirement when you want to compose sentences and understand what someone is saying and avoid miscommunication. If someone is weak in knowing vocabulary, then someone will be hampered in communicating (Ariffin, 2021).

Digital teaching media can be a great way to teach vocabulary because they provide a variety of interactive and engaging ways to present and practice new words (Firmansyah et al., 2020). Here are some examples of digital teaching media that can be used to teach vocabulary:

1. Digital flashcards: Digital flashcards can be created using online tools like Quizlet or Anki, and can include audio pronunciations, pictures, and definitions to help learners associate the word with its meaning.
2. Vocabulary games and apps: There are many digital games and apps available that are specifically designed to teach vocabulary, such as Kahoot, Quizlet Live, and Memrise. These apps provide a fun and interactive way for learners to practice new words and reinforce their understanding.
3. Interactive whiteboards: Interactive whiteboards allow teachers to display and manipulate images and text in real-time, making it easy to present vocabulary words and definitions in a visually engaging way.
4. Digital reading materials: Digital reading materials such as e-books, news articles, and online stories can provide learners with exposure to a wide variety of words and their meanings in context.
5. Word clouds: Word clouds are digital visual representations of words, where the size of each word reflects its frequency or importance. They can be used to highlight key vocabulary words and their relationships to each other.
6. Social media and online forums: Social media platforms and online forums provide opportunities for learners to interact with native speakers and practice using new vocabulary in a real-life context.

Overall, digital teaching media can provide a dynamic and engaging way to teach vocabulary and help learners to improve their language skills (Yu et al., 2021).

Based on the explanation above, to overcome this problem the researcher must find out how to strategy to learn vocabulary. Al-Khresheh & Al-Ruwaili (2020) said that many researchers formulate new strategies in learning vocabulary. Because learning vocabulary, especially English, was first learned at school. Therefore the teacher provides lessons about vocabulary for students in various ways. However, with the advancement of technology, many learning methods are used by technology-based teachers (Dinnar et al., 2021). One of them using application. One application that can be used is Kahoot.

Kahoot is an online learning platform that allows educators to create and share interactive quizzes, surveys, and games for their students. A recent study mentioned that Kahoot is designed to be engaging and fun (Alawadhi & Abu-Ayyash, 2021), making it a popular tool in classrooms around the world. It can be used to teach various subjects, including vocabulary. Students can participate in Kahoot activities using their computers, tablets, or smartphones, and they can compete against each other or work together as a team. Kahoot provides a way for educators to assess their students' understanding of a particular topic and track their progress over time. This statement is also proved by the result of the study conducted by (Janković et al., 2023). The same result was also claimed by Kaur & Naderajan, (2019).

As a game based applications that make learning fun can present the form of quizzes, surveys, and discussions (T. W. Lestari, 2019). In the first research which was conducted by Mansur & Fadhilawati (2019) in the study, it was said that the use of kahoot media for high school students could improve students' vocabulary in the material *introducing myself*. It is also said that using Kahoot, students can improve their vocabulary enrichment (Ahmed et al., 2022).

Second, research has been conducted by Wang & Tahir (2020) about the effect of using kahoot for learning. In the study, it was said that kahoot had a positive impact on students, reducing student panic, increasing student performance in the classroom. One of them is in language component grammar and language skills reading.

Based on the two studies above, kahoot has a positive effect on learning that affects students' skills. Still, in this study, the application of kahoot is carried out directly in the classroom and at different levels. The gap in this study is the difference in levels for students and the material to be taught is for junior high school and the material is vocabulary verb two in the simple past tense.

Beside the fact that Kahoot can give positive effect on students' learning, educators as facilitators should also pay attention to giving instructions to students during the implementation of Kahoot in class room since the improvement of the students' scores was also supported by their attitude (Mansur & Fadhilawati, 2019). Using Kahoot as one of digital media may require teachers' concern in giving vivid and brief instructions.

This research was conducted to see the effect of kahoot application as a learning media on students' vocabulary mastery. The research question of this research" Does the use of kahoot application as a learning media an effect on students' vocabulary mastery?". The limitation of this research is the use of kahoot application on students' vocabulary mastery in grade VIII on the materials verb 2 irregular and regular

RESEARCH METHODOLOGY

This research used a quantitative approach. The method of this research used The researcher quasi experimental design and the design was applied post-test only design.

This research was conducted at Junior High School. The population taken in this study was grade 8 and the sample selected was grade 8J and 8K with 38 students per class. Class 8 used the Kahoot application as a treatment and for class 8J uses wordwall as a treatment. The sample used is random sampling with lottery sample.

The data obtained came from the results of the post-test of students after three treatment. This test is to see the effect of using kahoot and wordwall applications in students' vocabulary mastery. After getting the score, the value is processed by calculating the normality test, homogeneity test, and hypothesis testing. These results can interpret the value between classes that use the Kahoot

and Wordwall applications with the final result using the T test formula to see if there is a difference effect in using the application to students' vocabulary.

DISCUSSION

The researcher conducted this study at Junior High School with a total of sample 38 students in each class. This study used a quasi-experimental method with a quantitative method and this research used a post-test only design. The class that became the experimental group was the 8K class and the 8J class was the control group class.

