APPLYLING KAHOOT AS TEACHING MEDIA
TO IMPROVE ENGLISH VOCABULARY MASTERY
THE SEVENTH GRADER OF SMP MUHAMMADIYAH
PALANGKA RAYA

THESIS

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
1443 H/2021

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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1443 H/2021

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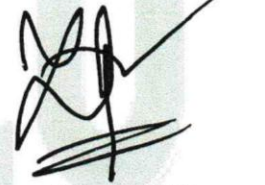
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Judul   : **Applying Kahoot as Teaching Media to Improve English Vocabulary Mastery the Seventh Grader of SMP Muhammadiyah Palangka Raya**

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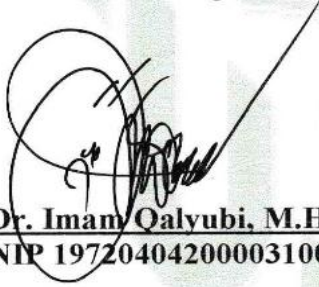Program Studi   : Tadris Bahasa Inggris

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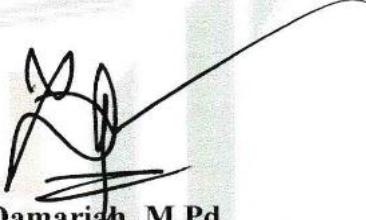
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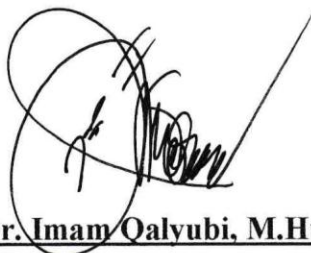By reading and analyzing of this thesis, we think the thesis in the name of

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Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

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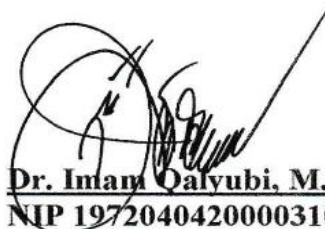Assalammu'alaikum Wr. Wb

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

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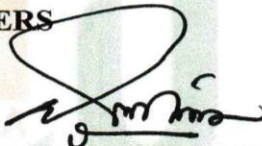
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MOTTO AND DEDICATION

"So do not weaken and do not grieve, and you will be superior

if you are (true) believers"

(QS. Ali 'Imran: 139).

This thesis is dedicated to:

My beloved parents (Suryadi and Yunani) for their valuable endless prayer, sacrifice, and support.

My beloved sister (Lina) for the support and happiness in conducting this research.

My mood booster (Muhammad Boy Solihin) thanks for the passion, patience, support, and time that he always takes for me.

My advisors (Dr. Imam Qalyubi, M.Hum and Zaitun Qamariah, M.Pd) who gave me suggestion and guidance.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Declare that:

1. this thesis has never been submitted to any other tertiary education institution for any other academic degree,

2. this thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person, and

3. if at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya,   August 2021

Yours Faithfully,

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ABSTRACT

Marlini, Nia. 2021. *Applying Kahoot as Teaching Media to Improve English Vocabulary Mastery the Seventh Grader of SMP Muhammadiyah Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, M.Hum, (II) Zaitun Qamariah, M.Pd.

Key words: Kahoot, Vocabulary mastery, Gamification approach

This research departed from the problems that occurred in SMP Muhammadiyah Palangka. That is have difficulties faced by students in learning English, especially in mastering of vocabulary. There are some students who still have difficulty understanding what they read, and also have difficulty expressing their ideas using a foreign language due to their lack of vocabulary mastery.

This study aimed as finding out how to improve students' English vocabulary mastery by used Kahoot as teaching media in learning process of Class VII students of SMP Muhammadiyah Palangka Raya. This study aimed to measure that the students who taught using Kahoot application give higher vocabulary mastery or not than those who taught without using Kahoot application.

The research used was quasi-experimental design. Quasi experimental design aims to investigate cause and effect between research objects. The instrument used was test. The test in form multiple-choice, there were 40 items of various test of vocabulary. The researcher designed the lesson plan, conducted the treatment and counted the students' score by pre-test and post-test. The population of this research was 139 seventh grade students of SMP Muhammadiyah Palangka Raya.

The data analysis used SPSS 24 software. Based on the result of analysis, it was found t-test of significance two-tailed is lower than alpha 0.05 or $0.046 < 0.05$. On the other hand, based on manual calculation, it was found that the $t_{observed}$ was higher than the value of t_{table} at 5% significance level or $2.068 > 1.675$. It can concluded that teaching vocabulary by using Kahoot application give higher students' English vocabulary mastery.

ABSTRAK

Marlini, Nia. 2021. *Penerapan Kahoot Sebagai Media Pembelajaran Untuk Meningkatkan Penguasaan Kosakata Bahasa Iggris Siswa Kelas Tujuh SMP Muhammadiyah Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, M.Hum, (II) Zaitun Qamariah, M.Pd.

Kata Kunci: Kahoot, Penguasaan Kosakata, Pendekatan gamifikasi

Penelitian ini berangkat dari permasalahan yang terjadi di SMP Muhammadiyah Palangka, yaitu kesulitan-kesulitan yang dihadapi siswa dalam belajar bahasa Inggris, khususnya dalam penguasaan kosakata. Ada beberapa siswa yang masih kesulitan memahami apa yang mereka baca, dan juga kesulitan mengungkapkan ide mereka menggunakan bahasa asing karena kurangnya penguasaan kosakata.

Penelitian ini bertujuan untuk mengetahui bagaimana cara meningkatkan penguasaan kosakata bahasa Inggris siswa dengan menggunakan Kahoot sebagai media pembelajaran dalam proses pembelajaran siswa Kelas VII SMP Muhammadiyah Palangka Raya. Penelitian ini bertujuan untuk mengukur bahwa siswa yang diajar menggunakan aplikasi Kahoot memberikan penguasaan kosakata yang lebih tinggi atau tidak dibandingkan mereka yang diajar tanpa menggunakan aplikasi Kahoot.

Penelitian yang digunakan adalah quasi-experimental design. Quasi-experimental bertujuan untuk menyelidiki sebab dan akibat antara objek penelitian. Instrumen yang digunakan adalah tes. Soal berbentuk pilihan ganda, terdapat 40 butir soal ragam kosa kata. Peneliti merancang rencana pembelajaran, melakukan perlakuan dan menghitung nilai siswa melalui pre-test dan post-test. Populasi dalam penelitian ini adalah 139 siswa kelas VII SMP Muhammadiyah Palangka Raya.

Analisis data menggunakan software SPSS 24. Berdasarkan hasil analisis diperoleh uji t-test signifikansi two-tailed lebih rendah dari alpha 0,05 atau 0,046 < 0,05. Sedangkan berdasarkan perhitungan manual didapatkan hasil bahwa nilai t_{tes} lebih tinggi dari nilai t_{tabel} pada taraf signifikansi 5% atau 2,068 > 1,675. Dapat disimpulkan bahwa pengajaran kosakata dengan menggunakan aplikasi Kahoot memberikan penguasaan kosakata bahasa Inggris siswa yang lebih tinggi.

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Raya and the students of the VII.B, VII.C, and VII.D for being helpful so that researcher can complete for writing this thesis,

10. beloved parents for their moral support, motivation, and endless prayer every time so that researcher able to finish her study. Beloved sister for her support and affections who is willing to put aside money while researcher conducts the thesis, and

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The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, August 2021

The Researcher,

Nia Marlini
NIM 170 112 1223

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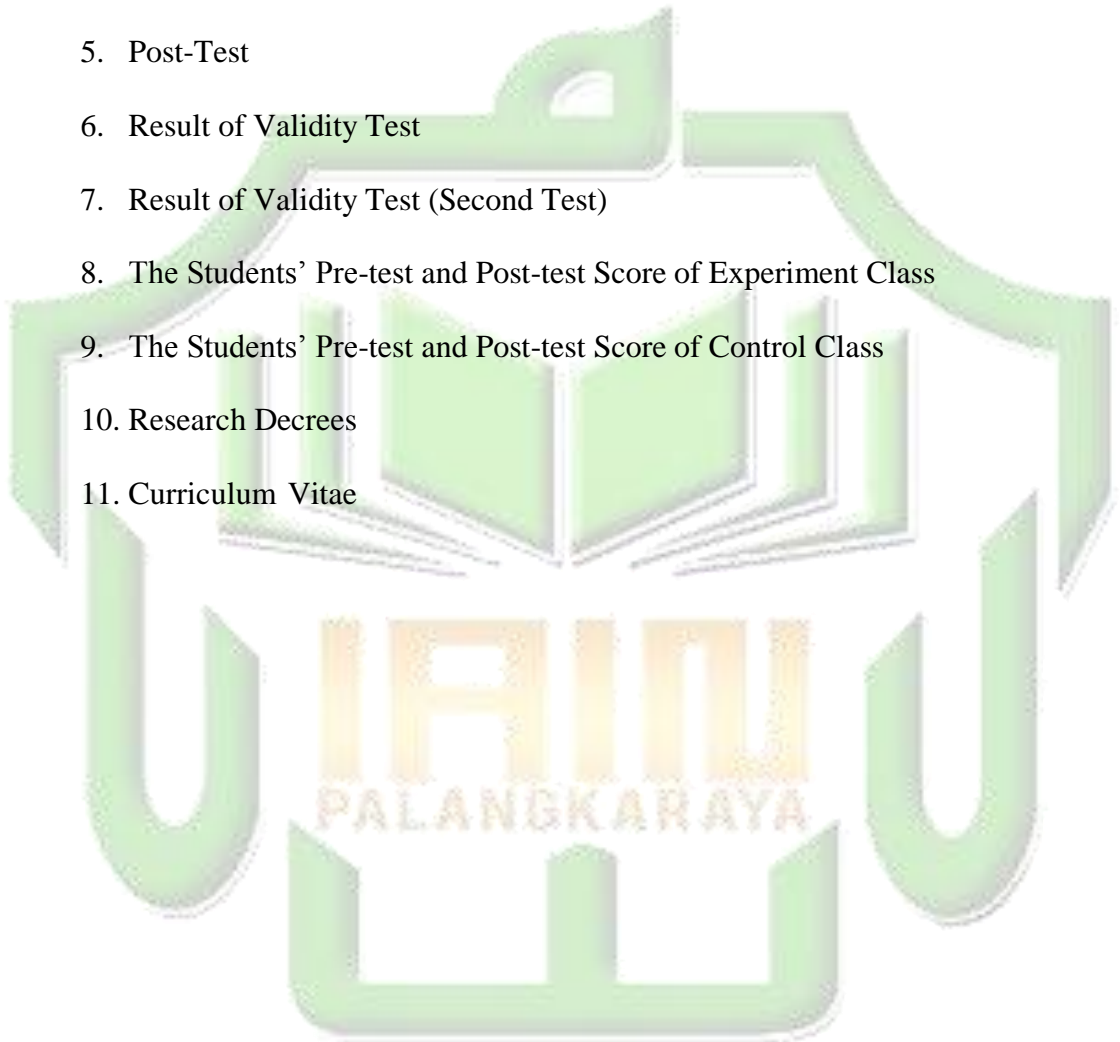
CHAPTER I

INTRODUCTION

This Chapter covers the background of the study, Research problem, Objective of the study, Hypothesis of the study, Assumption, Scope and limitation, Significance of the study, and Definition of key terms.

