

**APPLYING KAHOOT AS TEACHING MEDIA TO IMPROVE ENGLISH
VOCABULARY MASTERY**



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ABSTRAK

NURLELA : Penerapan aplikasi Kahoot sebagai media pembelajaran untuk meningkatkan penguasaan kosakata.

Skripsi. Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui penggunaan aplikasi Kahoot apakah meningkatkan penguasaan kosakata bahasa inggris siswa serta untuk mengetahui persepsi siswa tentang aplikasi Kahoot di SMK Muhammadiyah Wonomulyo. Penelitian ini menggunakan metode kuantitatif dengan Quasi-Experimental Desain, Sampel penelitian ini adalah siswa kelas XI SMK Muhammadiyah Wonomulyo yang berjumlah keseluruhan 50 siswa dalam 2 kelas. Sampel diambil dengan menggunakan teknik cluster random sampling atau sampel dipilih secara acak. Hasil penelitian menunjukkan bahwa nilai mean pada pre-test yaitu 76,00 dan pada post-test 83,60 dengan hasil nilai uji independent sampel T-test yang mengguna

n SPSS dapat di simpulkan bahwa nilai sig. (2-tailed) 0,038 lebih kecil dari sig. 0,05. Dapat diartikan bahwa H_a dapat diterima dan H_o ditolak, dengan kata lain penggunaan aplikasi Kahoot dapat meningkatkan penguasaan kosakata siswa. Dari hasil angket didapatkan informasi bahwa sebagian besar siswa cenderung memiliki persepsi positif (setuju) terhadap penggunaan aplikasi Kahoot dalam meningkatkan penguasaan kosakata. Hasil perhitungan respon siswa terhadap penggunaan aplikasi Kahoot dalam pembelajaran termasuk dalam kategori baik dengan persentase 70%. Maka dapat disimpulkan bahwa penggunaan aplikasi Kahoot efektif dalam meningkatkan penguasaan kosakata bahasa inggris siswa SMK Muhammadiyah Wonomulyo. Hasil penelitian ini menunjukkan bahwa perlu adanya program pelatihan berkelanjutan bagi guru agar proses pembelajaran dapat di sesuaikan dengan perkembangan teknologi.

Kata kunci : Kahoot, Penguasaan Kosakata, Media Pembelajaran

ABSTRACT

NURLELA : Applying Kahoot as teaching media to improve English vocabulary mastery.

Thesis. Majene : Faculty of Teacher Training and Education, University of Sulawesi Barat, 2025.

This research aims to determine whether the use of the Kahoot application to improve students' English vocabulary mastery and to find out students' perception of the Kahoot application at SMK Muhammadiyah Wonomulyo. This study employed quantitative research with quasi-Experimental Design, the sample for this research was class XI at SMK Muhammadiyah Wonomulyo totaling 50 students in 2 class. Samples were taken using cluster random sampling technique or the sample is chosen randomly. The results showed the mean value in the pre-test was 76,00 and the post-test 83,60 with the result of the Independent sample T-test using SPSS it can be concluded that the sig. (2-tailed) 0,038 was smaller than sig. 0,05. It can be interpreted that H_a can be accepted and H_o is rejected, in other words the use of the Kahoot application can improve students' vocabulary mastery. From the results of the questionnaire, information is obtained that the majority of students tend to have a positive perception (agree) regarding the use of the Kahoot application in improving vocabulary mastery. The result of the calculating students' response on the use of Kahoot application in learning, included in the good category with a percentation of 70%. So it can be concluded that using the Kahoot application is effective in improving the English vocabulary mastery of students at SMK Muhammadiyah Wonomulyo. The result of this study indicate the need for a continuous training program for teachers so that the learning process can be adapted to technological developments.

