

USING KAHOOT! TO CREATE A FUN ENGLISH VOCABULARY DURING LEARNING PROCESS

Rosidah Alawiyah¹, Ika Yuli Wahyuni², Abdul Muhid³

^{1,3}Universitas Bumigora, Mataram, Jl. Ismail Marzuki No 22 Mataram, Nusa Tenggara Barat, Indonesia

²Universitas Negeri Makassar, Jl. A.P. Pettarani, Tidung, Makassar, Sulawesi Selatan, Indonesia

Email: rosidah@universitasbumigora.ac.id

Article History

Received: 13-12-2023

Revision: 18-12-2023

Accepted: 21-12-2023

Published: 23-12-2023

Abstract. This research aimed to improve students' vocabulary learning using Kahoot! The study used a descriptive quantitative research. The subjects were taken from VIII H at a state SMP in Makassar. There were two data collection instruments used in this research, vocabulary test and questionnaire. The result showed that the learning vocabulary using kahoot process can be improved. The pre-test showed that students' average score was (58.10) and the post-test score average was (81.33). It concluded that using kahoot can improve English vocabulary achievement.

Keywords: Kahoot, English Vocabulary

Abstrak. Penelitian ini bertujuan untuk meningkatkan pembelajaran kosakata siswa menggunakan Kahoot! Penelitian ini menggunakan penelitian deskriptif kuantitatif. Subjek diambil pada kelas VIII H di salah satu SMP Negeri di Makassar. Ada dua instrumen pengumpulan data yang digunakan dalam penelitian ini, tes kosakata dan angket. Hasil penelitian menunjukkan bahwa pembelajaran kosakata menggunakan proses kahoot dapat ditingkatkan. Hasil pre-test menunjukkan rata-rata nilai siswa adalah (58,10) dan rata-rata nilai post-test adalah (81,33). Disimpulkan bahwa penggunaan kahoot dapat meningkatkan prestasi kosakata bahasa Inggris

Kata Kunci: Kahoot, Kosa Kata Bahasa Inggris

How to Cite: Alawiyah, R., Wahyuni, I. Y., & Muhid, A. (2023). Using Kahoot! To Create a Fun English Vocabulary During Learning Process. *Indo-MathEdu Intellectuals Journal*, 4 (3), 2716-2723. <http://doi.org/10.54373/imeij.v4i3.584>

INTRODUCTION

Mastering vocabulary is essential for those who are studying English as a second language or as a foreign language. Vocabulary is one of the most important aspects of language proficiency which provides knowledge for speaking, listening, reading, and writing (Richards & Renadya, 2002). For example, in listening, mastering vocabularies will make the students easier to understand what others will convey. Comprehending many vocabularies will facilitate clear writing and easy comprehension when students are reading and writing. Chall and Jacobs (2003) said that students with an extensive vocabulary can comprehend great ideas and concepts at a faster rate compared to others with a restricted vocabulary because they connected strongly with each other. On the other hand, mastering vocabularies will enable students to converse and interact with people with ease and they

will have a higher chance of understanding and mastering the language. Therefore, acquiring a comprehensive vocabulary is concerned to facilitate students in attaining proficiency in the language they are studying.

However, in learning vocabularies, Almost all learners struggle with pronouncing words, learning how to write, spell, and choose the appropriate meaning of words, and being confused about how to utilize words in context (Rohmatillah, 2014). Solikhah (2015) also has the same opinion that Students who have difficulty mastering vocabulary will face challenges when they attempt to effectively communicate what they want to convey. Fadhilawati (2013) said that how well students learn vocabulary depends on how well they can embed vocabulary in their brains. This is why it is important for students to be able to review what they have learned at school and at home.

