

**BUILDING UP STUDENTS' VOCABULARY USING KAHOOT  
GAME APPLICATION AT SMPN 17 MAKASSAR**

**SKRIPSI**

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**BOSOWA**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY  
2021**

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**SKRIPSI**

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan (S.Pd) in English Education Department

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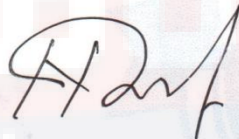
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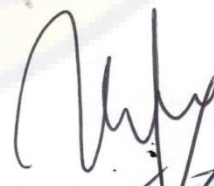
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Makassar, September 2021

Yang membuat pernyataan



Auliya Aslama Syamsurah

## ABSTRACT

**Auliya Aslama Syamsurah, 2021.** *Building Up Students' Vocabulary Using Kahoot Game Application at SMPN 17 Makassar (Supervised by Hj. Nurfaizah Sahib and Muliati)*

The objective of the research was to know the increase students vocabulary of use Kahoot Game application.

The researcher applied pre experimental in one class pre-test and post-test. This research conducted at SMPN 17 Makassar. In this research the population was the nine students of SMPN 17 Makassar in 2021/2022 academic year. The researcher used total sampling technique. The total sample was 20 students from class IX-7. In analyzing the numerical data, the writer used SPSS v. 16.0.

Based on the results of data analysis, the writer concluded that the use of Kahoot Game application can increase students' vocabulary knowledge, it's proved by the mean score of the students' in pretest and post-tes. The result of the research shows that Kahoot Game application significantly increased students' vocabulary knowledge after did treatment. The mean score improved from 60.50 in pre-test to 71.75 in post-test. It indicated that the one hypothesis ( $H_1$ ) was accepted and of course, the null hypothesis ( $H_0$ ) was rejected. It means that Kahoot Game application could building the students' vocabulary knowledge in learning English at SMPN 17 Makassar.

**Keywords:** *Building, Vocabulary, Kahoot Game application,*

## ABSTRAK

**Auliya Aslama Syamsurah, 2021.** *Meningkatkan Kosakata Siswa Menggunakan Aplikasi Game Kahoot di SMPN 17 Makassar (Pembimbing I : Hj. Nurfaizah Sahib dan Pembimbing II : Muliati)*

Tujuan penelitian ini adalah untuk mengetahui peningkatan kosakata siswa pada penggunaan aplikasi Game Kahoot.

Penelitian ini menggunakan metode pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilaksanakan di SMPN 17 Makassar. Populasi penelitian ini adalah siswa kelas sembilan dari SMPN 17 Makassar tahun akademik 2021/2022. Peneliti menggunakan teknik total sampling dalam pengambilan sampel. Total sampel dalam penelitian ini adalah 20 orang dari siswa kelas IX-7. Dalam melakukan analisa data, peneliti menggunakan aplikasi SPSS versi 16.0.

Berdasarkan hasil analisis data, penulis menyimpulkan bahwa penggunaan aplikasi Game Kahoot dapat meningkatkan pengetahuan kosakata siswa, hal ini dibuktikan dengan nilai rata-rata siswa dalam pretest dan post-test. Hasil penelitian menunjukkan bahwa penerapan aplikasi Game Kahoot secara signifikan dapat meningkatkan pengetahuan kosakata siswa setelah dilakukan perlakuan. yang dimana Hasil yang ditunjukkan pada paired samples test yaitu .000 dan skor rata-rata meningkat dari 60.50 pada pre-test menjadi 71.75 pada post-test. Hal ini mengindikasikan bahwa one hypothesis ( $H_1$ ) diterima dan tentunya null hypothesis ( $H_0$ ) ditolak. Artinya, penerapan aplikasi game kahoot dapat membangun pengetahuan kosakata siswa dalam pembelajaran bahasa Inggris di SMPN 17 Makassar.

**Keywords:** *Meningkatkan, Kosakata, Aplikasi Game Kahoot*

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At last, the writer realizes that this skripsi is far for being perfect, but it is expected that this research will be useful. Therefore, the constructive criticism and suggestion are highly appreciated.

Makassar, September 2021

(Auliya Aslama Syamsurah)

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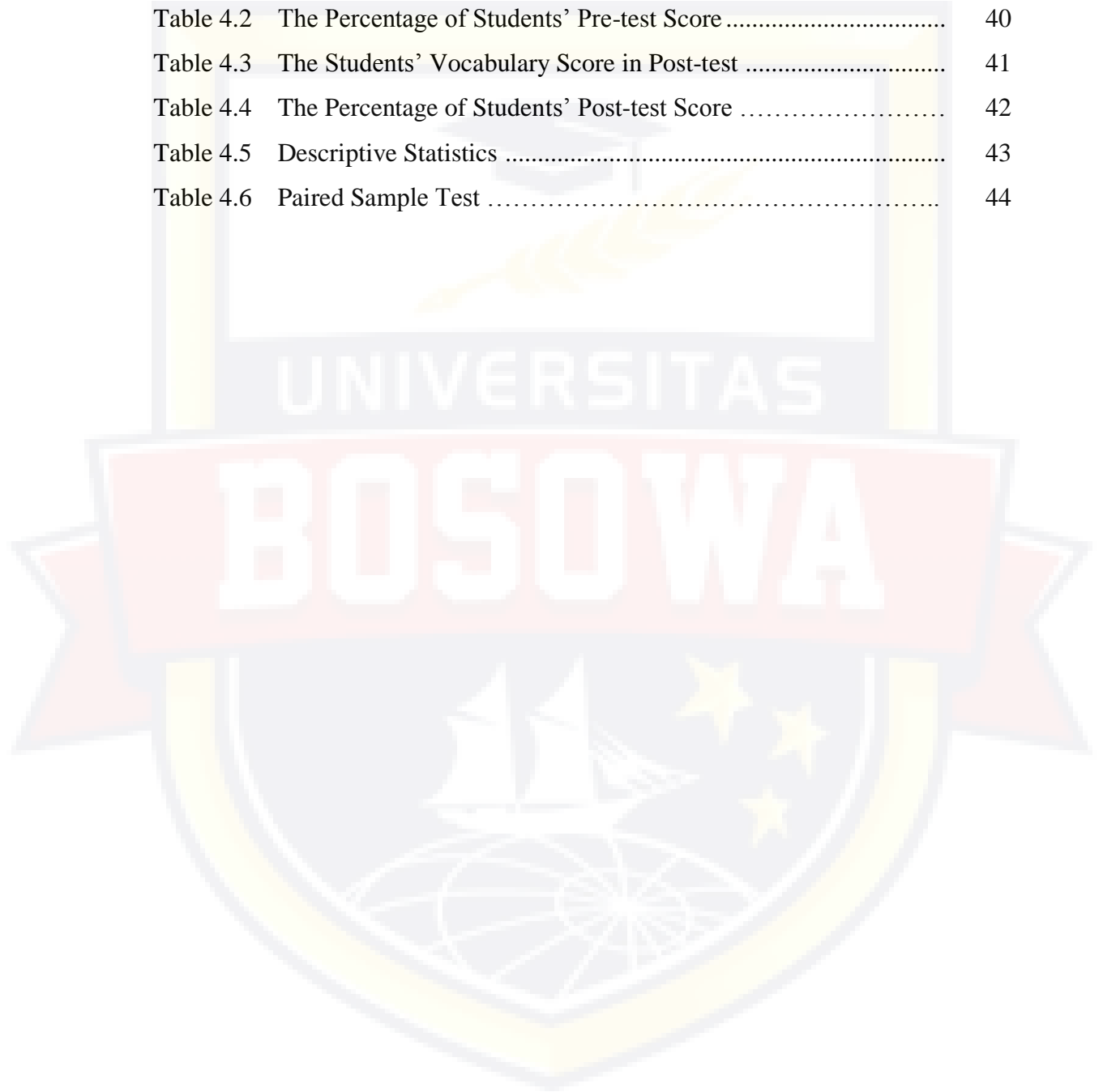
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## CHAPTER I

### INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem, objective of the research, significance of the research and hypothesis of the research.

#### **A. Background**

Vocabulary is the first stage in learning any language. According to Legowo (2018:3) vocabulary is part of the key in learning English. Therefore, vocabulary is important to improve in the language learning process. Generally, students cannot compose sentences or phrases in speaking or even writing and reading because they are poor in vocabulary. Most students are lazy to memorize and add vocabulary because the learning method given by the teacher is sometimes less precise.

If a person have problems with his vocabulary, it will directly affect his success in learning English material. The people will have an effect on their English achievement at the end of the lesson. Qurrahman (2016:2) states that vocabulary is one of the components or sub skills of English that must be taught to students, because vocabulary has a major role in all languages. Children will find it difficult if they have to memorize word for word in the vocabulary. Therefore we need an easy and fun way in order to students can undergo a fun learning process and also students can easily memorize vocabulary into their memory.

Today's students are very familiar with gadgets, even most of them are smarter and know how to use gadgets than their parents. This moment is good for teachers take advantage to improve students' abilities in teaching English, especially for material in mastering vocabulary. Learning English using applications is one of the best ways to attract their interest in learning. Even by using applications via gadgets, they don't have to sit in class when they want to learn English, they can study anytime and anywhere. This actually supports the situation we are currently experiencing, namely the Covid-19 pandemic situation. One way for the teaching and learning process to run effectively and students to be more active in participating in learning especially on vocabulary material is learning through games.

Games are an effective method that can be use as a medium by teachers in the teaching and learning process. By using games, students' attention and enthusiasm in learning will increase. Currently, most of the students each have cellphones, this is because they are currently living in an era where technology is increasingly sophisticate and able to dominate its users. Most students in their teens spend time with their cellphones playing games. So that students can use their gadgets in a better direction, the teacher must also provide learning model based on students interests. Instead of them playing games that don't contain the slightest bit of education, this is where the teacher can play an important role in creative thinking in teaching whose materials are made as attractive as possible and then applied through games. The interest them will give a positive and increasing on what they learn, especially in the field of vocabulary. Games have

been proven by previous studies as an effective method in increasing motivation and reducing anxiety (Wang et al., 2011), and reducing negative feelings felt by students in the learning process (Silsupur., 2017). One of game application will be used by the the researcher of the many educational games in improving student vocabulary knowledge is the kahoot game application. The development of increasingly advanced technology makes games can be used as a medium of learning. One of the media that teachers can use in learning is the kahoot game media. There are actually many other games that can be used as a means of memorizing vocabulary easily. However, along with the rapid development of information and communication technology, it is hope that kahoot games will be able to answer the difficulties of students in remembering vocabulary in their memory. The kahoot game aims to make it easier for children in the learning process, especially to remember vocabulary (Isbandivo., 2018).

The kahoot game is a quiz-based learning media that is used as a learning medium and other educational institutions. Based on its advantages, one of the general features of the kahoot game is that it has a limited time allocation. Due to time constraints, students are trained to think quickly and accurately and feel more challenged in solving the questions present by the teacher in various forms. This application will make it easier for teachers in the teaching process to improve students' ability to improve English vocabulary easily and comfortably.

Based on the description above, the researcher intended to do research under the title "Buiding up Students Vocabulary Students Using Kahoot Game Application at SMPN 17 Makassar"



## **B. Identification of Problem**

Considering the Important of the identification problem, the research identified the problems as follows:

1. The students have a lack of vocabulary knowledge.
2. The students lack of spirit in the learning process. It is indicated from the result of PLP at SMPN 17 Makassar.

## **C. Scope of the Research**

This research focused on kahoot game application and to improve students vocabulary at SMPN 17 Makassar.

## **D. Formulation of the problem**

Based on the description above, the researcher formulated questions research as follows: How the students' vocabulary in using Kahoot game application at SMPN 17 Makassar?

## **E. Objective of the Research**

Based on the description above, the purpose of this study is to know the students' vocabulary in the use of the kahoot game application at SMPN 17 Makassar.

## **F. Significance of the Research**

The researcher hoped this research can gave contribution to the English teaching and learning. The main meaning of this research are: theoretical and practice significance:

## 1. Theoretical Significance

- a. The research was gave new finding of study about vocabulary and gave solution to find out the appropriate method in teaching vocabulary.
- b. This research as the reference for those who wanted to conducted a research to increase in vocabulary knowledge

## 2. Practical Significance

The results of this study hoped useful for teacher as follows:

- a. The teacher can motivated and increased student enthusiasm in the processed of learning English through games.
- b. The teacher can enriched students' vocabulary knowledge to be applied and developed in the classroom.

The results of this study be useful for students as follows:

- a. Students can improved vocabulary knowledge by using the kahoot game application.
- b. Students have insight into technology and realized that learning while played through the application of the kahoot game is interested.