A. Background of the Study

In learning English, there are four skills must be mastered by students, such as; Reading, speaking, writing and listening skill. Furthermore, these four skills, students are also required to master sub-skills namely grammar and vocabulary. According to Sulastri (2011, p.103) as cited in Saadillah & Nazariah (2017, p.322), One of the most crucial language elements that learners should master is vocabulary. According to Thornburry (2002, p.15), pupils are deemed to have a fundamental understanding of a term when they know its form and meaning. According to Endah (2013, p.2) as cited in Susanti (2018, p.16) the most essential aspect of language acquisition, particularly in English, is vocabulary. People can't talk, write, or listen without having a strong command of the English language's lexicon.

To be able to communicate well in English, learners will acquire a sufficient amount of vocabulary and students must also know how to use them accurately. This is an essential component of understanding and acquiring a foreign language. When learners acquire a number of vocabulary words, it will

make it easier for them to understand the meaning of what they read, write, listen to or also make it easier for them to convey their ideas and enable students to express their ideas in a foreign language. According to Anthony (1978, p.5) as cited in Laili (2018, p.1), Mastery of many vocabulary can help students improve their speaking, listening, writing, and reading skills. Students will comprehend the meaning of vocabulary in context if they master certain vocabulary, which will also help them avoid mistakes in understanding some English meanings.

The fact remains that the benefits of studying English are still insufficient. Based on researcher observation at SMP Muhammadiyah Palangka Raya, the students' motivation in learning English is still low. The teachers' experiences who teach English especially in vocabulary, said that students find it difficult to learn English. Students still have difficulty using their mother tongue, let alone using English, which is known as a foreign language. On the other hand, there are some students who still have difficulty understanding what they read, and also have difficulty expressing their ideas using a foreign language due to their lack of vocabulary mastery. These statement is supported by Susanto (2016, p.2) as cited in Aprilia (2019, p.2), stated that Junior high school pupils still lack the necessary vocabulary to study English effectively. Somewhile pupils don't understand what the teacher means or says. Laili (2018, p.3) in his study "*Correlation between English Reading Habit and Vocabulary mastery at eleventh grades*" stated that some students did not want to read because they did

not understand the meaning of the text they read. And another problem, students may find new vocabulary that makes it difficult for them to understand the meaning of the text. Vocabulary issues must be resolved, because it can be difficult for learners to continue the next level.

Learners will not be able to convey or understand the meaning of the English text if they are not able to master vocabulary well. For this reason, teachers must have some interesting techniques to teach vocabulary to students. The English teacher who teach vocabulary in seventh grade of SMP Muhammadyah Palangka Raya has applied traditional method that use zoom and WhatsAap in teaching vocabulary during the online learning. Online learning is being implemented to prevent the spread of COVID-19. Besides that, the teacher said that never use game-based learning to improve students' vocabulary mastery. In recent years, game-based learning has become increasingly popular in schools. (Masoud et al, 2020, p.12).

In this research, Kahoot was chosen as a tool for improving students' vocabulary in seventh grade by the researcher. Kahoot has the potential to be used as an interactive technology-based teaching tool to help students enhance English vocabulary acquisition. Chumairok & Ardiyani (2020, p.58) explains the creator of the game Kahoot aims to make the learning process more interesting and fun. According to Al-Shaw (2014, p.145), playing games to review vocabulary can help students remember new words more efficiently. According to Baszuk & Heath (2020, p.1) Students can use Kahoot to improve their

vocabulary and knowledge of course ideas while also receiving fast feedback. The researchers chose Kahoot to be investigated because it's believe that the game can improve students' vocabulary mastery at SMP Muhammadyah Palangka Raya and make students enjoy during learning activities.

Based on this, the researcher will provide an alternative way to improve students' vocabulary mastery by using Kahoot in learning English. Therefore, students become easy in understanding and learning English. Based on the above reasons the researcher is interested in conducting research**: "Applying Kahoot as Teaching Media to Improve English Vocabulary Mastery the Seventh Grader of SMP Muhammadiyah Palangka Raya".**

B. Research Problem

Do the students taught using Kahoot application give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya?

C. Objectives of the Study

Based on the research problem, the research objective is to measure the students who taught using Kahoot application give higher vocabulary mastery or not than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya.

D. Hypothesis of the Study

The research hypothesis are followed:

1. Ha : The students who taught using Kahoot application give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya.

2. Ho : The students who taught using Kahoot application do not give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya.

E. Assumption

The Assumption are followed:

1. Kahoot application will improve students' vocabulary mastery.

2. The students will interest in learning vocabulary when they are taught by using Kahoot application.

F. Scope and Limitation of the Study

The research belongs to quasi-experimental. It's only done to measure the improving students' vocabulary mastery use Kahoot application. This research was limited to students in the seventh grade at SMP Muhammadiyah Palangka Raya. The researcher uses Kahoot application as an innovative strategy to help students improve their vocabulary mastery. In this research, the researcher focused on noun (part of speech). The sample is take by using cluster sampling where there are two classes that are divide as experimental and control classes.

G. Significance of the Study

This research had some benefits in the study of English, there are two kinds namely Theoretical and Practical.

1. Theoretical

The findings of this research hopefully provide some valuable information on vocabulary mastery. This research also provides a description of the use of Kahoot as game-based learning that can be used to teach English, especially in the context of helping students improve their vocabulary. By conducting this research it will also provide a new reference attraction for English teachers in using games such as Kahoot as a learning medium in the classroom in order to attract students to learn English happily.

2. Practical

a. For students

For students, the results of this study make them get new learning that is interesting and not boring in class so that they will be more enthusiastic in learning English vocabulary. In addition, as long as students enjoy learning through Kahoot, it will facilitate their learning process in mastering vocabulary.

b. For teachers

For teachers, the results of this study can be a new reference or point of view about the problems they generally face in the context of increasing students' vocabulary mastery by using game-based learning

media. Using Kahoot might later become their strategy to solve a problem they face, such as teaching English vocabulary.

c. For the other researchers

Hopefully, this research will be useful in providing information to readers about the use of Kahoot as game-based learning to improve vocabulary mastery of students in SMP Muhammadiyah Palangka Raya's seventh grade, and also useful as a reference source for other researchers. It is hoped that this research can provide knowledge about the situation in the teaching and learning process of English, especially teaching vocabulary.

H. Definition of Key Terms

1. Applying

According to Cambridge Dictionary, apply is to make use of something or use it for a practical purpose. In this research, students act as players who apply Kahoot in vocabulary learning.

2. Kahoot Application

Wang & Tahir (2020, p.2) stated that Kahoot is a game-based learning platform that can be used to assess students' knowledge, provide formative feedback, or provide a break from the routine of the classroom. Kahoot has the potential to boost learning performance and classroom dynamics by increasing engagement, motivation, enjoyment, and concentration.

3. **Vocabulary**

The quantity of words required to transmit ideas and reveal the speaker's meaning, according to Alqahni (2015, p.24), is referred to as vocabulary.

4. **Mastery**

According to Longman (2007, p.984) as cited in Lestari (2017, p.6) that mastery refers to having complete control or authority over someone or something through knowledge or expertise.

5. **SMP Muhammadiyah Palangka Raya**

SMP Muhammadiyah Palangka Raya is a private school that has A accreditation. SMP Muhmmadiyah Palangka Raya is located on Jl. Rta, Milono Km.1 Palangka Raya, LANGKAI, Kec. Pahandut, Central Kalimantan.
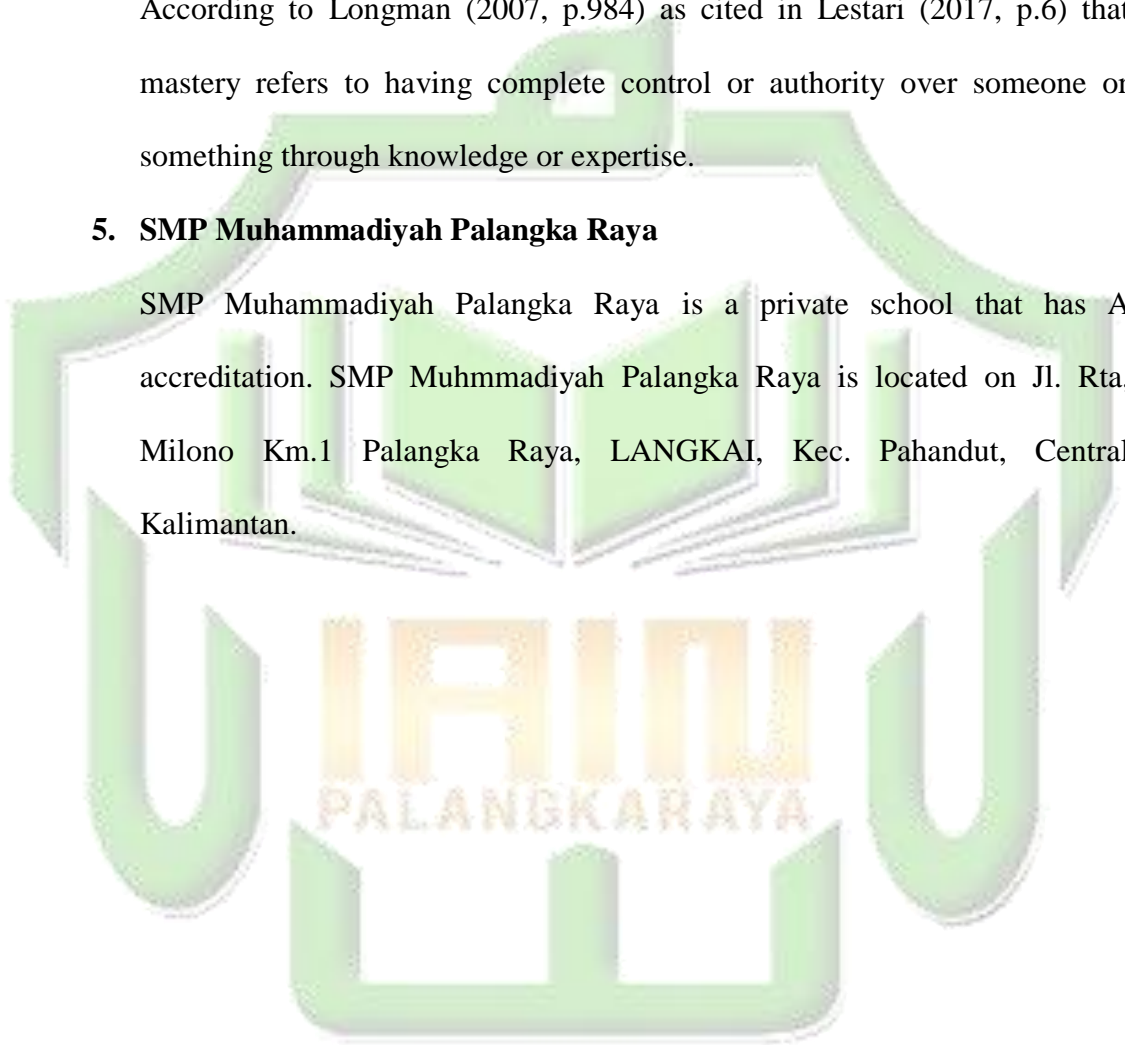
CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher describes review of related literature that consists of related studies, Kahoot, Vocabulary Mastery, and Gamification Learning Approach.