Nowdays, In the learning and teaching process, the teachers should be creative in delivering the material to attract student motivation. Technology can be utilized in diverse ways throughout the educational process, including organizing and offering of instructional materials for students, enabling seamless interaction between students, teachers, and parents at any place or time, facilitating the choice of learning resources from the internet, and enabling the simulation, visualization, and interaction with technological systems, procedures, and models (Hamzah Fansury et al., 2020). The use of technological devices or digital materials into the process of learning is a possible alternative to replace the traditional learning strategy. Therefore, as the educators should have an interesting method to teach students such as using digital gaming technologies (Elaish et al., 2019).

However, it will be a big challenge for the teacher to decide the online teaching media that can increase students' motivation. If students have a lack motivation motivated to learn English vocabulary, it will affect the learning process. Lack of motivation can have a negative impact on the classroom environment and the quality of learning outcomes (Liu et al., 2012) and many students are poor in memorizing the meaning of words (Hambali, 2018). Therefore, to increase learning outcomes and encourage learners to take the lessons, teachers need to develop attractive teaching strategies.

Kahoot is one of the applications that helps students' study more interesting. This can be applied to teach English. Kahoot is game-based platform keeps students engaged and motivates them to participate in the learning process (Dellos, 2015). Kahoot enhances the interest and excitement of learning experience. With Kahoot, teachers can create interactive surveys, conversations, and quizzes. Teachers can use Kahoot to design online tests that students can access using their desktops, laptops, tablets, or smartphones (Dellos, 2015).

Then, Students can access the platform by using their smartphones or their other supporting devices that the teacher has shared the link of the platform with them. Thus, Kahoot creates an appropriate educational environment for integrating inquiry-based learning and game.

Kahoot has several benefits, including the ability for teachers to create quizzes, debates, and assessments that use various components including videos, graphics, and text. Kahoot features include the ability to create points, engaging sound effects, and exciting music (Wang & Tahir, 2020). Kahoot encourages students learning more enjoyable. Students can access Kahoot using several kinds of devices, including laptops, tablets, mobile phones, and other devices. In addition, the teacher can set a time limit for responding to quizzes and surveys so that students are able to finish answering the tasks. Dellos (2015) showed that Students have shown great enthusiasm for learning through the application of Kahoot, even when they were initially exposed to the game. They can effortlessly utilize this program to acquire knowledge in a self-directed and independent way. Furthermore, Rofiyarti and Sari (2017) also stated that Kahoot can be used to encourage students' spirit of competition and teamwork. Students also gave positive responses to the use of Kahoot as an ice breaker learning class (Damara, 2016) Almanar (2019) also researched investigating the use of Kahoot as the free game-based learning platform in vocabulary mastery which provided the students with ongoing feedback on their learning progresses. He found that students were more interested in using Kahoot during the learning process. Besides that, Holbrey (2020) also found Kahoot can foster effective learning environments and student engagement.

Based on the situation and problems faced described above, the researchers were interested in conducting research with the title "Using Kahoot! to Create a Fun Learning In Improving Students' Vocabulary Achievement". This study aimed to know the students' responses to the use of Kahoot in vocabulary achievement. Besides that, the researchers attempted to answer the following research questions," Can the use of Kahoot increase the students' vocabulary achievement?" and," How do the students respond to the use of Kahoot in learning English vocabulary?". The result of the research is hopefully expected to become an additional source to select appropriate approaches, methods, and techniques in teaching English as a Foreign Language.

METHOD

In this research, the researchers employed descriptive quantitative. The researchers analyzed the data using quantitative both in test and questionnaire. This research was conducted at one

of a junior state school Makassar that consisted of one class. The total subject was 21 students from class VIII H consisting of 12 male students and 9 female students. There were two instruments applied in the classroom, the test, and questionnaire. First, the researchers gave the test to the students. There were 2 types of tests, the first is pre-test. The researchers gave a Pre-Test to the students to know the students' ability in understanding vocabulary about the degree of comparison before the researcher doing a treatment in their classroom. The second test is the Post-test. The post-tests were done by the researchers to know the students' ability in understanding the vocabulary of the degree of comparison after they were taught by using Kahoot.