Keywords : Kahoot Application, Vocabulary Mastery, Teaching Media

CHAPTER I

INTRODUCTION

A. Background

The acquisition of language skills plays a significant role in the academic success of students in Indonesia, encompassing both the native tongue and foreign languages. English is a foreign language generally taught in an academic environment in most educational institutions. The role of the English language in the education system of Indonesia is of significant importance. In learning English as a second language, at least one must be familiar with English vocabulary. Vocabularies one of the things that must be well master by students so that the process of communicating well with others. According Saadillah & Nazariah (2017), One of the most crucial language elements that learners should master is vocabulary. Susanti (2018) state that the most essential aspect of language acquisition, particularly, in English, is vocabulary. Vocabulary is essential because vocabulary competency determines students' capacity to learn English, particularly their ability to comprehend the subject Kaceti and Klimova (2019). In other words, the first skill that a language learner must acquire in order to learn a language, particularly English is vocabulary Sadapotto, L (2022).

To be able to communicate eloquently in English, students will acquire a sufficient amount of vocabulary and must also know how to use it 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, or listen to, and it will also make it easier for them to convey their ideas and enable students to express their ideas in a foreign language. According to Laili (2018), 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 Vocational High School Muhammadiyah Wonomulyo, the students' motivation in learning English is still low. The teachers' experiences who teach English at the school especially in vocabulary, said that students find it difficult to learn English. 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. According Solikhah (2015) states the limitations of mastering vocabulary will cause students to have difficulty in expressing ideas and intentions of expressions towards certain goals. 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 resolve, 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 methods to teach vocabulary to students. 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 (2020). In this research, Kahoot is chosen as a tool for improving students vocabulary in vocational high school 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) explains the creator of the game Kahoot aims to make the learning process more interesting and fun. According to Al-Shaw (2014), playing games to review vocabulary can help students remember new words more efficiently. According to Baszuk & Heath (2020).

The Students can use Kahoot to improve their vocabulary and knowledge of course ideas while also receiving fast feedback. The researchers choose Kahoot to be investigate because its believe that the game can improve students' vocabulary mastery at Vocational High School Muhammadiyah Wonomulyo and make students enjoy during learning activities. Based on this, the researcher would be provided an alternative way to improve students' vocabulary mastery by

using Kahoot in learning English. Therefore, students become easy in understanding and learning English. Base on the above reasons the researcher is interest in conducting research: “Applying Kahoot as Teaching Media to Improve English Vocabulary Mastery at Vocational High School Muhammadiyah Wonomulyo”.

B. Problem Identification

1. The students have low vocabulary
2. The students have difficulty in vocabulary
3. Some student get bored quickly in the classroom

C. Problem Limitation and Formulation

The research belongs to quasi-experimental. Its only done to measure the improving students’ vocabulary mastery use Kahoot application. This research is limited to students at Vocational High School Muhammadiyah Wonomulyo. The researcher uses Kahoot application as an innovative strategy to help students improve their vocabulary mastery. In this research, the researcher focused on noun, verb, and adjective (part of speech). The researcher formulated research questions, namely:

1. Can the Kahoot application improve students’ vocabulary mastery?
2. What are the students’ perceptions about the Kahoot Application?

D. Research Objective

Based on the problem formulation above, this study aims to:

1. Find out whether or not Kahoot application can improve student vocabulary mastery.
2. Find out about students’ perceptions of the use the Kahoot application.

E. Research Benefits

Researchers hope that the results of this study are useful for :

1. 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.

2. 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.

3. 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 at Vocational High School Muhammadiyah Wonomulyo, 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.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

There are several previous studies related to this research. The first researchers are Baszuk, P & Heath, M (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.

The second researchers are Hadija & Rondiyah (2020) about “Interactive game “Kahoot!” as the Media of Students’ Vocabulary Assessment”. The research is 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.

The third researchers is Pede, J. (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.

This research is different from several studies above. Based on previous research, the first study using Kahoot only focused on increasing Exam scores and engagement which is based on knowledge of course Content. The second study conducted research on only five students and used qualitative methods, where data collected using interviews. The third research used Kahoot to increase the acquisition of science vocabulary which focused on physical science classes. The difference from the three previous studies can be seen. This research uses Kahoot to increase and improve vocabulary not only to improve test scores but also students' perception of the Kahoot application. This research also uses qualitative or quasi experimental methods. As well as focusing on nouns, verbs, adjectives, and students' perspectives on using Kahoot. It is the researchers also used tests and questionnaires as instruments for this research.