A. Related Studies

There are several previous studies related to this research. Masoud, M. M. A., Aldahami, A. S., & Aljehani, W. M. A. in 2020 about "*The Effect of Using Kahoot! Web-based Learning on EFL Secondary Students' Vocabulary Learning*". The effect of Kahoot web-based learning on students' vocabulary development was investigated using a quasi-experimental design. The vocabulary accomplishment exam, on the other hand, was devised by researchers to assess students' vocabulary achievement based on the contents of their textbook (Traveler 4) for grade II Middle School students in the second semester. The finding is Kahoot Web-based learning enhanced vocabulary learning in secondary school EFL students, and the usage of kahoot in vocabulary teaching boosted students' vocabulary, suggesting that kahoot is a viable tool for boosting vocabulary learning.

Baszuk, P. A., & Heath, M. L. in 2020 about "*Using Kahoot! to Increase Exam Scores and Engagement*". The purpose of the research is to boost test results by employing technology as a game in the classroom to increase student engagement and knowledge of course content. The finding is students can build

a stronger comprehension of terminology, course concepts, and provide instant feedback by using Kahoot! as a trivia game review in class. Students can use Kahoot! Trivia games to connect course subjects and learning paths while also alerting the instructor to any learning gaps. Students' grades increase with the use of Kahoot! A course adaptation has occurred as a result of Kahoot! participation indicates weaknesses in comprehension and material retention, which have increased from course to course. Kahoot! assists in all of these areas through student success initiatives that strive to improve student learning outcomes, roadmaps, and retention. The use of technology in the classroom can improve student engagement by providing better learning possibilities.

Hadijah, Pratolo, W. B., & Rondiyah in 2020 about "*Interactive game "Kahoot!" as the Media of Students' Vocabulary Assessment*". The research was conducted to five students of a public Senior high school of SMAN 1 Pundong, Bantul, Yogyakarta. However, a qualitative study was used in the research design, which followed the interpretive research paradigm. The researcher was used the theme-based analysis. On the other hand, the goal of this study is to find out what students think about utilizing the interactive game "Kahoot!" as a vocabulary test medium at one of Yogyakarta's public Senior High Schools. As a data gathering technique, an in-depth semi-structured interview was used. The findings reveal that Kahoot! is more useful for vocabulary tests, and games can entice students to take exams and helping students to be more active in class and finally, games make students more enthusiastic about doing tests.

Mansur, M. & Fadhilawati, D. in 2019 about *"Applying Kahoot to Improve the Senior High School Students' Vocabulary Achievement"*. This study was a classroom action research (CAR) that aimed to increase the vocabulary success of senior high school students by using Kahoot as a learning media in the teaching and learning process. This study's data was gathered using tests and questionnaires. According to the findings, using Kahoot as a medium for teaching and acquiring vocabulary, particularly in the area of "introducing oneself," can help students increase their vocabulary achievement. The positive attitude of the students regarding the usage of Kahoot in teaching and learning contributed to the improvement in student accomplishment.

Pede, J. in 2017 about *"The Effects on the Online Game Kahoot on Science Vocabulary Acquisition"*. Weekly vocabulary evaluations were used to track vocabulary growth. A single subject design was used, with ABAB phrases. The goal of this study is to see how efficient the online game Kahoot is in helping students with learning difficulties acquire science vocabulary and focus in a middle school physical science classroom. The finding is Kahoot has positive effect on science language acquisition, keeping pupils focused and encouraging on-task conduct are two important goals.

Singh, C. K. S., et al in 2021 about *"A Review of Research on the Effectiveness of Using Kahoot to Enhance Students' Motivation to Learn English"*. The research aim to discover how Kahoot gamified learning enhances learners' motivation towards learning English as second language. The research

conducted both quantitatively and qualitatively involving 2 classes of year 5 consist of 60 pupils whose English language proficiency is at intermediate level. The finding is gamification like Kahoot is reported to have significant impact on students' motivation and attitude in learning English language particularly among non-speaker.

Siregar, F. R. & Angela, S. in 2019 about "*Students' Vocabulary Mastery Using Kahoot Platform Media*". The purpose of the research is to examine the students' vocabulary mastery by playing Kahoot platform media. However, the research design was descriptive quantitative in getting the result data and the researcher made test as instrument to collect the data. On the other hand, in the limitation of research, the researcher stated that the research limit the problems and only took about the students vocabulary mastery by using Kahoot into noun and verb. It were taken about prefix, suffix, antonym, and synonym. In sum, the students' vocabulary mastery by using the application which names Kahoot platform media included into enough category by getting 43.82 score. So, the finding is the students' vocabulary mastery using Kahoot platform media was classified into enough category.

The present research is different from the above research. The present research supports the above research from different area of the research, different level of education and different procedures for using Kahoot application from previous studies. The research focuses on the effects of Kahoot application in students' vocabulary mastery at seventh grade of SMP

Muhammadiyah Palangka Raya. The researcher used Test and documentation as instrument of this research.

B. Kahoot

Johan Brand, Jamie Brooker, and Moten Versvik founded Kahoot in 2013 as an online multimedia platform. The Kahoot game's makers want to make learning more exciting and enjoyable. Kahoot may be played by people from all around the world, including teachers, students, businesses, and even social media users, and the software is free. (Chumairok & Ardiyani, 2020, p.58).

According to Mansur & Fadhilawati (2019, p.166), Kahoot in the classroom can assist teachers in gathering informal feedback from learners, assessing learners' knowledge of learning, and conducting polls about things that happen in class that are linked to learning. Kahoot is a game-based classroom response system that the entire class plays in real time. It's a technology-based platform for administering quizzes, conversations, and surveys. Students will use their computer or smartphone to complete multiple-choice questions projected on the screen.

Putri (2019, p.12) stated, using Kahoot application in the learning process can enrich the quality of student learning, with the highest effect of reporting on class dynamics, involvement, motivation and increased learning experience. According to Ismail & Mohammad (2017, p.25), Kahoot is a viable

and practical formative assessment tool to make learning enjoyable and fun, it motivates students to learn.

Based on explanation above, researcher concludes Kahoot is an online game that aims to enrich the quality of students learning and make the learning process more enjoyable based on the features provided such as discussions, quizzes, multiple choice etc. Kahoot can also be adjusted according to the learning needs needed by students.

1. Kahoot in Teaching Vocabulary

According to Jordan in Anggriani (2012) as cited in Marwanto (2018, p.84), teaching vocabulary is a crucial part of teaching English since it is linked to all aspects of language development and affects all four language skills. Students are engaged in learning through the use of games. Students benefit from well-chosen and planned games since they provide a break while also allowing them to improve language abilities. The following is the procedures for how to use Kahoot for vocabulary learning, such as:

There some steps to conduct Kahoot application (as cited in Putri, 2019, p.32-37), namely:

a) The first, access www.kahoot.com or download kahoot application before at:

https://play.google/store/apps/detail?id=no.mobitroll.kahoot.android

b) Then, click "log in"

c) After the teacher has got access to her account, the teacher opens a quiz that was created. (e.g. 'Things in the Living Room and Dining Room')
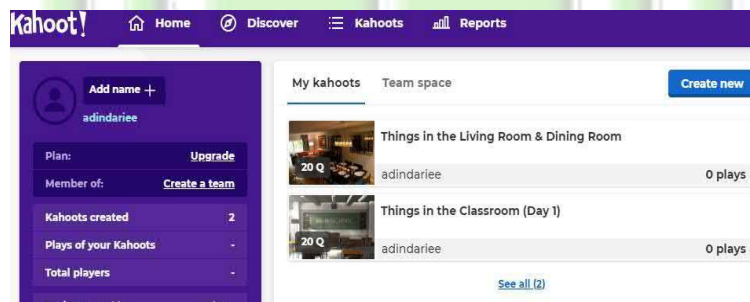
d) The teacher click the title of the game, and click "Play"

e) Next, choose players options 'Player vs Player 1:1 Devices) or 'Team vs Team Shared Devices' (it depends on the availability of students' devices)

f) Click "Players vs player 1:1 Devices", from teacher's device will show the game PIN for students' access.

g) The students open the kahoot.it, then enter the game PIN and their nickname. Click "OK, go!"

h) Student's name who has registered the PIN will be shown on teacher's device.

i) Click "start" on teacher's device
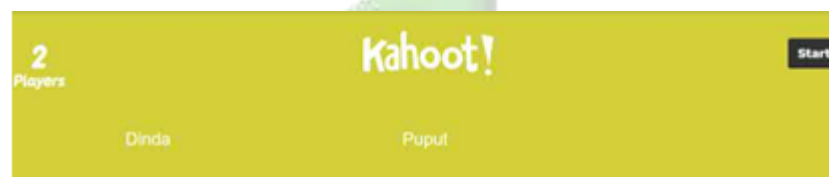
j) The teacher show the questions one by one.
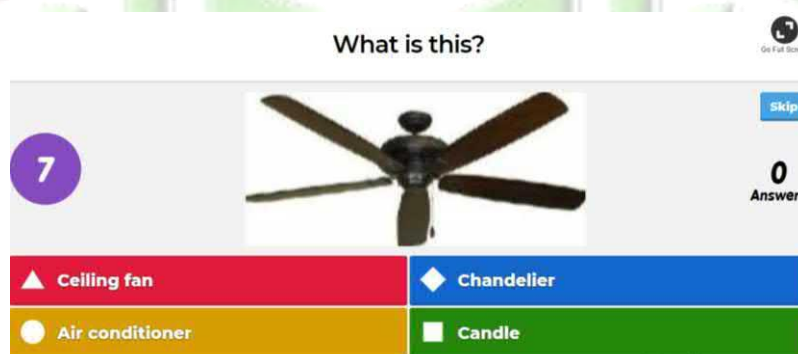
k) After students have submitted their option, the quiz will submit the answers and show the correct answer.
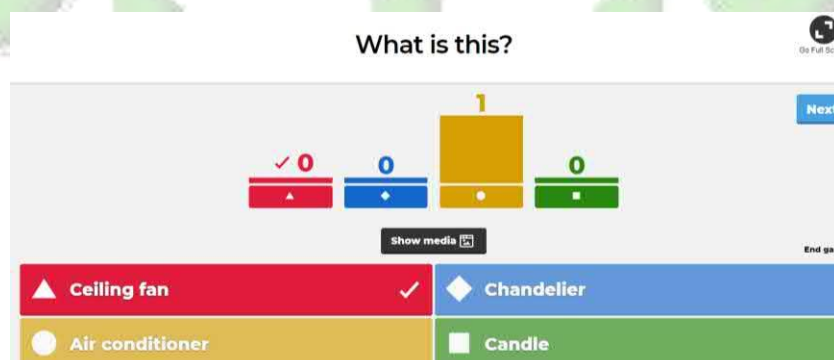
l) At the end of the quiz, it will show the result which students have the highest score and be the winner.
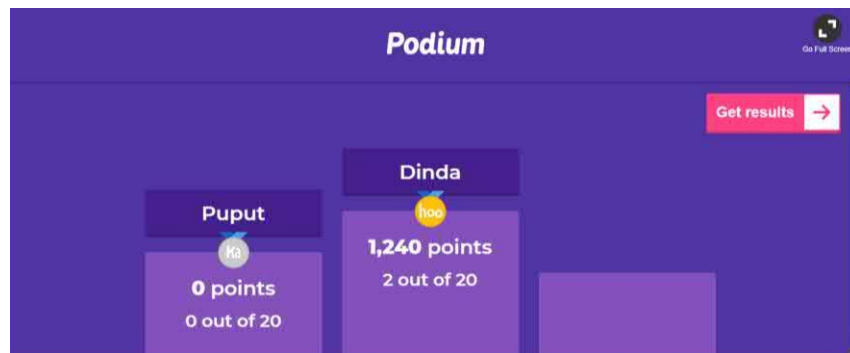
2. Advantages and Disadvantages of Kahoot

There are several advantages when using kahoot application, namely:

a) The learning process becomes enjoyable.

b) Learners are drilled on how to use technology as a learning medium.

c) When students use the kahoot program, their motor skills are strengthened.