In collecting the data, the researchers used tests and questionnaires. First, the test was used by the researchers to determine whether students improved their vocabulary achievement after using Kahoot in the teaching and learning process, especially on the topic of the degree of comparison which consists of 10 multiple choices, 10 for fill the blank question, and 5 for making a sentence question that related to the topic given. Second, the researcher used the Questionnaire to determine the students' responses after had been taught vocabulary using the Kahoot application. This questionnaire was distributed to the students at the ends of the study. The questionnaire has ten questions that students must respond to by selecting one of five options: AA = Absolutely Agree, A = Agree, D = Doubtful, NA = Not Agree, and ANA = Not Agree. The quantitative data resulted from participants' responses on web-based questionnaires were analyzed using descriptive statistics using SPSS presented as frequencies, percentages, means, and Standard Deviation (SD).

RESULTS

Students' Vocabulary Achievement

Based on the result of applying Kahoot in teaching vocabulary with the topic "Degree of Comparison", the researcher showed the result of students' pre-test and post-test:

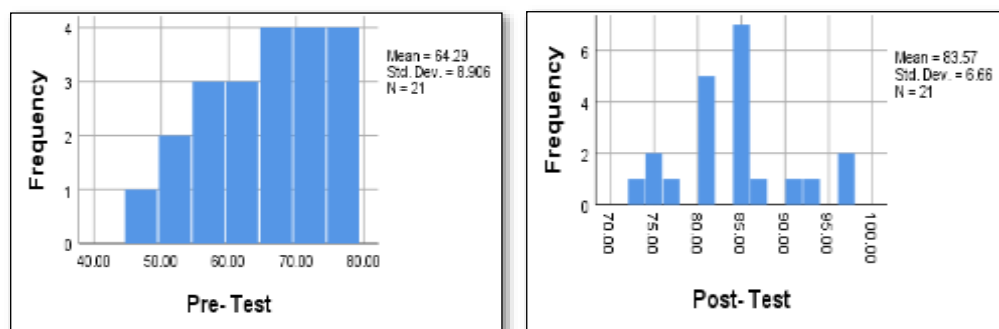


Figure 1. The frequency of students' vocabulary achievement

From the data above, it can be concluded that an increase in the average value of the pretest, to the post-test. The data showed that the mean of pre-test = 64.29, Std. Dev.= 8.906, N=21. The data of the post- test, mean= 83.57, Std.Dev. =6.66, N=21. Therefore, the researchers decided to stop the cycle. It was conducted one cycle because students got a score above the KBM (Minimal Learning Completion) of the school. It can be concluded that the use of Kahoot has succeeded in increasing the students' vocabulary achievement.

The Results of the Students' Responses toward the Use of Kahoot in Vocabulary Learning

There were 10 questions with four variables obtained from the vocabulary questionnaire such as learning motivation, learning outcome, completion of the task, and social relationship. The result showed:

Table 1. The students' responses of using Kahoot

| No | Variable | Indicator | Questionnaire Number | Question Type | SDA | DA | A | SA | Total |
|----|-----------------------|---|----------------------|---------------|-----|----|----|----|-------|
| 1. | Learning Motivation | Motivated to Lear | 1 | Positive | 0 | 0 | 14 | 7 | 21 |
| | | | 2 | Positive | 2 | 0 | 2 | 17 | 21 |
| | | Vocabulary | 6 | Negative | 1 | 20 | 0 | 0 | 21 |
| | | | 7 | Negative | 7 | 14 | 0 | 0 | 21 |
| 2. | Learning Outcome | Easy to Learn Vocabulary and be More Confidence | 3 | Positive | 0 | 3 | 17 | 1 | 21 |
| | | | 4 | Positive | 0 | 1 | 18 | 2 | 21 |
| | | | 5 | Positive | 0 | 3 | 17 | 1 | 21 |
| | | | 10 | Positive | 0 | 0 | 17 | 4 | 21 |
| 3. | Assignment Completion | Motivated to Homework on Time | 8 | Positive | 0 | 0 | 17 | 4 | 21 |
| 4. | Social Collaboration | Social Relationship with Friends | 9 | Positive | 0 | 1 | 20 | 0 | 21 |