B. Theoretical framework

1. Vocabulary

a. Definition of vocabulary

Vocabulary is an essential part in foreign language learning as the meaning of new words whether in books or in classrooms. According Masoud et al (2020) stated that one 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 Zahrotul Izzah (2015), vocabulary is the most important aspect of language. This means that vocabulary is one of the most important aspects of language. It's a phrase that's composed of words. Words are something that can be utilized to express thoughts or feelings. Students can express themselves and even understand the world by acquiring words.

Gruber (2009), vocabulary is very important to reach the high score by saying, "Improving your vocabulary is essential if you want to get a high score". It means that to be success in learning goals and to get the high score in English students should master vocabulary.

According to Alqahni (2015), 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.

Vocabulary is a collection of several words that are combined, so that it has a meaning or meaning, where Vocabulary is an important component in language learning. Vocabulary is the most important skill that must be developed. Language mastery is important for communication skills. Vocabularies one of the things that must be well mastered by students so that the process of communicating well with others.

b. Types of vocabulary

Vocabulary simply means words, and English vocabulary means lots of words. Every word divided into some of type and can be categorized as a part of speech based on the function in the sentence. According to Frank (1972) part of speech is the sentence that divided according to the functional each word has in the subject–predicate relationship. It means that part of speech is word that divided based on the functional each word. Meanwhile, Thornbury(2002) says that in term of the meanings, word divided into two groups. There are content words and grammatical words. Content words consist of noun, verb, adjective, and adverbs. while grammatical word consists of pronoun, preposition, conjunction, and determiner. Those can be described as follows:

1). Noun

Sjah and Enong (2012) states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is one of the elements of speech that used to name people, etc.

2). Verb

According to Sjah and Enong (2012) verb is a word that is showed measured and condition of a thing. It means that verb is used to show the condition of thing especially in action.

3). Adjective

According to Harmer, adjective is a word that gives more information about noun or pronoun and it can be used before or after noun. It means that adjective is a word that gives more information about nouns or pronoun. For example: beautiful, tall, big etc.

4). Adverb

Adverbs range in meaning form words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place). From the statement above, researcher assume that adverb is word that describes or adds to meaning of another part of speech, such as verb, adjective, etc.

5). Pronoun

According to Rozakis, a pronoun is a word used in place of a noun or other pronoun. From this statement the researcher concludes that pronoun is words in a language that are used as substitutes for nouns or noun phrases.

6). Preposition

Prepositions link a noun or a pronoun following it to another word in a sentence. It means that a noun or pronoun always follows a preposition.

7). Conjunction

Conjunctions connect words or groups of words and show how the words are related. It means that conjunctions are word which link other words, phrases, or clauses. For example: for, and, nor, but, so.

c. The Importance of Learning Vocabulary

The importance of vocabulary in learning a second language cannot be overstated. To achieve a greater degree of skill, once 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. 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).

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.

d. Difficulties in Learning Vocabulary

According to Surmanov & Azimova (2020) the majority common difficulties in vocabulary learning are follows:

1) Pronunciation

Research shows that words that are hard to pronounce are more difficult to learn. Words that are potentially difficult to spell are likely be those that involve sounds that are unfamiliar to some group of learners – such as *regular* for Japanese speakers.

2) Spelling

Mismatches in sounds and spelling are likely to be the source of errors in either pronunciation or spelling and can contribute to the difficulty of words. While most English spelling is fairly law abiding, there are a few notable exceptions. Words that contain silent letters are particularly problematic: *foreign*, *headache*,

climbing, bored, honest, cupboard, listen, muscle, etc.

3) Length and complexity

Long words do not appear to be more difficult to learn than short ones. However, as a general rule, high frequency words tend to be short in English, thus the student is more likely to meet them more often, which favors their "learnability."

4) Grammar

Also problematic is the grammar associated with the word, especially if it differs from that of its L1 equivalent. It can be difficult to remember if a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an -ing form (*swimming*).

5) Meaning

When the meanings of two words overlap in meaning, students are likely to mix them up. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.