According to the result of post-test in experimental group, the lowest score of the post-test was 20 and the highest was 96. Moreover, the result of post-test is described on the figure

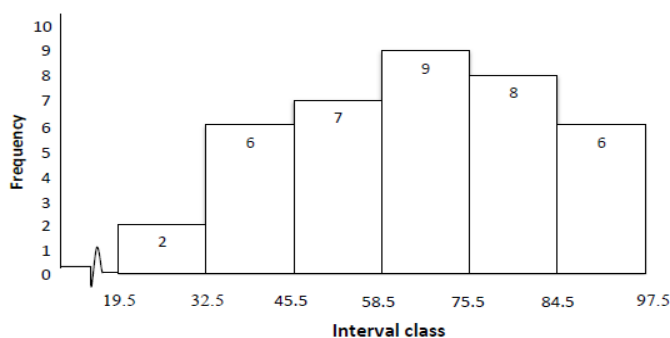


Figure 4. 1 Histogram of Experimental Group Score

Based on figure 4.1, The graph describes that most students who got the highest score had a range of 85-97 as many as six students, then students who got the lowest score were in the range of 20-32 with a total of two students.

For the control group post-test score is given after all the material regarding the simple past tense is completed. This aims to see how far the students' understanding of the simple past tense material has come. Students must answer questions about the 2nd regular and irregular verbs.

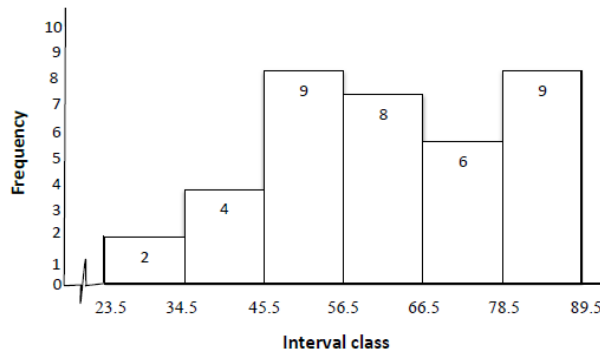


Figure 4. 2 Histogram of Experimental Group Score

Based on figure 4.2, The graph describes that most students who got the highest score had a range of 79-89 as many as nine students, then students who got the lowest score were in the range of 24-34 with a total of two students.

After all the data is obtained, then it is calculated by normality, homogeneity, and hypothesis tests.

a. Normality Test

The results of the normality test show that the research data has a sig value > 0.05 . In the data above the sig. value > 0.05 , it can be concluded that data is normally distributed.

b. Homogeneity Test

After the two groups of research samples were declared normal. Furthermore, the homogeneity test was carried out. The process to find the homogeneity uses SPSS version 25 software for windows. Homogeneity test using Levene's test method by comparing the sig value > 0.05 .

The results of the homogeneity test are known to be sig. 0.130. From the the data obtained that sig. exceeds the Levene value score > 0.05 , which means that the homogeneity test has the same variance, namely homogeneous. The complete calculation can be seen in the appendix.

c. Hypothesis Testing

Hypothesis testing is used by t-test with parametric statistics, formulas, and the formula used is independent sample t-test. The calculation process uses SPSS 25 software for windows. The analysis of the independent sample t-test aims to determine whether there is a significant difference between students

who use kahoot and students who use wordwall. The conclusion of the study was declared significant if $\text{sig} > 0.05$.

Based on the calculation it is known that the value of $\text{sig.} = 0.564$ with a level of 5%. This shows that the sig. value is not significant ($\text{sig} > 0.05$). So it can be concluded that there is no significant difference in effect between students using kahoot and wordwall for vocabulary mastery. Thus, H_a is rejected, H_o is accepted.

Kahoot can be particularly effective in teaching vocabulary because it incorporates repetition, which is an important aspect of learning new words. Kahoot also provides immediate feedback, which can help students identify and correct their mistakes quickly. This is in line with the result of study conducted by Masoud et al., (2020) that mentioned the effectiveness of using Kahoot in Vocabulary teaching.

Overall, Kahoot can be an effective tool for teaching vocabulary, especially when used in conjunction with other instructional methods (Uralova, 2021). However, it is important to note that no single teaching method is sufficient on its own, and teachers should use a variety of teaching strategies to ensure that all students are able to learn and retain new vocabulary.

In the end, this research turned out to be in line with research that has been carried out by Lestari (2019) that the results of the study related to the use of Kahoot on students' vocabulary is that there is no effect on students' vocabulary in using Kahoot. It was said in the research discussion that this was due to the fact that during the research there were factors that made Kahoot ineffective, including bad connections and unsupportive facilities.

CONCLUSION AND SUGGESTION

Based on the explanation above, the researcher concludes in the research entitled "The Use of Kahoot Application on Students' Vocabulary Mastery" that the use of Kahoot and Wordwall does not have a significant effect on students' vocabulary mastery. This is based on the results of data processing that has been discussed in the previous chapter.

The factors that make Kahoot and Wordwall not have a significant effect on students' vocabulary mastery based on observations made by researchers, finding students who do not understand the use of the application. Many

students were not familiar used in using the application, The next factor is, there were some students who do not understand thoroughly about the material. The researcher hopes this research can be useful for teacher to explore some application innovations that can support learning and also can gives suggestions to further researcher to explore Kahoot not only for vocabulary, but can be used to train students' listening or pronunciation in speaking.

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