Note: SDA: Strongly Disagree, DA: Disagree, A: Agree, and SA: Strongly Agree

Based on the data above, it showed that the first variable is learning motivation. It indicated to learn vocabulary. There were four questions showed in the first variable. Question 1: I want to learn English vocabulary using Kahoot, there are 14 students (66.7%) who answered agree, and 7 students (33.3%) answered the option strongly agree. It indicated that students were highly motivated to learn vocabulary using Kahoot. Question 2: using Kahoot makes learning English become fun, there were 17 students (81%) who answered with strongly agree, 2 students (9.5%) answered agree, and 2 students (9.5%) with strongly disagree.

Question 6: I feel difficult to learn English vocabulary using Kahoot. There were 20 students (95.2%) who stated disagree and 1 student (4.8%) stated strongly disagree. Question 7: Using Kahoot in learning English vocabulary is not interesting. There were 14 students

(66.77%) students answered disagree and 7 students (33.3%) answered with the strongly disagree. From the first variable, it concluded that the students were interested and motivated to learn English vocabulary using Kahoot.

The second variable was the learning outcome. It consisted of four positive question statements. Question number 3: Kahoot increases my English vocabulary easily. There were 17 students (81%) who stated agree, 1 student (4.8%) strongly agree, and 3 students (14.3%) disagree. Question 4: using Kahoot allows me to learn new vocabulary easily. There were 18 students (85.7%) stated agree, 2 students (9.5%), and 1 student (4.8%). Question 5: Kahoot makes me confident to use English vocabulary. There were 17 students (81%) who stated agree, 1 student (4.8%) answered strongly agree, and 3 students (14.3%) answered with disagree. Question 10: Kahoot motivated me to express oral and written ideas in answering teacher questions. There were 17 students (81%) who stated they agreed, and 4 students (19%) stated strongly agree. Third, the variable in the assignment completion consisted of one positive statement. Number 8: Using Kahoot motivated me to complete the English vocabulary assignment given by the teacher both at school and at home. There were 17 students (81%) stated agreed to the statement and 4 students (19%). The responses indicated that students are motivated to complete their tasks both at school and at home.

The second variable was the learning outcome. It consisted of four positive question statements. Question number 3: Kahoot increases my English vocabulary easily. There were 17 students (81%) who stated agree, 1 student (4.8%) strongly agree, and 3 students (14.3%) disagree. Question 4: using Kahoot allows me to learn new vocabulary easily. There were 18 students (85.7%) stated agree, 2 students (9.5%), and 1 student (4.8%). Question 5: Kahoot makes me confident to use English vocabulary. There were 17 students (81%) who stated agree, 1 student (4.8%) answered strongly agree, and 3 students (14.3%) answered with disagree. Question 10: Kahoot motivated me to express oral and written ideas in answering teacher questions. There were 17 students (81%) who stated they agreed, and 4 students (19%) stated strongly agree.

Third, the variable in the assignment completion consisted of one positive statement. Number 8: Using Kahoot motivated me to complete the English vocabulary assignment given by the teacher both at school and at home. There were 17 students (81%) stated agreed to the statement and 4 students (19%). The responses indicated that students are motivated to complete their tasks both at school and at home. The last variable was social collaboration. The students' responses were very satisfying. Question 9: Kahoot makes it easy to interact and learn

together with my friends. There were 20 students (95.2%) and 1 student (4.8%) who stated disagree.

DISCUSSION

The finding of the researcher consistent with (Dellos, 2015) that Kahoot made students able to answer the quiz appropriately and are interested in being involved in discussing the content of the quiz created by the teacher. Besides that, the students also gave positive responses to the learning process. Kahoot can help students as an ice breaker in the learning process in the classroom, (Damara, 2016). Not only students gave positive responses but also students have a powerful spirit in playing the Kahoot. It was also agreed to Rofiyarti and Sari (2017) that reported Kahoot can be used as an alternative media to foster children's competitive and collaborative spirit.