6) Range, Connotation and Idiomaticity

Words that can be applied in a variety of contexts are seen to be easier than their synonyms with a narrower range. Thus, *put* is a very wide- ranging verb, compared to *impose*, *place*, *position*, *etc.* Similarly, *thin* is a safer bet than *skinny*, *slim*, *slender*. Uncertainty as to the connotations of some words may also cause

issues too. Thus, *propaganda* has bad connotations in English, but its equivalent may simply mean *publicity*. On the other hand, while *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may simply mean *deviant*. Finally, words or expression that are idiomatic (like

make up your mind, *keep an eye on....*) will be more difficult than words whose meaning is transparent (*decide*, *watch*).

e. The Vocabulary Mastery

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.

McCarten (2007), 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) as cited in Lestari (2017) that mastery is complete control or power over someone or something though understanding or good skill.

According to Fahrurrozi (2017), 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.

2. Kahoot Application

a. Concept of Kahoot Application

Kahoot is an online learning game that can help students in learning english. 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).

According to Mansur & Fadhilawati (2019), 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) 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), 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.

b. Features of Kahoot

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), namely:

The first, access www.kahoot.com or download kahoot application before at : <https://play.google/store/apps/detail?id=no.mobitroll.kahoot.android>

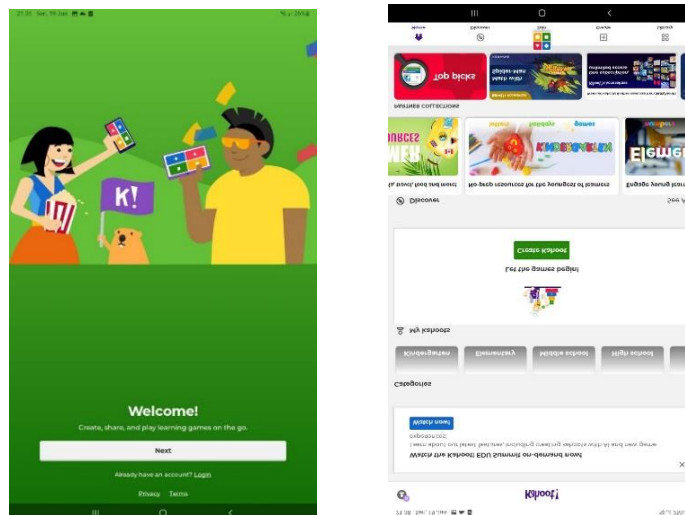


Figure 2. 1 Initial Appearance of the Kahoot Website

In figure 2.1 is the initial display when accessing the website <https://Kahoot.com/>

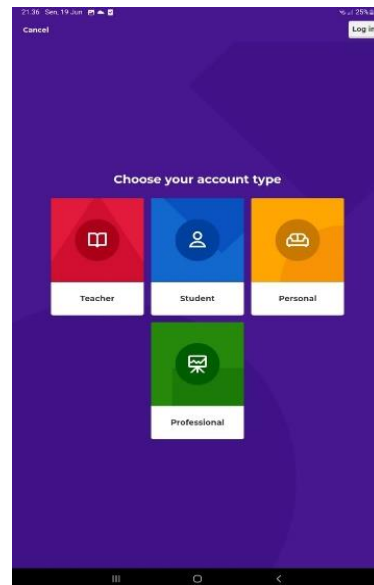


Figure 2. 2 Type Options

In figure 2.2 After the login process, it will look like this above, the user must choose the type that has been provided. As a teacher the user needs to select the teacher type while the student selects the student type. This platform is also used for personal and professional.