The results of this study hoped useful for readers as follows:

- a. Get information about how technology can be used in the English teaching and learning process.
- b. Introducing to readers how to improve student vocabulary knowledge through the kahoot game application provides information to readers

what is meant by the kahoot game application and how to use the kahoot application as a medium for learning English.

c. Provides information about vocabulary.



## CHAPTER II

### REVIEW OF LITERATURE

In the literature are discussed about some previous findings, some pertinent ideas, conceptual framework and hypothesis of the Research.

#### **A. Some Pertinent Ideas**

##### **1. The Concept of Vocabulary**

Surveys show that more people are unable to speak in public because they do not have enough vocabulary. According to Roziqin (2015:14) besides mastering grammar, an equally important step to master English is to increase vocabulary.

##### **a. Definition of Vocabulary**

Vocabulary is one of the most important things that you need to understand to learn a language. Because without understanding vocabulary, it will be difficult for us to learn. In the large Indonesian dictionary, vocabulary is vocabulary. Meanwhile, the meaning of the word itself is an element of spoken or written language. Education is a process of changing attitudes from the behavior of a person or group of people in an effort to increase knowledge through teaching and training efforts. The curriculum used is oriented towards certain competencies or skills as a result of the learning process at school. English serves as a means of communication to access information, order as well as a tool for fostering interpersonal relationships and exchanging information. The ability to

communicate in English, both speak and write, includes listening, speaking, reading, and writing skills.

One of the components of language learning is understanding the English vocabulary itself, in addition to other components. From wikipedia, vocabulary (English: vocabulary) is a set of words that a person knows, or part of a particular language. Vocabulary that is understood by everyone is interpreted as a collection of all words or all words that are likely to be used by that person to compose a new sentence. The addition of a person's vocabulary is generally considered an important part, both in language learning, developing one's abilities in the language that is already occupied. In school students are taught new words as part of a particular subject and there are many adults who find vocabulary formation an interesting activity.

According to Richards (2002:225) vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read and write. Vocabulary is one of the language components that affects macro abilities. Several definitions of vocabulary were put forward by several experts. Furthermore, Jackson and Amvela (2000:11) say that the terms vocabulary, lexis, and lexicon are synonyms. In addition, Richards and Schmidt (2002:580) state that vocabulary is a collection of lexemes which includes single words, compound words, and idioms

This definition shows that vocabulary is the first element that English learners must learn to master English well in addition to other English components and skills. The vocabulary of the language is always changing and

developing. As life becomes more complex, people create or borrow new words to describe human activities. In some definitions, even though there are sounds that are different from each other, the important thing is that the vocabulary influences people to form a language.

There are many definitions of vocabulary. Some of them are quote as follows:

- a. Vocabulary is the number of words that make up a language.
- b. Vocabulary is a collection of words that a person knows or uses in a particular book, subject, action.
- c. Vocabulary is a list of words that have meaning, especially those accompanying textbooks in foreign languages.

Another definition which is also given by Chart in Hariani (2008:61) states that the vocabulary is:

- a. All words are use or understand by a certain person, class, profession.
- b. A list of words and phrases primarily one orange in another alphabet that defines or translates a lexicon glossary.

Based on the description above, it can be conclude that vocabulary is a list of words that will be meaning and are arrange alphabetically, recognizing the list that is understand by those who speak, listen, read, and write. Research can say that vocabulary is just the words of a language that have meaning and function

Webster in Wahdiah (2017:7) states that vocabulary is a list of words and sometimes, phrases are usually arranged in the order and definition of letters, dictionaries, glossaries or lexicons, all words used by certain groups of people,

professions, sometimes actions. All words are recognize and understand by certain people even though they are not need by them.

Based on the description above, we can draw conclusions about the meaning of vocabulary. Vocabulary is the meaning of the words use by speakers of a language to communicate with each other, not only in speaking but also in writing, reading, and listening.

### c. **Vocabulary Types**

Some scholars divide the vocabulary based on their arguments. Harmer in Wahdiah (2017:59) divides vocabulary into two types, namely:

- a. Active vocabulary refers to words that students have taught or learn and are expect to use. Vocabulary consisting of verbs that are used daily in writing and speaking.
- b. Passive vocabulary refers to words that students will recognize when they meet them, but they probably won't be able to produce.

Another opinion according to Rasyid in Wahdiah (2017:60) classifies modern English vocabulary into three types of word elements in terms of their point of origin as:

- a. Native speakers are a vocabulary defined from another language
- b. Borrow is a vocabulary borrowed from another language
- c. What's new about is the vocabulary that makes up the material anytime it is in the language.

From further comparisons, Good in Wahdiah (2017:60) divides vocabulary into four types, as follows:

- a. Oral vocabulary: consists of the active use of words in speech: words that approach conversation. The more often a person says a word, the easier it will come out of his tongue.
- b. Vocabulary writing: for words that actually get into the vocabulary of one's fingers: maybe even no speaking vocabulary: stock words that are respond to with meaning and understanding in other writing.
- c. Listening vocabulary is a stock of words to which a person responds with meaning and understanding in the speech of others.
- d. Vocabulary reading is a stock of words that a person recognizes when he sees them in painting or writing.

Qurrahman (2016:28) shows that everyone has three types of vocabulary, namely:

- a. Active vocabulary: the words we normally use in speaking and may range from 5000 to 1000 words,
- b. Vocabulary reserve: words that we know but rarely use in writing letters , we have more time to consider or when we look for synonyms.
- c. Passive vocabulary: words that we are vaguely familiar with, but are not sure of their meaning. Based on the description above, it can be seen that active and passive vocabulary has a very important role in the activation of everyone. Both can be used to increase knowledge or get information from various sources. Active vocabulary can be used for writing and speaking, while passive vocabulary is used for reading in listening.



#### d. Vocabulary Teaching Techniques

There are many techniques for teaching vocabulary. Not all techniques are useful for students, the teacher must choose the appropriate technique. These techniques must be as effective as possible to improve students' vocabulary mastery.

Lestari (2020:20) states that teaching English vocabulary is the second material in the learning process, and he says that teaching old vocabulary continuously is more important than teaching new vocabulary every day.

Language students need to learn the lexical of the language. They need to learn the meaning of words and how to use them. While this clearly shows how words are stretch and rotation, it is clear that some words tend to be more than others and are therefore more suitable for progress.