There are several disadvantages when using kahoot application, namely:

a) There are numerous resources available to help learners use Kahoot as a learning tool.

b) The teacher must design the kahoot application and devote sufficient time to it.

c) Limited time of learning process (Lestari, 2019, p.13-14).

C. **Vocabulary Mastery**

1. **Definition of Vocabulary**

Masoud et al (2020, p.9) stated that 0ne of the most crucial aspects of learning a foreign language is developing a vocabulary. It is crucial to language acquisition because as students' vocabulary grows, they will gain four language skills: reading, writing, listening, and speaking. When students have a sufficient quantity of words, they can acquire and practice all English skills, communicate efficiently, and express themselves more effectively. Mastering vocabulary is one of the most difficult components of the learning process.

According to Alqahni (2015, p.24), The quantity of words required to transmit ideas and reveal the speaker's meaning is referred to as vocabulary. It's become the reason why learning language is so crucial.

Based on explanation above, researcher concludes vocabulary is collection of words that used by someone to express their opinion, make it easier for them to understand what the speaker is saying and communicate with one another.

2. **Definition of Vocabulary Mastery**

Krashen et al (1995, p.55) as cited in Laili (2018, p.26) stated that Mastery of vocabulary is very important for the acquisition process. Acquisitions rely heavily on comprehensible input. Direct understanding

necessitates the ability to recognize the meaning of the utterance's key aspects.

Cameron (2001, p.74) stated that Learning words is a cyclical process that begins with meeting new words and ends with initial learning. The next step is to keep looking for these terms, each time learning more about what they mean and how they're employed in a foreign language. This means that students are reintroduced to familiar words and their vocabulary is rapidly expanded.

McCarten (2007, p.21), Vocabulary mastering is primarily about remembering, and children must see, pronounce, and write newly learnt words a number of times before they can be considered to have learned them. Mastering vocabulary means learning new words, that is, to increase vocabulary. According to Longman (2007, p.984) as cited in Lestari (2017, p.6) that mastery is complete control or power over someone or something though understanding or good skill.

According to Fahrurrozi (2017, p.119), It is critical to master vocabulary as one of the components of language. Students should master a large number of words in order to study more readily and grasp vocabulary according to their educational level.

Based on the foregoing, the researcher finds that mastery of vocabulary is one of the prerequisites and requirements for learners to be able to comprehend a language like English. Mastery of sufficient

vocabulary might make it easier for learners to understand a lesson during the teaching and learning process.

3.   The Importance of Learning Vocabulary

The importance of vocabulary in learning a second language cannot be overstated. To achieve a greater degree of skill, one's vocabulary must be expanded and mastered. A sufficient vocabulary is required for effective usage of a second language because without a broad vocabulary it will limit us in terms of understanding or using the functions and structures we have learned for communication that we can understand. According to Thornbury (2002, p.13), Nothing can be communicated without the use of grammar, and nothing can be communicated without the use of vocabulary. If you spend the majority of your time studying grammar, you will not notice a significant improvement in your English. If you learn more words and expressions, you will notice the largest improvement. With grammar, you can express very little, but with words, you can convey practically anything. Because a limited vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is often regarded as a crucial skill for second language students. (Alqahni, 2015, p.22).

Based on explanation above, the researcher concludes vocabulary is crucial in language learning since it allows us to communicate effectively and express our ideas more readily, as well as build a firmer foundation in the learning process.

4. **Kinds of Vocabulary**

Hatch and Brown (1995) as cited in Alqahni (2015, p.25) stated that receptive vocabulary and productive vocabulary are the two types of vocabulary. Schmitt (2000, p.4) stated that receptive knowledge is defined as the ability to comprehend a word and is usually connected with listening and reading, whereas productive knowledge is defined as the ability to produce words on one's own when speaking or writing (passive or active is an alternative term).

Thornbury (2002, p.4) stated that there are two types of words in vocabulary: grammatical words (function words) and content words (lexical words).

a. **Grammatical Words (Function Words)**

Terms with little confusing meaning or lexical meaning are referred to as grammatical words (close class words). Prepositions, conjunctions, determiners, and pronouns are examples of grammatical words.

b. **Content Words (Lexical Words)**

Content words are open class words that contain the meaning or content of a sentence. Nouns, verbs, adjectives, and adverbs are examples of content words.

The researcher concludes that there are four types of vocabulary: receptive vocabulary, productive vocabulary, grammatical words, and

content words, based on the previous description. The researcher in this study mostly focused on content terms (nouns).

5. **Assessing Vocabulary Mastery**

Thornbury (2002, p.132) stated that there are three types of tests to verify our vocabulary mastery, they are:

a. **Multiple Choice test**

Multiple choice tests are popular because they are simple to score (even a computer can do it) and easy to create (or seem to be). Furthermore, the multiple-choice style can be utilized with single words, words in a sentence context, or entire texts.

b. **Gap-fill (Cloze test)**

Students must recall words from memory to complete a sentence or paragraph on the gap-fill test. As a result, rather than just recognizing a word, they had to generate it. The cloze test is the most well-known example of this type of test. The gaps in the cloze test are evenly spaced. In this way, knowledge of many sorts of words, such as grammar and content terms, is refreshed.

c. **Word formation**

To fit the situation, students are instructed to alter the word from one form to another. This type of assignment assesses a student's understanding of derivations (author and misplaced as opposed to wrong or substituted author). It also assesses their capacity to perceive the

surrounding environment and make proper decisions from a variety of possible outcomes.

The researcher employed a multiple-choice question structure to assess students' vocabulary mastery. The researcher adopted this format because of the popular and easy-to-assess method of testing, and also easily designed for students of SMP Muhammadiyah Palangka Raya.

D. Gamification Learning Approach

According to Mohammad et al (2018, p.22) Gamification is the concept of applying game mechanics to engage and motivate learners in learning. On other words, games nowadays are a part of students' daily life. It has been used successfully to increase learners' motivation and engagement (Su* & Cheng, 2015, p.269). According to Kocadere & Samur (2016, p.397-414) as cited in Goksun & Gursoy (2019, p.16), Gamification's goal isn't to build a new world that's like a game, but to bring game aspects into the actual world to capture similar sensations without leaving reality. Gamification often considered more attractive and fun to students because they generally have higher self-efficacy with digital technology, and more experience with digital game, therefore potentially more attracted to it (Koivisto & Malik, 2020, p.2) Gamification is the use of game aspects and design (namely, entire games) to improve the user experience in non-game environments. (Klock et al, 2019, p.2).

In a learning environment that uses a gamifaction technique to test a competency, vocabulary learning experiences that improve student motivation

can be produced. Games are popular because they inspire users to focus on social, cognitive, and emotional aspects of their lives. Internally motivated goal setting and competences, in addition to physical rewards, have been demonstrated to have a significant impact on job engagement in gamification research. Gamification can be rationalized as being required for pupils to think, to create a different setting, and to create a competitive environment (Bicen, 2018, p.73). As technology develops globally, gamification has proven to be an effective strategy to enhance the learning process and motivate students to learn English vocabulary.
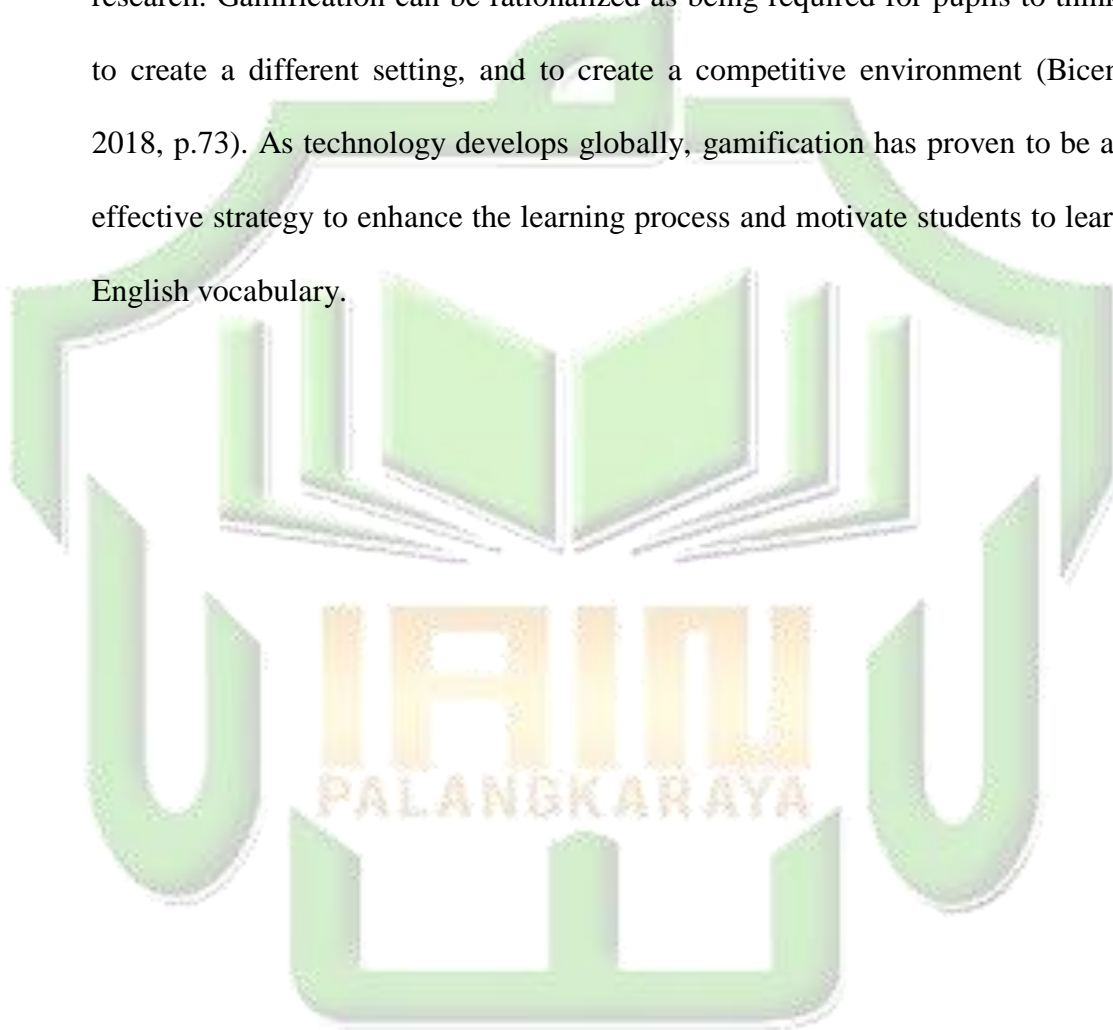
CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes research method that consists of research design, population and sample, research Instrument, data collection procedure, and data analysis procedure.