The result of the research also that Kahoot! Made students more interested and motivated in learning English vocabulary. It showed in the students' responses in answering the questionnaire. Students who answer the option strongly agree was reached 81 %. The finding collaborated with the study of (Almanar, 2019) that students are more interested in using technology especially using Kahoot in learning English. It was reached 58.33 % who were interested in using Kahoot in the learning process. The result of the research, hopefully, can be a reference for English teachers to use Kahoot as an alternative media to motivate the students to learn English. The result of the investigation showed positive responses concerning Kahoot in learning vocabulary achievement. The findings result showed a satisfactory result in both test and questionnaires. It indicated that students' vocabulary can be improved by using Kahoot.

CONCLUSION

Based on the findings of the research, it is possible to conclude that the Kahoot application could enhance students' English Vocabulary achievement. It is shown from the pre-test (64.29) and post-test (83.57) learning of vocabulary outcomes of students. Furthermore, students were enthusiastic about using Kahoot for vocabulary development. They were highly motivated and enjoyed learning English, especially vocabulary, through game-based applications (Kahoot) students were motivated to review the materials and tasks assigned by the teacher at home using Kahoot and they had greater chances to collaborate with their friends in group activities.

REFERENCES

- Chall, J.s. & Jacobs, V. A. (2003). Poor children's fourth-grade slump. *American Educator*, Spring, 2003. American Federation of Teachers.
- Almanar, M. A. (2019). Reviewing Students' Vocabulary Mastery By Using Kahoot At Holmesglen Partnering With University of Muhammadiyah Tangerang. *ACITYA Journal of Teaching & Education*, 1(2), 78–87. <https://doi.org/10.30650/ajte.v1i2.212>
- Damara, G. (2016). Students' perception on the use of kahoot as an ice breaker in movie interpretation class. *JELTIM (Journal of English Language Teaching Innovations and Materials)*, 3(1), 63–74. <https://repository.usd.ac.id/6822/>
- Dellos, R. (2015). Effectiveness of Audio Feedback in Distance Education. *International Journal of Instructional Technology and Distance Learning*, 12(4), 49–52. <https://doi.org/10.13021/g8060p>
- Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary. *IEEE Access*, 7, 13326–13337. <https://doi.org/10.1109/ACCESS.2019.2891504>
- Fadhilawati, D. (2013). *Using Concept Mapping and Five Reviewing Patterns to Improve Senior High School Students' Vocabulary*. 1–13.
- Hamzah Fansury, A., January, R., & Wira Rahman, A. (2020). Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on Covid-19 Pandemic. *Journal of Southwest Jiaotong University*, 55(3). <https://doi.org/10.35741/issn.0258-2724.55.3.40>
- Holbrey, C. E. (2020). Kahoot! Using a game-based approach to blended learning to support effective learning environments and student engagement in traditional lecture theatres. *Technology, Pedagogy and Education*, 29(2), 191–202. <https://doi.org/10.1080/1475939X.2020.1737568>
- Mistar, J., Zuhairi, A., & Umamah, A. (2014). Strategies of learning speaking skill by Senior High School EFL learners in Indonesia. *Asian EFL Journal*, 2014(80), 65–74.
- Richards, J. C., & Renadya, W. A. (2002). *Methodology_in_Language_Teaching_2002_scanned.pdf* (pp. 1–432).
- Rofiyarti, F. & Sari, A.Y. (2017). Use of the "Kahoot" Platform in Fostering Competitive and Collaborative Souls of Children. Accessed from <http://journal.umsurabaya.ac.id/index.php/Pedagogi/article/download/1066/895>
- Solikhah, I. (2015). Reading and Writing as Academic Literacy in EAP Program of Indonesian Learners. *Dinamika Ilmu*, 15(2), 325. <https://doi.org/10.21093/di.v15i2.261>
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers and Education*, 149(January), 103818. <https://doi.org/10.1016/j.compedu.2020.103818>