In addition, Lestari (2020:25) also provide examples of teaching vocabulary. namely :

##### 1. Presentation

Presentations can be done using regalia, pictures, signs, explanations, translations. According to wahdiah (2017:11) there are four steps that must be followed in a presentation, namely:

- a) Sound and meaning. In this step, the teacher pronounces new words two or three times, pronouncing them clearly. He also shows the same meaning . There is no point in making students listen to meaningless strangers' voices .

Repetition The teacher asks the class to repeat the word news several times and check the pronunciation carefully. If we use visuals, put it in front of them to make sure the association that they associate sound meaning.

c) Written from the Teacher writes new words on the board and will be a class. Read it aloud, without interrupting the pronunciation. First the teacher chooses two or three people to say it, and then gets a repetition so that everyone in the class will be a chance to associate deaf san dari with pronunciation.

d) Illustrative Sentence In this step the teacher place a short illustrate sentence on the board so that the meaning is clear to anyone who reads the note afterward. Students would love to try to pick up a good illustrate sentence themselfe.

prepare short ones if theirs are too or not clear enough for the board; For example if we have shown the meaning using flashcards, paste the image to the side of the board next to the illustrate sentence, the children will be happy to draw a similar one in their practice book.

## 2. Invention

Discovery technique are technique where students will to think about rules and meanings for themselves rather than give everything by the teacher. These activitie can range from simple matching tasks to understanding more complex connotations and contexts. For example, students can will be give a picture of numbers and the teacher can examine on the board which they have to match the picture.

### 3. Practice

In this section we will look at activities design to encourage students to use words in engaging ways. We can give students lots of practice. Students must use words if they want to internalize them. It's a simple matter of asking a few additional questions. The idea is to make the students heard the tree the way the presentation is:

#### a) Meaning Ostensive

The meaning of Ostensive is a way of teaching vocabulary by showing something in the classroom or outside the class whose types are reality, image, and the body.

#### b) Definition of verbal

Verbal definition is the teaching of vocabulary using teacher's speech, the types of verbal definitions are words, synonyms, antonyms, illustrative sentences, general knowledge building, and translation.

#### c) Running context

Running context is a way of teaching vocabulary by connecting new words that are all ready, requests to conclude or guess the meaning of these new words.

#### d) Develop a guessing strategy

Developing a guessing strategy is a way of teaching vocabulary by guessing unfamiliar words in a sentence by looking at grammatical category.

From the description above, we can know that various kinds of vocabulary come from vocabulary teaching techniques, because teachers have many ways to

learn and students can learn well. Techniques in teaching vocabulary are very important for teachers and can increase students' knowledge.

#### **d. Strategies in Increasing Vocabulary.**

A new vocabulary unit cannot be present only once. Learners need to expose vocabulary over and over again, and recycling needs to build into learning.

Amalia (2018:173) Vocabulary is not just a collection of words that we memorize and know their meaning but also the learning process in arranging these words. Without mastering adequate vocabulary, students not only have difficulty communicating, but even cannot communicate at all. In addition, without understanding vocabulary, grammar, students will be problems accessing information and operating their electronic devices. Observing the importance of English, learning English in the classroom is a must use the right strategy, attract and involve students, so that English competency can be master optimally.

Lestari (2020:61) provides several strategies in teaching vocabulary, namely reality, pictures, contrast, enumeration and translation. The explanation of several strategies in teaching vocabulary is as follows:

##### **1. Picture**

Pictures can be used to explain the meaning of vocabulary. Teachers can display images through the kahoot game application. the students will think what the picture means. Then the teacher directs the students to choose one of the answer provided by the teacher.

## 2. Contrast

Teaching vocabulary with relevant contrast to denote antonyms. The teacher in this case, shows the students and asks to know the contrast of the words. For example, the meaning of empty is contrast fully, cold is contrast with heat.

## 3. Translate

Teaching vocabulary with translation is when the teacher asks students to translate the words given into their mother tongue..

## 4. Explanation

This technique is applied by way of explaining the meaning of a word, eg 'develop' can we speak to correct, add-e and greet.

Based on this description, the study can conclude that teachers and students must know the Strategy to Improve Vocabulary. So that what they want in learning vocabulary can be achieved successfully and strategies for improving it are very important for students.

## 1. Principles in Language Teaching and Learning.

Teaching and learning vocabulary is not a simple way. The teacher's ability to recognize the competencies and characteristics that students need. Teaching vocabulary to children is not the same as boys and girls, so the material taught to students must be appropriate for their level or age.

In relation to vocabulary teaching and learning, Wallace in Lestari (2020:40) suggests the following principles:

a. Aims

Learnings means studying language words and learning language words means learning everything about them like us how they are pronounce, what are their forms and functions, how they are use in sentences, what they mean, etc. as learning time in English. the classes are limit, it is for this reason that the active aim of teaching vocabulary must be clearly state.

This statement students must find the right vocabulary teaching strategy to cover the learning time in class. In the active vocabulary technique, how is it pronounce, what is its form and function, how is it use in a sentence, what it means, action can be include in the dictionary activity that is found.

b. Quantity

The teacher may to decide the number of vocabulary items to be study . With too many words, students may become confuse and frustrate.

c. Frequent, exposure and repetition.

However, rarely do we remember a new word just by hearing it for the first time. That trees must have a certain number of repetitions until there is evidence that students have learned the target words .

d. Meaningful presentation

Rarely do we remember a new word just by hearing it for the first time. That trees must have a certain number of repetitions until there is evidence that students have learned the target words.

e. Presentation situation

The choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we speak from informal to very formal.

f. Learn vocabulary

In the mother tongue in the target language, in teaching words of the target language, the teacher or lecturer can use words from the mother tongue as a tool to compare the similarities and differences in words.

g. Inference procedure (guessing) in vocabulary teaching.

Inference is also one of the strategies in learning vocabulary where students are listen to in practice by using certain knowledge to have a clear understanding of the words they are learning. Students deduce the meaning of words by listening or reading and then use them in certain contexts and situations.

Based on the description above, it can be conclude that teachers and students must know the seven principles of learning vocabulary. So that what they want in learning vocabulary can be achieve successfully.

### **3. Theory of the Kahoot Application**

#### **a. Definition of Kahoot**

Kahoot is a student response system that encourages students to participate and keeps them engage because of its game-based platform (Dellos, 2015). Kahoot helps students to be active in the learning process. Some researchers call Kahoot a combination of student response systems and game-

based learning platforms (Wang, 2014; Sharma & Unger, 2016). It's like a lean process using a game.