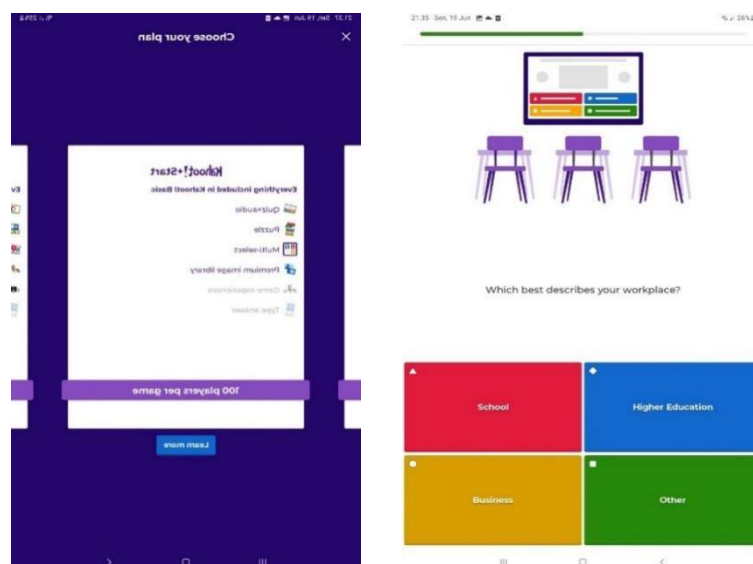


Figure 2. 3 Viewsfor making Games

In Figure 2.3 this is a display for making a game, teacher can provide questions in text format, and can also add other media such a images, videos and

animation. Questions can be set with a time limit that can be determine by the teacher. Several types of games can play in this application, namely: Quiz, True or False, Type answer, and Puzzle.

c. Advantages and Disadvantages of Kahoot

There are several advantages when using kahoot application, namely:

- 1). The learning process becomes enjoyable.
- 2). Learners are drilled on how to use technology as a learning medium.
- 3). When students use the kahoot program, their motor skills are strengthened.

There are several disadvantages when using kahoot application, namely:

- 1.) There are numerous resources available to help learners use Kahoot as a learning tool.
- 2). The teacher must design the kahoot application and devote sufficient time to it.
- 3). Limited time of learning process (Lestari, 2019)

d. How to use Kahoot in English Teaching

With Kahoot, teachers and students can create multiple-choice quizzes as well as polls and surveys that populate on-the-spot data (although this data isn't saved over time). Other than their own scores, students only see the top achievers, so low-performing students won't feel put on display. Quiz questions and polls stimulate quick instructional decisions as well as whole-class discussion, but an open-ended response feature and/or the ability to string together a quiz and a poll in one game would be welcome to aid learning. Tech savvy-students can connect with students from across the globe to play or connect to their peers after-hours to compete for new scores.

Kahoot is suitable for teaching English the three features (quiz, survey and discussion) could be used as assessment, ice breaker and tool to stimulate students' discussion in any specific subjects in English. Teachers are free to select the mode of kahoot that they desire to use in the classroom. For instance in teaching vocabulary, speaking, discussion and survey can be used. Quiz can be

used in teaching theoretical subjects such as: linguistics, grammar, reading, and so on.

How can use kahoot in classroom instruction:

- 1) First, the teacher has prepared material or questions about English that will be given to students.
- 2) Before holding a class the teacher must ensure that the students do not have any problems with the internet connection.
- 3) Then the teacher will direct students to access the link that was shared.
- 4) Teachers can give any amount of time that can be used to access Kahoot
- 5) Students will get a code to log in, they will be asked to write their name.
- 6) After ensuring all students are in the kahoot, the teacher will give out a quiz and explain instructions on how to choose the symbols, pictures, colors, which they have to play with (e.g Things in the Living Room and Dining Room)
- 7) The teacher displays the question one by one.
- 8) Each questions will have time span for about to discuss the correct option.
- 9) Each group will answer the question by clicking the correct options (A, B, C, or D) on the screen fast.
- 10) After each students has submitted their option, the quiz will submit the answers and display the chart which one has answer the question fastest and correct.
- 11) At the end of the quiz, it will display the result which students have the highest score and be the winner.

3. Teaching Media

Teaching media is very important in the teaching and learning process. Media is also an inseparable part of the teaching and learning process. Through the media, the message conveyed by the teacher (sender) to the students (receiver) can be well received. If communication occurs with a feedback reaction, then the teaching and learning process will be able to achieve educational goals in general and learning objectives.

In the book *Physics Learning by E-module* (2020) by Suci Prihatiningtyas and Fatikhatun Nikmatus Sholihah, the following is the definition of teaching media according to Schramm Learning media is message-carrying technology that can be used for learning purposes.

The learning process is an activity to implement curriculum of an education institution, in order to influence students achieve educational goals that have been set. The purpose of education is basically deliver the students led to change in behavior both intellectual, moral and social order to be able to live independently as individuals and social beings. In achieving these objectives students interact with the teachers organized learning environment through the process.