A. Research Design

Creswell (2012, p.3) stated that research is a series of procedures that are taken to gather and analyze data in order to better understand a topic or a problem. In this research, researcher used quantitative approach. In addition, this research design was an experimental. An experimental design is a research study in which the researcher systematically changes one or more independent variables to see how they affect dependent variables. Randomized experiments assign extants to one of three groups: treatment, control, or comparison (Thyer. 2012, p.181-182). In this research, the researcher utilized a quasi-experimental design. A quasi-experimental design is one in which the treatment and control (or comparison) groups are not generated by a random assignment technique. It entails the manipulation of independent variables as well as the formulation of test hypotheses. (Thyer, 2012, p.185). The goal of quasi experimental design is to look at the cause and effect relationship between study objects. This relates to the study's goal of determining the impact of Kahoot on students' vocabulary mastery.

B. **Population and Sample**

1. **Population**

A population is a collection of people with similar features (Creswell, 2012, p.142). It implies that all members of the object are observed in the population from which the generalization is drawn.

The population of the reseach was made up of all of the seventh grade students at SMP Muhammadiyah Palangka Raya.

Table 3.1 Population

No.	Grades	The Number of the Students
1.	VII.A	31
2.	VII.B	27
3.	VII.C	26
4.	VII.D	27
5.	VII.E	28
Total Number		139

2. **Sample**

Creswell (2012, p.142) stated that sample is a subset of the target population that the researcher will examine in order to draw general conclusions about the target population.

Students in the seventh grade at SMP Muhammadiyah Palangka Raya were used as a sample for this study. The researcher divided the students into

two groups: the experiment group, which was taught using Kahoot, and the control group, which was taught using traditional methods. As a result, the researcher enrolled in two classes, VII.C and VII.D, that will be relevant to this study.

Because the unit picked is not an individual, but rather a collection of individuals who naturally associate with one another, cluster sampling was used to select the subject. The utilization of complete classrooms as clusters is a popular use of cluster sampling in education.

Table 3.2 Sample of Research

No.	Name Classes	The Name of Group	Number of Students
1.	VII.C	Experimental	26
2.	VII.D	Control	27
All Students			**53**

C. Research Instrument

The test was employed as an instrument in this study. The test is a multiple-choice about vocabulary. This test is used to determine students' vocabulary mastery scores. Because this is an educational study, a pre-test was used as an instrument in this study. The researcher gives several tests to students about vocabulary in English learning. The pre-test is used to describe students' vocabulary mastery prior to treatment, and the post-test is used to describe students' vocabulary mastery following treatment.

1. **Research Instrument Development**

    Collecting data to solve the research's problem is one of the research's key responsibilities. Data is collected in a natural situation that has not been manipulated in any way. The information will come from the primer data source, which is a data source that provides information without the use of any additional media.

    The data was also required to determine the research's purpose. It aims to assess students' vocabulary mastery using the Kahoot application while learning English at SMP Muhammadiyah Palangka Raya's seventh grade students. In order to collect data for this research, two instruments were used:

    a. **Test**

    The researcher employed the test as the primary instrument in this research. The test is a data collection tool that consists of a sequence of questions or treatments that are used to assess a group's or individual's intelligence, knowledge, ability, and skill. (Muslim, 2014, p.46). The researcher used the type of multiple choice test. This test is the result of the adoption of the English LKS (Lembar Kerja Siswa) class VII Intan pariwara as cited in Aprilia (2019). This multiple-choice test is claimed to be valid and reliable. To test its validity, the researcher did a try out again before using it as a research instrument. From the results of the Tryout, 40 multiple choice questions were declared valid and reliable so that they were feasible

to be used in this research. The test is a systematic procedure for measuring behavioral samples that are considered to represent educational.

Tests are given to both the experimental and control groups to determine the students' vocabulary mastery before the Kahoot is used (pre-test) and to determine the students' vocabulary mastery development after the Kahoot is used (post-test). The researcher will use 40 multiple-choice items from several language tests.The researcher gives a pre-test for control group with followed by 27 students and for experimental group which followed by 26 students. The researcher give a post-test for group control which followed by 27 students and for experimental group which followed by 26 students.

In order to calculate the students' test scores, the researcher will apply the scoring criteria shown in the table below:

Table 3.3 Scoring Rubric for Multiple-Choice

Rublic Score	Category
55-60	Fair
65-70	Fair Good
75-80	Good
85-90	Very Good
95-100	Excellent

Source: Roslina (2017) as cited in Sari (2020, p.33)

Testing the students' score using the formula:

$$\text{Score} = \frac{B}{N} \times 100$$

Annotation:

B: Frequency of the correct answer

N: The total number of test elements

b. **Documentation**

     Data from the research location, appropriate book envelopes, activity reports, rules, images, documentary videos, and relevant research data are all obtained through documentation. All content that can be presented to explain, describe, or instruct about some of the features of an object, procedure, or system, such as assembly, parts, installation, maintenance, and use, is referred to as documentation.

     Documentation is required to obtain accurate data and to support data. This method is used to locate documents that are relevant to the investigation and that back up the information gathered by the researcher. Documents that can help with this research include:

1) The names of SMP Muhammadiyah Palangka Raya seventh-grade students

2) Syllabus

3) Lesson Plan

2. **Research Instrument Try Out**

The researcher used a test instrument before applying it to the study's real sample. The instrument quality, as determined by the researcher, comprised of instrument validity and reliability. SMP Muhammadiyah Palangka Raya VII.B students were given the opportunity to try out the instrument. A total of 25 students participated in the tryout. The researcher gives test to the students on March 5, 2021. The try out test had a total of 40 items, 30 of which were legitimate based on the validity calculation and 10 of which were invalid (see appendix 6). After getting valid and invalid questions, the researcher change 10 invalid questions becomes easy or difficult questions. The researcher give the 10 questions to test students on March 12, 2021. The result showed that all of the questions were valid (see appendix 7).

Instrument validity and instrument reliability are two criteria used to evaluate test instruments in order to establish test quality. The quality and difficulty index of the tests were examined in this research. The trial procedure is as follows:

a. The researcher prepares the test instrument.

b. The researcher gives a trial test to students.

c. The researcher scores the students' answer.

d. The researcher calculates the test results.

e. The researcher analyzes the data obtained to determine the difficulty index, instrument validity and instrument reliability.

3. **Instrument Validity**

Validity is the development of strong evidence to show that the test interpretation (based on sources about the idea or construct that the test is supposed to measure) corresponds to the test's proposed usage. The degree to which all of the evidence points to the desired interpretation of test scores for the proposal's objective is referred to as validity.

As a result, the ramifications of using an instrument's ratings are emphasized (Creswell, 2012, p.159). The focus of modern views of validity, Ary et al (2006, p.225) stated that, is focused on the interpretation and meaning of the scores generated by the instrument, rather than the instrument itself.

Therefore, the test, which is relevant to the study, aims to measure the students' vocabulary mastery scores using Kahoot. Validity can be divided into three categories:

a. **Content validity**

Content validity is primarily and inescapably founded on judgment, and each scenario necessitates a distinct judgment. It refers to whether the manifest variables' content is appropriate for measuring the topic being measured. The researcher measured language mastery in this study. The exam items are created using content from the school's seventh-grade syllabus.

According to the explanation, the researcher attempted to match each of the test items to the curriculum used by SMP Muhammadiyah Palangka

Raya when creating the test. The goal is to ensure that the test is aligned with the lesson that the students accept at the time the research is completed.

b. Face validity

According to Ary et al (2010, p.228), face validity is a phrase sometimes employed in relation with a test's content. The degree to which examinees believe the instrument measures what it is designed to assess is referred to as face validity. A test designed to assess vocabulary mastery in order to apply the following formula:

1) The test is about noun (part of speech).

2) The test items are in multiple-choice format.

3) That languages of items use English.

4) The test items are aligned with the English subject's syllabus at SMP Muhammadiyah Palangka Raya.

c. Construct validity

According to Ary et al (2010, p.218), construct validity assesses how well the test measures vocabulary mastery. To assess the instrument's validity, the author employs Pearson's product moment formulation, which is as follows:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)\} \times \{N \sum Y^2 - (\sum Y)^2\}}}$$

Annotation:

R_{xy} : The value he coefficient

$\sum X$: The number of score for each items.

∑Y   : The number of score for each items.

∑XY   : The number of total score.

N   : The number of students.

The value is interpreted based on the validity qualification as follows to determine the instrument's validity level:

$T_{observed} > t_{table}$ = valid

$T_{observed} < t_{table}$ = invalid

Table 3.4 Criteria of Validity

Validity	Interpretation
0.000-0.119	Very Poor Validity
0.200-0.399	Poor Validity
0.400-0.599	Fair Validity
0.600-0.799	High Validity
0.800-1.000	Very High Validity

4. **Instrument Reliability**

The term "reliability" refers to the stability and consistency of an instrument's scoring (Creswell, 2012, p.159). As a result, dependability is defined as the degree to which a test, questionnaire, observation, or other measurement process delivers consistent results across time.

A measurement's consistency, or how consistent test scores or other evaluation outcomes are from one measurement to the next, is referred to as

reliability. The constancy of test scores is referred to as reliability. To determine the measurement's dependability, the researcher employed Pearson's Product Moment formula, which is as follows:

$$R_{11} = \left(\frac{K}{K-1}\right)\left(1 - \frac{M(K-M)}{K.Vt}\right)$$

Annotation:

R_{11} : Instrument Reliability

K   : The number of items in the best

M   : The average test score for all of the testers

Vt : The standard deviation of the scores of all the testers

And then, the researcher used the following criterion to determine the measurement's reliability:

a. $R_{11} < R_{table}$ = Not reliable.

b. $R_{11} > R_{table}$ = Reliable.