Kahoot allows teachers to create online quizzes that can be accessed through a student's smartphone, tablet, or computer (Dellos, 2015; "The Kahoot! Guide, 2016). The teacher can create a quiz or platform that relates to the material being taught, and then the teacher shares the link platform with students. Students can access the platform using their smartphones or through other supporting devices.

The Kahoot feature offers the ability to record points, engage sound effects, and motivate music (Wang & Lieberoth, 2016). This Kahoot feature can attract student participation and make the learning process fun. Research will be also shown that Kahoot audio and music create positive learning experience for users that encourage participation (Wang & Lieberoth, 2016).

### **b. History of Kahoot**

Several years ago, several talented entrepreneurs; Johan Brand, Jamie Brooker and Morten Versvik work together to make learning extraordinary. In a project with the Norwegian University of Technology and Science, they collaborate with Professor Alf Inge Wang, and later join with Norwegian entrepreneur Asmund Furueth.

Kahoot launched in private beta at March 2013 on SXSWedu. In September 2013, the beta version open to the public and it's been quite the journey since then. Kahoot aim at the classroom first, but it appears to be game-based learning. It is also play in a training session, business and cultural events in sports, or in the social context and learning anything else. Based on this



history, we can see that the kahoot game is an application that can continue to evolve with the times.

### c. Kahoot application in teaching vocabulary



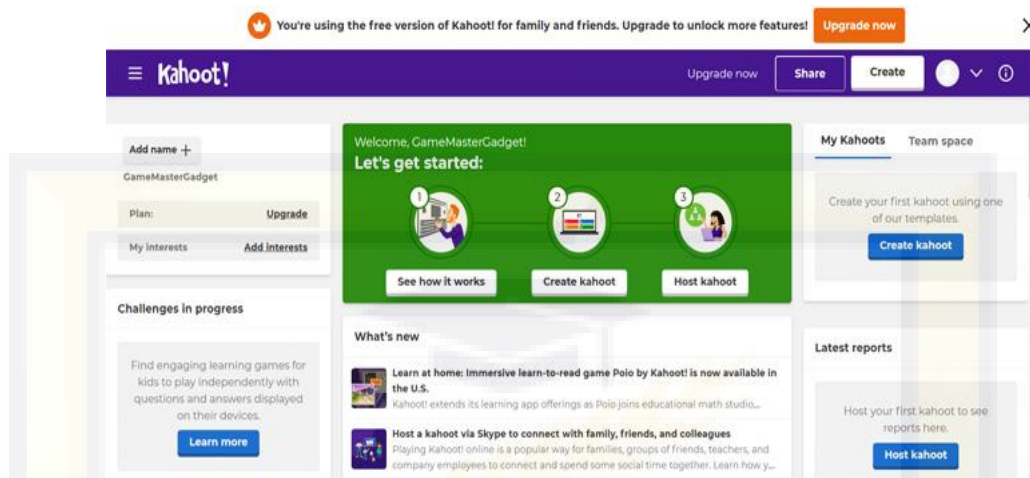
**Picture 2.1 Kahoot Website**

Kapuler (2015) listed Kahoot as one of the top 100 new online applications for classroom use. Kahoot was included at number 36 in the list of applications rate for effectiveness and usefulness for teaching and / or assessing students in class (2015). This information suggests that Kahoot may be an effective tool for vocabulary acquisition. Kahoot is a relatively new online tool and as a result there is limited research on the effects of Kahoot in the classroom, and a lack of evidence of its effectiveness as a tool for teaching content vocabulary. Kahoot does fall into the online game category, and, however, there is a lot of research on the effectiveness of using other online games to teach content vocabulary (Huang, 2015; Hung, 2015; Wolsey, Smetana, & Grisham, 2015; Dalton & Grisham, 2011; Walsh, 2014). Yip and Kwan (2006) conducted research and found that using video games to teach in the classroom could attract students' attention better than traditional methods. This in turn can result in better vocabulary mastery if online

games are used for vocabulary instruction. This study focused on 100 students using web-based vocabulary instruction that includes games. They found that after studying vocabulary with a website that included games, their experimental group outperformed the control group on the post-test vocabulary (Ip & Kwan, 2006).

The results of this study suggest that Kahoot may be an effective tool for vocabulary instruction. Kahoot's online game has the potential to function as an interactive technology-based instructional tool that can increase student retention of science vocabulary terms. Kahoot allows educators to create game-based surveys and quizzes that they can take using a pin number (Johns, 2015). Students choose answer choices on personal devices such as Chromebooks, laptops, or smartphones that coincide with the questions displayed on the smartboard (Johns, 2015). Students can play the game without requiring the name of the account (Dellos, 2015), and create a nickname which will be displayed over the game (Johns, 2015). Furthermore, the Kahoot quiz game questions can include multimedia visuals such as images and videos to better engage students (Dellos, 2015) and students earn points for answering questions correctly and quickly.





**Picture 2.3 Kahoot Features**

as for how to apply the kahoot application game as follows :

- a. Open website [www.getkahoot.com](http://www.getkahoot.com). Register your profile there.
- b. Click New K! to create a Kahoot quiz!
- c. Give your quiz a title. Prepare your questions.
- d. Create questions, answer choices, answer keys, insert pictures, and set the time limit for answering.
- e. Save and publish your quiz. Click Play to play.
- f. Ask students to enter the code and see the names of students who have joined. Then click start to start the quiz.
- g. The quiz will run automatically. Ask students to choose an answer to a quiz question on your student's gadget / computer.
- h. See the correct answer to the quiz questions. Students will get feedback on their gadgets / computers.
- i. See student scores and rankings. Students who answer the questions the fastest and most accurately will get the highest points.

- j. After the quiz is over, give your students the opportunity to give their opinion about the quiz they took.

Kahoot has 4 features: games, quizzes, discussions and surveys. For games, we can create types of questions, and determine the most appropriate answer and the time used to answer the question. Uniquely, the answers will be represented by pictures and colors. Participants are asked to choose a color/image that represents the answer.

Well, here's the fun. In addition to looking for the right answer, participants only made sure not to touch (click) the wrong way when choosing an answer.