Teaching and learning is a process of communication. Through the process of communication, message or information can be absorbed and internalized others. Teaching media is anything that can be in the sense that serve as an intermediary, facility, tools for communication process (teaching learning process). Teaching media is facility of communication in the learning process in the form of hardware and software to achieve the instructional process and result can be achieve with ease.

One of the traditional teaching media is blackboard that really very much like a computer screen. It can be used to explain ideas graphically, with text and numbers, and can be used by the students like an interactive interface in a computer. The use of films, videotapes, audiotapes, records, and even performance can enhance the learning process in the classroom without the computer. This technique of "multiple media" requires creativity and planning.

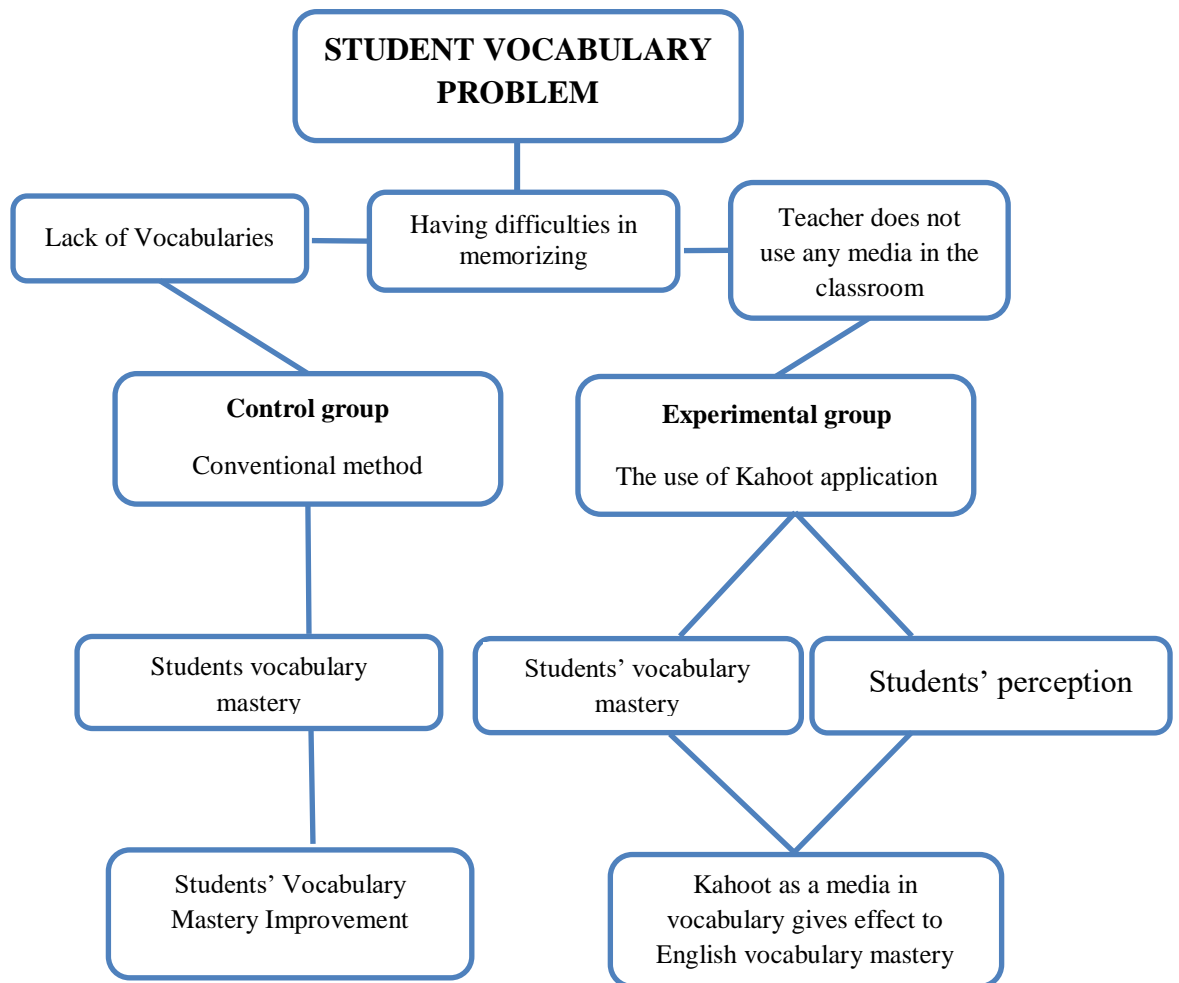
Teaching media that use in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more involved with them. What is not always obvious is that students should first know what media is and ways to think about it. Critical skills in understanding media are extremely important; without them the film, video, record or slide presented in relation to a subject is only one dimension.