Table 3.5 Criteria of Reliability

Reliability	Interpretation
0.400 – 0.599	Fair Reliability
0.600 – 0.799	High Reliability
0.800 – 1.000	Very High Reliability

D. Data Collection Procedure

In this research, the researcher used some procedures to collect the data. The procedures consist of some steps, they are:

1. SMP Muhammadiyah Palangka Raya was observed by the researcher.

2. The experimental and control groups were established by the researcher.

3. Other classes were given a chance to try out by the researcher.

4. The experimental and control groups were given a pre-test by the researcher.

5. The experimental group was taught using the Kahoot program by the researcher.

6. The control group was taught using a typical technique by the researcher.

7. The experimental and control groups were given a post-test by the researcher.

8. The data from the experimental and control groups were sourced by the researcher.

9. The researcher checked the data for normality and homogeneity.

10. The researcher used the t-test to assess the data from the pre-test and post-test.

11. The researcher was in charge of analyzing and drawing conclusions from the data analysis results.

E. Data Analysis Procedure

According to Creswell (2012, p.75), there are various processes involved in the process of analyzing quantitative data, including scoring the data, deciding

the types of scores to use, selecting a computer program, providing the data to the program for analysis, and clearing the data. The vocabulary mastery score of the students is the research's data. To answer the study problem, the researcher will utilize a statistical t-test. The researcher will perform some methods in order to analyze the data, such as:

1. Data from the students' work sheets and test results are collected.

2. Checking the students' value.

3. Researcher using statistical tests to determine the mean, median and modus of the students' vocabulary mastery, standard deviation, and standard error of experimental and control classes.

    a. Mean

    $Mx = \sum f \, xN$

    Annotation:

    Mx : Evarage

    Fx : Total result product of each score multiplied by frequency

    N : Number of case

    b. Median

    $Mdn = 1 + 12 \, N - fkbfi \times i$

    Annotation:

    Mdn : Median

    N   : Number

Fkb : The cumulative frequency that lies below the interval contains

the median

Fi : Genuine frequency (frequency of score contain median)

I : Interval class

c. Modus

$$Mo = 1 + \frac{fa}{fa + fb} \times i$$

Annotation:

Mo : Modus

Fa : The frequency which lies in above interval contain the mode

Fb : The frequency below the interval contains the mode

I : Interval class

d. Standard deviation

$$SD = \sqrt{\sum \frac{f x^2}{N}}$$

Annotation:

SD : Standard deviation

I : Interval

N : Total students

e. Standard error

$$Sem = \frac{sd}{\sqrt{n-1}}$$

Annotation:

Sem : Standard error mean

Sd : Standard deviation

N : Number of students, Riduan (2010, p.116) as cited in Hasanah (2020, p.53-55)

4. To assess for normality, the researcher performed a statistical test.

5. The result of X^2_{Observed} is compared to the X^2_{table} with 5% level of significant. The distribuation list is normal if X^2_{Observed} is less than X^2_{table}.

6. To check for homogeneity, the researcher performed a statistical test.

7. To assess the research hypothesis, the data was computed using an independent t-test.

8. Deciphering the result of independent t-test.

9. The value of a t-test is then advised on the t-table at levels of significant of 1% and 5%. In this research, the researcher will adopt a level of significant of 5%. If the t-test result is less than the t-table, the Null Hypothesis (Ho) is accepted. However, if the t-test result is higher than the t-table, the Alternative Hypothesis (Ha) is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher described the data of the students' English vocabulary mastery before and after taught by using Kahoot application. The presented data consists of data presentation, research findings, and discussion.

A. Data Presentation

This section will detail the statistics collected on the students' English vocabulary mastery before and after they were taught using the Kahoot application. The information supplied included frequency distribution, mean, median, and mode of students' scores, standard deviation, and standard error.

1. The Result of Pre-test Score

a. The Result Pre-test of Experimental Class

The experimental class students' pre-test scores were distributed in the table below (see appendix 8) in order to assess the students' English vocabulary mastery prior to the treatment. The mean, median, and mode of the students' scores, as well as the standard deviation and standard error, were determined using SPSS 24 to determine the frequency distribution. The following graph depicts the distribution of students' pre-test scores.

Figure 4.1. The Pre-test Score Frequency Distribution of Experiment Class

According to the bar chart above, the frequency distribution of pre-test scores in the experiment class can be classified as follows: fifteen students scored 22.5-64.5, indicating that the students' English vocabulary mastery was weak. Six students received a score of 65-74.5, indicating that their English vocabulary mastery was sufficient. Four students received score 75-84, indicating that their english vocabulary mastery already good. A student received score 85-90, indicating that students' English vocabulary mastery was very excellent.

According to the data above, the average pre-test scores for students' English vocabulary mastery were 61.44. It was determined that the students' English vocabulary mastery needed to be enhanced.

The following steps are the results of the mean, median, and mode of the students' scores, as well as the standard deviation and standard error calculated with the SPSS 24 program:

Table 4.1. The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 24

Statistics		
Pre-test Experiment Class		
N	Valid	26
	Missing	0
Mean		61.442
Median		61.250
Mode		60.0
Std. Deviation		14.1981
Kurtosis		1.231
Std. Error of Kurtosis		.887
Minimum		22.5
Maximum		90.0

According to the data above, the lowest score was 22.5 and the best score was 90. The mean pre-test score was 61.442, the median was 61.250, the mode was 60, the standard deviation was 14.1981, and the standard error of mean was 0.887, according to the results of the calculation using SPSS 24.

b. The Result of Pre-test Score of Control Class

In order to quantify the students' English vocabulary competence before the post-test, the students' pre-test scores in control class were distributed in the following table (see appendix 9). The mean, median,

and mode of the students' scores, as well as the standard deviation and standard error, were determined using SPSS 24 to determine the frequency distribution. The following graph depicts the distribution of students' pre-test scores.
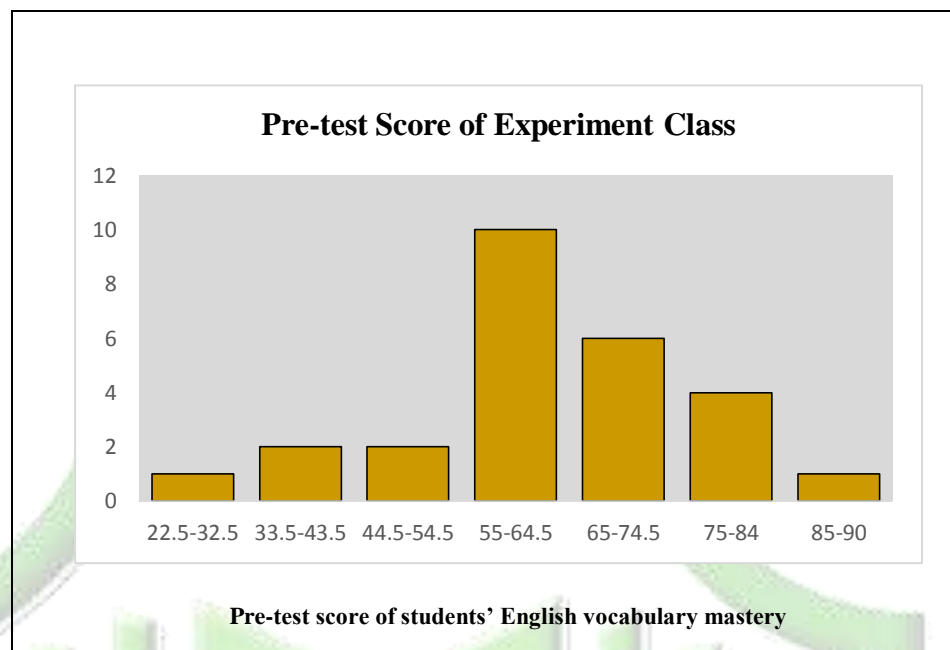
Pre-test Score of Control Class

Pre-test Score of Students' English Vocabulary Mastery

Figure 4.2. The Pre-test Score Frequency Distribution of Control Class

According to the bar chart above, the frequency distribution of pre-test scores in the experiment class can be classified as follows: seventeen students scored 42.5-64.5, indicating that the students' English vocabulary mastery was weak. Three students received a score of 65-74.5, indicating that their English vocabulary mastery was sufficient. Three students received score 75-84, indicating that their english

vocabulary mastery already good. Four students received score 85-92.5, indicating that students' English vocabulary mastery was very excellent.

According to the data above, the average pre-test scores for students' English vocabulary mastery were 62.50. It was determined that the students' English vocabulary mastery needed to be enhanced.

The next step was to use SPSS 24 to determine the mean of the students' scores, standard deviation, and standard error:

Table 4.2. The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 24

Statistics		
Pre-test Control Class		
N	Valid	27
	Missing	0
Mean		62.500
Median		60.000
Mode		42.5[a]
Std. Deviation		14.9518
Kurtosis		-.579
Std. Error of Kurtosis		.872
Minimum		42.5
Maximum		92.5

According to the data above, the lowest score was 42.5 and the best score was 92.5. The mean pre-test score was 62.500, the median was 60.000, the mode was 42.5, the standard deviation was 14.9518, and the

standard error of mean was 0.872, according to the results of the calculation using SPSS 24.

2. **The Result of Post-test Score**

   a. **The Result of Post-test Score of Experiment Class**

   The students' post-test results from the experiment class were compiled in the table below (see appendix 8) to assess the students' English vocabulary mastery following the treatment with the Kahoot. The mean, median, and mode of the students' scores, as well as the standard deviation and standard error, were determined using SPSS 24 to determine the frequency distribution. The following graph depicts the distribution of students' post-test scores.
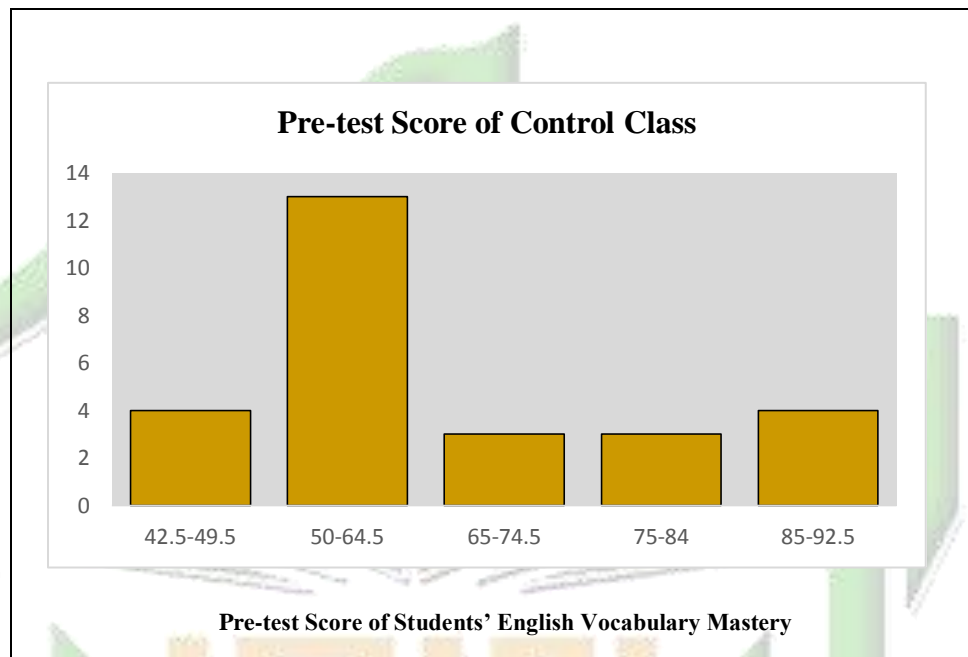

Post-test Score of Experiment Class

Post-test Score of Students' English Vocabulary Mastery

Figure 4.3. The Post-test Score Frequency Distribution of Experiment Class

According to the bar chart above, the frequency distribution of post-test scores in the experiment class can be classified as follows: seventh students scored 67.5-74, indicating that their English vocabulary mastery was sufficient. Fifteen students received score 75-84, indicating that their english vocabulary mastery already good. Four students received score 85-92.5, indicating that students' English vocabulary mastery was very excellent.

The average score of the students' English vocabulary mastery in post-test was 77.60. It was concluded the students' English vocabulary was improved.