## Create a new kahoot



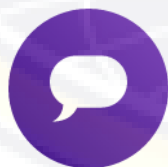
### Quiz

Introduce, review and reward



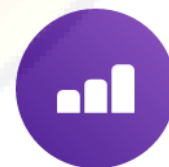
### Jumble

Brand NEW game



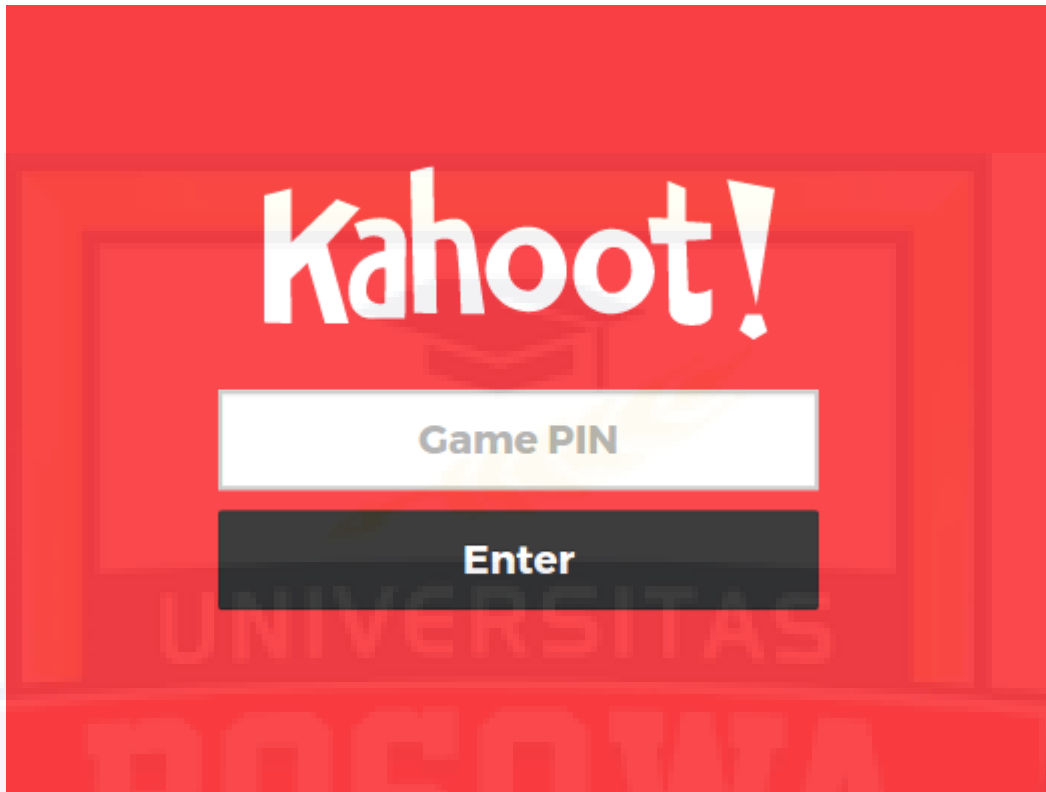
### Discussion

Initiate and facilitate debate



### Survey

Gather opinion and insight



Siapakah Rektor UGM Terpilih 2017-2022

A Kahoot! quiz interface. At the top right is a "Skip" button. On the left is a purple circle with the number "4". In the center is a teal image with the Kahoot! logo. On the right is a "0 Answers" indicator. Below the image are three colored buttons: a red button with a triangle icon and the text "Prof. Ali Agus", a blue button with a diamond icon and the text "Prof. Panut Mulyono", and a yellow button with a circle icon and the text "Dr. Erwan Agus".

Admin should display the above image on a big screen, so that it can be seen by participants. Participants, having previously been asked to log in to kahoot.it and enter their pin and name, will be presented with a choice of images as shown below.



Now, participants must choose a picture that represents the answer. If the game has been completed, the admin screen will be informed of the name of the winner. Answers are judged on the accuracy and speed of answering. Some of the

pictures above, are the use of the Kahoot type quiz. For game types and others, please learn for yourself. These games or quizzes can be used for the purpose of socializing information resources, information literacy, or just a distraction at a library event.

#### d. Kahoot's Strengths and Weaknesses

Lestari (2020:13) The kahoot game have strengths and weakness as follows :

1) Several advantages when using Kahoot, as follows:

- a) The learning process is fun.
- b) siswa is in the learning process.
- c) Students' motor skills are training when they operate the Kahoot.

2) Weaknesses in using Kahoot as follows:

- a) There are many supporting facilities for students to operate Kahoot as a medium in the learning process.
- b) Limited time for the learning process .
- c) The teacher will to design the Kahoot, and it must be time consuming.

Even though the kahoot application have some weakness based on the description above, there are several reasons that make researchers still choose the kahoot game application. The first, researchers feel the kahoot game application is the right medium for increasing vocabulary because it has fun and not boring feature. And the second, using the kahoot game application will make students respon more in the learning process.

The presence of kahoot makes teachers don't have to work hard developing educational technology based on digital game based learning to be integrated into the classroom. Ease of operation as well as easy access via device smartphones and computers, making Kahoot becomes a learning medium game based learning with number of active users in the month February 2019 recorded through the site similarweb.com has more than 34 million around the world. It strengthens indication of convenience and usefulness in good learning at school and outside of school such as training.

Kahoot can be used easily for various kinds learning and training needs both as an evaluation medium, giving homework assignments or for just to give entertainment in the learning process. Kahoot is designed to be user friendly by considering user convenience both teacher as well as students. Use Kahoot does not need to install software both on computer and smartphone because it is made through a web base software and does not need specifications special hardware and software for in its use. As a web base software only required registration account as a teacher or trainer via Kahoot.com account. If you already have facebook account or gmail account, will easier in account registration the As a student user, only using the URL address Kahoot.

from teacher account when kahoot is on apply. Especially on smartphones facilitated by the presence of a mobile app which can be downloaded for free via Google Playstore. mobile app to facilitate the creation of questions and make modifications if at any time time required change through smartphone without having to go through computer. Another advantage is that there are features of



analysis of results evaluation learn every student and every question point to make it easier for teachers to make analyze and provide feedback on learning outcomes. Besides that, more the number of quiz game content that has been available for free and use as entertainment in the process learning and training.

### **B. Some Previous Findings**

Many studies will be conduct by researchers related to the use of strategies, approaches, techniques , or media in motivating students to learn English vocabulary. They are placed in this section to explain the important points of English vocabulary in game form.