4. Perception

Perception is a direct result of absorption or a person's ability to learn through their senses. According to Slameto (2010), perception is a process that involves entry of messages or information into the human brain, through human perception continuously interact with the environment. This relationship through the senses, namely the senses of sight, hearing, touch, taste, and olfactory. Everyone may have a different perception of an object, event or thing. This is caused by differences in understanding and understanding of the stimulus captured by everyone is different. Silmi (2020), Perception is the mechanism by which people organize and perceive their sensory experiences to make sense of their surroundings. Perception may also be a direct reaction (acceptance) of something. Perception is a psychological process in the brain that starts with a person experiencing the stimuli obtained by their receptors and ends with a person being conscious of these stimuli.

This study tries to explore the perception of students in vocational high school toward the use of media for learning English. Students' perceptions are very crucial to be known in teaching and learning process because teachers need to know their students' preferences in terms of their learning style, interest, and others which can influence their learning outcome.

C. Conceptual Framework



Based on the problems above, the researcher use the Kahoot application as a problem solving. Student's vocabulary problem can be solved by providing many opportunities for them to practice English both inside and outside the classroom. Practicing English vocabulary in class must be more interesting and use appropriate learning methods so that students' vocabulary skills can improve and the learning process is carried out through experimental research (quasi-experimental design). In this study, there are pre-test, treatment, and post-test.

D. Hypothesis of the Study

The research hypothesis are followed:

1. Ha : The students who are taught by using Kahoot application have better vocabulary mastery than those who are taught without using Kahoot application at Vocational High School Muhammadiyah Wonomulyo.
2. Ho : The students who are taught by using Kahoot application do not have better vocabulary mastery than those who taught without using Kahoot application at Vocational High School Muhammadiyah Wonomulyo .

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The implementing Kahoot application as a media to teach students' vocabulary has a significant effect on their vocabulary mastery. The significant effect suggests that when the researcher taught a vocabulary text and games to train students' vocabulary using Kahoot application, the students are more engaged in the topic since it is easier for them to understand. The pre-test score is 76,00, while the post-test score is 83,60, indicating that students' vocabulary scores after using Kahoot application are higher than those who do not.

To determine the improved category of using the Kahoot application, the researcher used Independent sample t-test. Based on the Independent sample t-test output table, the sig. (2-tailed) value obtained is $0,038 < 0,05$. So H_0 is rejected and H_a is accepted. Therefore, the use of the Kahoot application in the learning process can improve vocabulary mastery.

The result of students' response questionnaires that analyzed to obtain information about students' responses on the use of Kahoot application, the validation criteria of the level of achievement is included in the Good category with a percentation of 70%. Considering the result, Kahoot application could be an option teaching English because of the meaningful language practice that has been carried out. Smartphone-based learning can improved students' vocabulary mastery in learning.

B. Suggestions

After doing research, some suggestions are presented below:

1. For English teachers

The English teacher can use the Kahoot Application as media in the learning process. Because based on the result of the research, the use of Kahoot Application as learning media to improve the student' English vocabulary. It also

can support the teaching-learning process so that the students will be more interested in learning English.

2. For students

Students could apply Kahoot application to not only participate in the classroom when teaching vocabulary but also to use and fill their spare time by practicing their vocabulary mastery with Kahoot. Students should practice vocabulary in English, improved their vocabulary by Kahoot application and use those vocabularies in their daily.

3. For School

The school should be able to create an environment with a good learning atmosphere for both students and teachers, based on this research, applying the Kahoot application can help them in the learning process and improve English students' vocabulary mastery. School should also pay more attention to students to achieve successful learning outcomes.

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