The next step was to use SPSS 24 to determine the mean of the students' scores, standard deviation, and standard error:

Table 4.3. The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 24

Statistics		
Post-Test Experiment		
N	Valid	26
	Missing	0
Mean		77.596
Median		75.000
Mode		75.0
Std. Deviation		7.1232
Kurtosis		.788
Std. Error of Kurtosis		.887
Minimum		67.5
Maximum		95.0

According to the data above, the lowest score was 67.5 and the best score was 95. The mean pre-test score was 77.596, the median was 75.000, the mode was 75, the standard deviation was 7.1232, and the standard error of mean was 0.887, based on the results of the calculation using SPSS 24.

b. **The Result of Post-test Score of Control Class**

The students' post-test results from the control class were distributed in the table below (see appendix 9) to assess the students' competence of English vocabulary after being taught using the traditional method (using Zoom and WhatsApp). The mean of the students' scores, standard deviation, and standard error were determined using SPSS 24 to

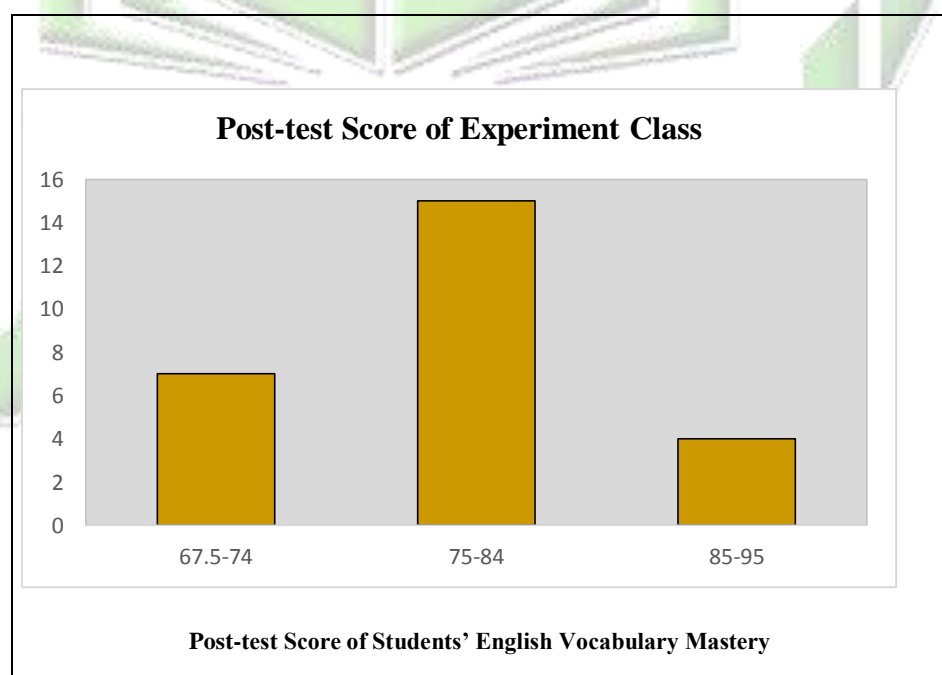estimate the frequency distribution. The following graph depicts the distribution of students' post-test scores.

Score Post-test Control Class

Score Post-test Students' English Vocabulary Mastery
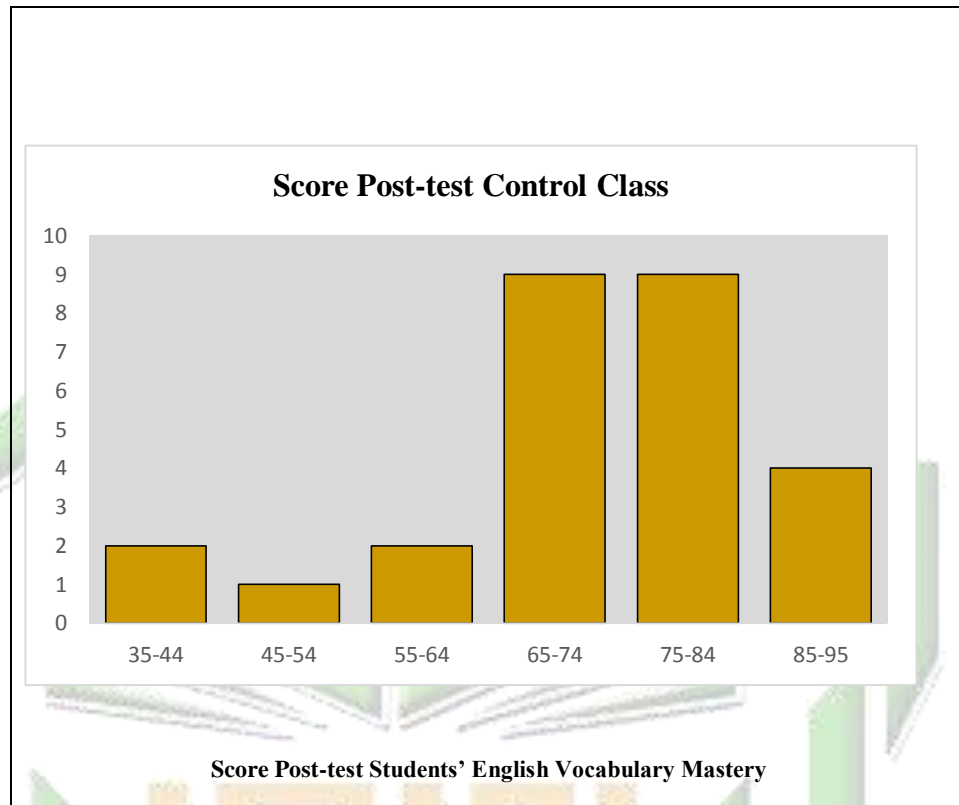
Figure 4.4. The Post-test Score Frequency Distribution of Control Class

According to the bar chart above, the frequency distribution of pre-test scores in the control class can be classified as follows: five students scored 35-64, indicating that the students' English vocabulary mastery was weak. Nine students received a score of 65-74.5, indicating that their English vocabulary mastery was sufficient. Nine students received score 75-84, indicating that their english vocabulary mastery

already good. Four students received score 85-95, indicating that students' English vocabulary mastery was very excellent.

The average score of the students' English vocabulary mastery in post-test was 71.29. It was concluded the students' English vocabulary was improved.

The next step was to use SPSS 24 to determine the mean of the students' scores, standard deviation, and standard error:

Table 4.4. The Calculation of the Mean of the Students' Score, Standard Deviation, and Standard Error of Using SPSS 24

Statistics		
Post-test Experiment		
N	Valid	27
	Missing	5
Mean		71.296
Median		72.500
Mode		77.5
Std. Deviation		14.1144
Kurtosis		1.460
Std. Error of Kurtosis		.872
Minimum		35.0
Maximum		95.0

According to the data above, the lowest score was 35 and the best score was 95. The mean pre-test score was 71.296, the median was 72.500, the mode was 77.5, the standard deviation was 14.1144, and the

standard error of mean was 0.872, according to the results of the calculation using SPSS 24.

B. Research Findings

1. Testing Normality and Homogeneity Using SPPS 24

a. Testing of Data Normality

To assess the data in both classes had a normal distribution, the normality test was performed. The normalcy test uses SPSS 24. To determine the normality of data, use the following formula:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro-Wilk

The researcher utilized Kolmogorov-Smirnov to evaluate normalcy data since the sample size was 53 > 50. The researcher next looked at the data's normalcy using the following formula:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal distribution

Table 4.5. Normality Distribution Test of Pre-test Score of Experiment and Control Class Using SPSS 24

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	Df	Sig.
Score of Pre-test	Experiment	.133	26	.200[*]	.966	26	.521
	Control	.174	27	.034	.919	27	.038

Tests of Normality

The significance value for the experiment class was 0.200 based on the data above, whereas the significance value for the control group was 0.034, based on the data above. Because the significance value for Experiment class was 0.200, it was determined that the data was normally distributed. Because the significance value was less than 0.05, the control class was not normally distributed.

Table 4.6. Normality Distribution Test of Post-test Score of Experiment and Control Class Using SPSS 24

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score of Post-test	Experiment	.236	26	.001	.869	26	.003
	Control	.167	27	.051	.914	27	.029

Tests of Normality

The significance value for the experiment class was 0.001 based on the data above, whereas the significance value for the control group was 0.051. Because the significance value for Experiment class was less than 0.05, it was inferred that the data was not normally distributed. Because the significance value was 0.051, the control class was regularly distributed.

b. Testing of Data Homogeneity

According to the homogeneity pre-test criterion, if the value of (probability value/critical value) was more than or equal to the level significant alpha specified (r > a), the distribution was homogeneous.

Table 4.7. Homogeneity Test of Pre-test Score of Experiment and Control Class Using SPSS 24

		Levene Statistic	df1	df2	Sig.
Test of Homogeneity of Variance					
Score of Pre-test	Based on Mean	.383	1	51	.539
	Based on Median	.240	1	51	.626
	Based on Median and with adjusted df	.240	1	50.999	.626
	Based on trimmed mean	.351	1	51	.556

According the data above, the value of (probably value/critical value) from the pre-test of the experiment and control class on homogeneity of variance in the sig column was 0.539. Because the value

was greater or $r = 0.538 > 0.05$, it implies that the experiment and control classes have the same variation or are homogenous.

Table 4.8. Homogeneity Test of Post-test Score of Experiment and Control Class Using SPSS 24

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score of Post-test	Based on Mean	5.625	1	51	.022
	Based on Median	4.993	1	51	.030
	Based on Median and with adjusted df	4.993	1	40.892	.031
	Based on trimmed mean	5.276	1	51	.026

According to the homogeneity post-test criterion, if the value of (probability value/critical value) was more than or equal to the level significant alpha specified $(r > a)$, the distribution was homogeneous.

The value of (probably value/critical value) from the post-test of the experiment and control class on homogeneity of variance in the sig column was 0.022, based on the data given. Because the value was lower or $r = 0.022$ 0.05, it implies that the experiment and control classes do not have the same variation or are not homogenous.

2. **Testing Hypothesis**

a. **Testing Hypothesis using t-test Manual Calculation**

The significance level was set at 5%. It signified that the null hypothesis result had a 5% level of significance. Because of the hypothesis type of non-directional, the level of significance was set at 5%. (two-tailed test). It meant the hypothesis couldn't predict the alternative hypothesis directly. The t-test statistical computation was employed to test the study hypothesis. The standard deviation and standard error of X1 (Experiment Class) and X2 (Control Class) were determined (Control Class). At the last data presentation, the standard deviation and standard error of the post-test of X1 and X2 were discovered. It can be seen as follows:

Table 4.9. Standard Deviation and Standard Error of Experiment Class and Control Class

Variable	Standard Deviation	Standard Error
X_1	7.1232	1.3970
X_2	14.1144	2.7163

Based on the table above, The result of the standard deviation calculation of X1 was 7.1232, and the result of the standard error mean calculation was 1.3970. The standard deviation of X2 was calculated to be 14.1144, while the standard error mean was calculated to be 2.7163.