Research conducted by Abrams & Walsh (2014), Huang (2015), Hung (2015), Wang (2015), Yip & Kwan (2006), Kennedy, Deshler, and Lloyd (2015), and Su and Cheng (2015) shows that the use of technology such as multimedia online games is effective in various classrooms, suggesting that Kahoot can be used to improve vocabulary mastery of students with learning disabilities in science classrooms. Using online games in the classroom appears to provide additional benefits for students such as increased focus and better class participation. The fact that science vocabulary is uncommon and new to students creates a need for improved vocabulary teaching (Cohen, 2012).

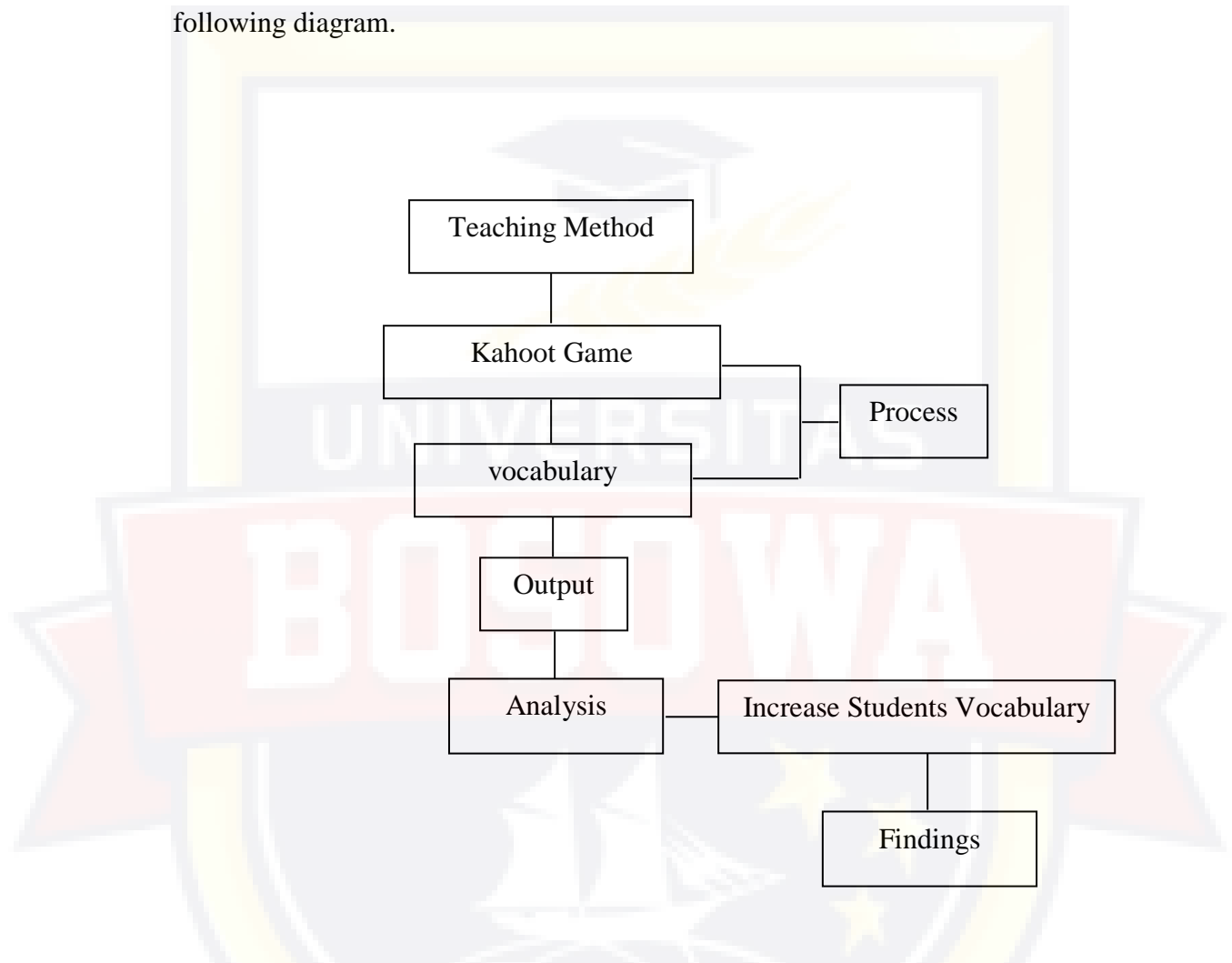
Another researcher , Pede (2017) states that his research shows the positive effect of playing Kahoot on science language acquisition in students with learning disabilities. It also shows that playing Kahoot in class does have some positive effects in keeping students focused and improving task behavior. The results of the student satisfaction survey were positive and showed that students

enjoyed playing Kahoot and it was beneficial for their assessment readiness. While this study demonstrates the positive effect Kahoot has on science vocabulary mastery in students with learning disabilities, further studies are recommended to be undertaken with a larger number of participants, and over a longer period of time to continue research on Kahoot and vocabulary mastery.

The other research also conducted by Ciaramella (2017) supports the previous research above. His research results seem to suggest that using Kahoot to help students with learning disabilities and other health disorders to acquire and retain vocabulary is effective. The seven students show an increase in their mean scores from the baseline phase to the intervention phase for vocabulary mastery and retention. All seven students were involve during each Kahoot review session and will shown on the student satisfaction survey that they found Kahoot fun, they will be hope to use it, and kept them on task.

### C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram.



**Figure 2.1 Conceptual Framework**

Explanation of the meaning from conceptual framework above is where the researcher will provide a learning method to students, in which there is a learning process about vocabulary. Then use the Kahoot game application, from the process will produce an analysis in which students' vocabulary increases. when students' vocabulary increases, that's where the results of research from data on increasing student vocabulary will be found.

#### **D. Hypothesis of the Research**

Hypotheses are statements that predict how variables relate to each other. Creswell (2012:187) argues that "Hypothesis testing is a procedure for making decisions about results by comparing the observed values of a sample with the population values to determine whether there is no difference or relationship between these values".

The researcher states the following hypothesis:

1.  $H_1$ : Using the Kahoot application builds the vocabulary of class XI students of SMPN 17 Makassar".
2.  $H_0$ : Using the Kahoot application does not build vocabulary of class XI students of SMPN 17 Makassar.

## CHAPTER III

### RESEARCH METHOD

This chapter provided a description of the research method, population and sample, research variables and operational definitions, research instruments, data collection procedure and data analysis technique.

#### A. Research Design

The researcher was used a pre-experimental design. Researchers was provided pre-test for all students before students used the kahoot game application to access their knowledge in English. The post-test was be carry out after students used the kahoot game application to learn, this action is to see student learning outcome.