The researcher then estimated the standard error of the differences in mean between X1 and X2:

$$SE_{M1} - SE_{M2} = \sqrt{SE_{M1}{}^2 + SE_{M1}{}^2}$$

$$= \sqrt{(1.3970)^2 + (2.7163)^2}$$

$$= \sqrt{1.951609 + 7.37828569}$$

$$= \sqrt{9.32989469}$$

$$= 3.05448763134$$

$$SE_{M1} - SE_{M2} = 3.05$$

The differential mean standard error between X1 and X2 was estimated to be 3.05. Then, to obtain the value of $T_{observed}$, the following formula was used:

$$T_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$= \frac{77.60 - 71.29}{3.05}$$

$$= \frac{6.31}{3.05}$$

$$T_o = 2.068$$

Which the criteria:

If t-test ($t_{observed}$) $\geq t_{table}$: Ha was accepted and Ho was rejected

If t-test ($t_{observed}$) $\leq t_{table}$: Ha was rejected and Ho was accepted

The degree of freedom (df) was then calculated using the formula:

df $= (N_1 + N_2) - 2$

    $= (26 + 27) - 2$

    $= 53 - 2$

df $= 51$

As seen in the table below, the t-test computation yielded the following results:

Table 4.10. The Result of T-test Manual Calculation

Variable	$t_{observed}$	t_{table}		Df
		5%	**1%**	
$X_1 - X_2$	2.068	1.675	2.401	51

According the result above, the value of $t_{observed}$ was larger than the value of t_{table} at the level of significance of 5%, or $t_{observed} > t_{table} = 2.068 > 1.675$. It signified that Ha had been approved and Ho had been denied.

It could be interpreted based on the result of calculation that Ha stating that the students who taught using Kahoot application give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya and Ho stating that the students who taught using Kahoot application do not give higher vocabulary mastery than those who taught without using

Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya. It can concluded that teaching vocabulary by using Kahoot application give higher students' English vocabulary mastery.

b. **Testing Hypothesis using SPSS 24**

The result of the t-test using SPPS 24 could be seen as followed:

Table 4.11. Standard Deviation and Standard Error of Experiment Class and Control Class Using SPSS 24

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score of Post-test	Experiment	26	77.596	7.1232	1.3970
	Control	27	71.296	14.1144	2.7163

According to the table, the result of X1's standard deviation calculation was 7.1232, and the result of the standard error of mean calculation was 1.3970. The standard deviation calculation X2 was 14.1144, while the standard error of mean calculation was 2.7163.

Table 4.12. The Calculation of T-test Using SPPS 24

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Score of Post-test	Equal variances assumed	5.625	.022	2.039	51	.047	6.2999	3.0896	.0972	12.5025
	Equal variances not assumed			2.062	38.753	.046	6.2999	3.0545	.1203	12.4794

The table displayed the results of the SPSS 24 t-test computation. The table below is the primary table from the independent sample t-test study. It was discovered that the value of sig (two-tailed) was 0.046 < 0.05, indicating that the experimental and control groups had different score points. Based on the descriptive value, it is evident that the experimental group using Kahoot application scored higher than the control group using the WhatsApp and Zoom.

3. **Interpretation of the Result**

The result of sig (two-tailed) was lower than 0.05 or 0.046 < 0.05 to assess the reality of the false null hypothesis saying that pupils were taught vocabulary via Kahoot application, so Ha was accepted and Ho was rejected. To create the t-table, the t-test result was interpreted based on the degree of freedom result. The degree of freedom (df) result was 51, which was calculated by subtracting the total number of students in both groups from the total number of students in both groups. The results of $t_{observed}$ and t_{table} from df at the 5% level are shown in the table below.

Table 4.13. The Result of T-test Manual Calculation

Variable	$t_{observed}$	t_{table}		Df
		5%	1%	
$X_1 - X_2$	2.068	1.675	2.401	51

The t-test, which was conducted using SPSS 24, revealed that the $t_{observed}$ was larger than the t_{table} at a 5% significance level, or 2.068 > 1.675. It indicated that Ha had been approved whereas Ho had been denied. The mean of the experiment class was 77.60 higher than the mean of the control class, which was 71.29. As a result, the experiment score was higher than the control class.

It could be interpreted based on the result of calculation that Ha stating that the students who taught using Kahoot application give higher

vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya and Ho stating that the students who taught using Kahoot application do not give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya. It can concluded that teaching vocabulary by using Kahoot application give higher students' English vocabulary mastery.

C. Discussion

As stated in the background of the study that students' vocabulary mastery is still low. Kahoot in this study was used to solve the problem and become a media reference solution for teachers in improving students' vocabulary mastery. After going through several stages of data analysis, the findings of this study are in accordance with what other researchers have concluded previously that Kahoot can be used to improve learning. At SMP Muhammadiyah Palangka Raya's seventh grade, data analysis revealed that students who taught using Kahoot had greater vocabulary mastery than students who did not taught using Kahoot. The mean score of the experiment class between pre-test (61.44) and post-test (77.60) demonstrates this. It was discovered that after completing the treatment, the students' grades improved.

In teaching learning process, taught vocabulary by using Kahoot application. Kahoot is another alternative that teachers can use in online learning during a pandemic like now. According to Dellos (2015) as cited in Singh et al

(2021, p.201) Kahoot is a student response framework that engages students through ready-made designs or spontaneous games such as quizzes, discussions, and surveys. Teachers are able to make their lesson more interesting and lively, so that students can easily get the lessons being taught. Singh et al (2021, p. 206) stated that games such as Kahoot is a great alternative for primary students, in any field of study particularly in implementing and teaching English in an ESL classroom. Students are keen on using their phones and bringing ICT in learning and practicing English. Taylor & Reynolds (2018, p.91) stated that Kahoot is an effective way to create intrinsic motivation among language students and to engage them with the classroom and their peers. Kahoot provides an enjoyable and meaningful learning environment and increases vocabulary in EFL students. Pede (2017, p.5) stated that when Kahoot was played twice weekly, all students improved their vocabulary evaluation results. Students' attentiveness and on-task conduct improved as a result of using Kahoot. On the other hand, the few studies that have focused on learning, such as Iwamoto et al (2017) as cited in Quiroz et al (2021, p.5) in psychology have found significant effects on the scores of the groups that have used Kahoot as a learning tool.

Based on the theory above can be concluded that Kahoot was one way to provoke students' interest and motivation in increasing vocabulary and task behavior. Besides that, Kahoot can also motivate the students. One of the determinants of learning victory for students is motivation. When learning feels fun, students will be more influential in learning. The researcher motivated the

students by using Kahoot to learn English in more enjoyable and meaningful. According to Singh et al (2021, p.206) that implementation of Kahoot as a teaching and learning tool inspired the students where their motivational pillars became solid and strong. The effectiveness of Kahoot is supported by a good network that makes it easier for students to participate in playing Kahoot, considering that Kahoot is an online game application, a good and supportive network is needed in its implementation.

In the treatment, the students got explanation about teaching learning activity. First, the teacher provides an overview of what will be studied as a warm-up. Second, the teacher explains a little of the material from the English textbook. Third, the teacher sends a Kahoot link to students through the WhatApps group. On the Kahoot start page, students who will play the game are directed to fill in their names first. The names of students who are playing will automatically enter the teacher's Kahoot page. Students are asked to answer several multiple choice questions that have been previously provided by the teacher. Each question is equipped with pictures and music as long as the students answer the questions in the Kahoot. The teacher gives 20 minutes to answer the questions. After all the students have finished answering, the teacher asks each student to send a list of new vocabulary they got from playing the online game Kahoot. Teachers can also find out who lacks vocabulary mastery because student scores are automatically entered into the teacher's Kahoot page. The last, the teacher reviewed the vocabulary that had given in Kahoot.

The data were calculated using t_{test} formula. Manual calculation showed that the $t_{observed}$ was 2.068. The criteria of the test was if $t_{observed} > t_{table}$ Ha was received and Ho was rejected, it meant that the students who taught using Kahoot application give higher vocabulary mastery. Then, if $t_{observed} < t_{table}$ Ha was rejected and Ho was received, it meant that the students who taught using Kahoot application do not give higher vocabulary mastery. Then, to know t_{table} it used formula $Df = N + N - 2$, and N= 2. So, df = 26 + 27 − 2 = 51.

T_{table} was used to consult the $t_{observed}$, which had a df = 51. The significant standard was 1.675 (5%). The $t_{observed}$ was compared to the t_{table}, it was discovered that the $t_{observed}$ was higher than the t_{table} value at the 5% significance level, or 2.068 > 1.675. It can be shown from the preceding computation that $t_{observed} > t_{table}$. It's safe to say that Ha was accepted while Ho was rejected.

The data was then analyzed using SPSS 24's Independent Sample T-test. The results reveal that the two-tailed t-test of significance is less than alpha 0.05 or 0.046 < 0.05. This finding indicated that the alternative hypothesis stated that the students who taught using Kahoot application give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya was accepted. On the contrary, the null hypothesis stated that the students who taught using Kahoot application do not give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion for the study's findings were provided in this chapter. The study's conclusion was the response to the study's problem, which was presented in Chapter I, and the finding was based on the data analysis results. The suggestions were meant to enhance and motivate students, teachers, and other researchers involved in teaching vocabulary by Kahoot.

A. Conclusion

The problem of the study as stated in chapter I is "Do the students taught using Kahoot application give higher vocabulary mastery than those who taught without using Kahoot application at seventh grade of SMP Muhammadiyah Palangka Raya?"

According to the findings of the data analysis, employing kahoot resulted in greater vocabulary mastering in the seventh grade of SMP Muhammadiyah Palangka Raya. The English vocabulary mastery exam score from the trial class that used Kahoot improved significantly. In experiment class, it has been proven that students' post-test scores are greater than their pre-test scores. As a result, Kahoot was proven to be effective.

The results of the t-test using manual calculations show that between $t_{observed}$ and t_{table}, there were substantial differences. At the 5% level of significance, $T_{observed} > t_{table}$ or $2.068 > 1.675$. The fact that the t-test of significance two-tailed is lower than alpha 0.05 or 0.046 0.05 is also

corroborated by SPSS 24. This showed that the alternative hypothesis, suggesting that students who taught using Kahoot had greater vocabulary mastery than those who did not teach using Kahoot in SMP Muhammadiyah Palangka Raya's seventh grade, was accepted. It was found that utilizing Kahoot to teach vocabulary improved students' vocabulary mastery in the seventh grade at SMP Muhammadiyah palangka raya.

B. Suggestion

Based on the conclusion above, the researcher would recommend some suggestions for students, teachers, and the other researchers as followed:

1. For students

Kahoot could be one of an alternative to help them to motivate in learning English and improve their vocabulary mastery. Students must always maintain the vocabulary they have by applying or practicing it in English to improve their skills and knowledge. Students are expected to always play Kahoot in any free time they have, because Kahoot provides features in the form of questions that are ready to be played or answered. Students only need to type in the vocabulary theme they want to answer in the liquid on the Kahoot application.

2. For teachers

Teachers must be able to know and understand the level of students' problems in learning English, especially in their vocabulary mastery. The teacher must be a good medium for students. Especially now that learning is

done online to break the chain of the spread of the corona virus. Teachers are required to be able to find new ways to motivate students and attract students' enthusiasm in learning English even though it is done without face to face. Kahoot can be an alternative that teachers can use to motivate and improve students' vocabulary. Because Kahoot is an online game where students can play it from home via their mobile phones. Teachers are able to make their lesson more interesting. Students become more active in following lessons, finding an easy and more fun way to increase their vocabulary.

3. For the other researchers

   Researcher hope for the next researchers to be able to improve this method (Kahoot game) better and more interesting. They also have to learn to arrange their lessons more interesting in Kahoot, for example in terms of placing pictures in each question that is expected to be given to students, managing time well so that the teaching and learning process is more effective. The researcher hopes that the results of this study can be an additional reference for future researchers. Finally, it is hoped that Kahoot can be an ideas to conduct other research and it is also hoped that there will be improvements and development of vocabulary strategies to enhance English teaching and learning methods.

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