The design involved a class in which the researcher manage the initial test, treat students to using the kahoot game application and manage the final test. The success of the use of total applications kahoot game was determined by comparing was pre-test and post-test.

Design is present in the form as follows :

Pre-test	Using Kahoot Game Application	Post-test
<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

Where:  $O_1$  = Pre-test

$O_2$  = Post-test

X = Treatment

(Muadzzdinul in Gay, 2017:26)

## **B. Time and Location of Research**

This research was conducted at SMPN 17 Makassar for the 2020/2021 school year. Researcher take one month for this study.

## **C. Population and Research Sample**

### **1. Population**

The population of this study was students of class IX SMPN 17 Makassar in the academic year 2020/2021 which consist of 240 students divided into nine classes, each class consisting of approximately 30 students.

### **2. Sample**

Researcher take sample of 9<sup>th</sup> grade students at SMPN 17 Makassar. This research used cluster sampling technique, in which the sample take from 20 students at class IX 7.

## **D. Research variables and operational understanding**

### **1. Research variables**

Leavy (2017) state that variable is a characteristic that can be different from one element to another, or can change over time. The variables of the research are below:

a. Dependent Variable

Dependent variable is a variable that is affected or influenced by another variable. Researcher observes the dependent variable to determine the effect of manipulation (Gravetter and Wallnau, 2013). The dependent variable of this research was students' vocabulary mastery.

b. Independent Variable

Independent variable is one that likely affects or influences another variable. Researchers manipulate independent variables (Gravetter & Wallnau, 2013). The independent variable in this research is the use of Kahoot.

## **5. Definition of Operational Variables**

To prevent the interpretation of bias, especially those related to the matters used in this study, the operational definitions of involved variables are formulated as follows:

a. Definition of kahoot game application

A Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of "players", creating a social, fun and game-like learning environment. Rosyidi (2020, p.4), Kahoot is a tool for using technology to administer quizzes, discussions or surveys. It is a game-based classroom response system played by the whole class in real time. Multiple choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer.

## b. Definition of vocabulary

vocabulary is the first element that English learners must learn to master English well in addition to other English components and skills. Desi (2016, p.7), vocabulary is one of the important things that need to understand in order to learn language, because without understanding the vocabulary will be difficult for us in learning.

## E. Instrument of the Research

The research used writing test which are pre-test and post-test as the research instrument. The researcher also used photo, syllabus, lesson plan and students' assignment for documentation.

## F. Procedure of Collecting Data

### 1. Determining the Subject of the Research

In this stage, the researcher chosen nine grade of SMPN 17 Makassar as a subject of the research. One group take by game kahoot application as an experimental class.

### 2. Pre-test

A pretest provided a measure on some attribute or characteristic that is assessed for participants in an experiment before they receive a treatment (Creswell, 2012: 297). The pre-test was find out how far students' vocabulary mastery before using Kahoot Application.



### 3. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2012: 297). The post-test was given to know how far students' vocabulary mastery after using Kahoot Application.

### G. Technique of Data Analysis

#### 1. Test

This analysis was compared the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was used scoring guide which provides rating scale for criteria of vocabulary .

To know the students 'ability in vocabulary the researcher was converted the students' ability vocaabulary scores using the following formulated:

$$Score = \frac{\text{the total of students' correct answer}}{\text{total number of items in test}} \times 10$$

Helmin in Rustan (2010:21)

Then, classifying the students score based on the following class classification:

**Table 3.2**

**Scoring Classification**

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	< 50	Very poor

Depdiknas in Muadzdzinul (2017:31)

The explain above is calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS (Statistic Product and Statistic Solution) version 22.0 program. SPSS is a computer program use for statistical analysis. SPSS is use for processing and analysing data that have statistical analysis capabilities as well as a data management system with a graphical environment.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter elaborates the findings of the research and the discussions of the findings. The findings are correlated with the problem statements stated in the introduction part. The findings presented in this section consist of data obtained through tests to see the increase in students' English vocabulary mastery after being given treatment using the Kahoot Game Application. In this discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the writer reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter.

#### A. Findings

The tests were done twice namely pre-test and post-test, the writer gave the students vocabulary test before and after the treatment. To know the improvement of students' English vocabulary mastery the writer conducted pre-test and post-test. As mentioned before the writer used Kahoot Game Application as instrument in collecting the data. It was given to the 9th grade students of SMPN 17 Makassar . Pre-test and post-test were done to get vocabulary score of the students. The students scores in pre-test are presented in the following table.

**Table 4.1.**  
**The Students' Vocabulary Score In Pre-Test**

No.	Students' Initial	Score	Classification
1.	MAZ	50	Very poor
2.	ANLM	55	Poor
3.	AFAA	50	Very poor
4.	RR	70	Average
5.	NAR	45	Very poor
6.	TR	65	Average
7.	NAH	50	Very poor
8.	OG	60	Poor
9.	NF	75	Average
10.	NAF	80	Good
11.	NA	75	Average
12.	IA	40	Very poor
13.	MA	35	Very poor
14.	M.R	60	Poor
15.	PSM	55	Poor
16.	SW	65	Average
17.	MF	70	Average
18.	MKY	45	Very poor
19.	AP	80	Good
20.	SIR	75	Average

Based on the table 4.1, it can be concluded that none student got 91-100 score classified as excellent. There were two students got 76-90 score classified as good, six students got 61-75 classified as average, six students got 51-60 classified as poor and six students got score <50 classified as very poor.

As being stated earlier that after tabulating and analyzing the students scores into percentage, The table below is a student into five classification in pretest score consisting of excellent, good, average, poor, and very poor.

**Table 4.2.**  
**The Percentage of Students' Pre-test Score**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	91-100	0	0
Good	76-90	2	10%
Average	61-75	6	30%
Poor	51-60	6	30%
Very poor	<50	6	30%
Total		20	100%

Table 4.2. above show that, in the pre-test none of the students classified as excellent, 2 (10%) students classified as good, 6 (30%) students classified as average, 6 (30%) students classified as poor and 6 (30%) students classified as very poor.

**Table 4.3.**  
**The Students' Vocabulary Score In Post-Test**

No.	Students' Initial	Score	Classification
1.	MAZ	50	Very Poor
2.	ANLM	70	Average
3.	AFAA	55	Poor
4.	RR	75	Average
5.	NAR	70	Average
6.	TR	75	Average
7.	NAH	70	Average
8.	OG	60	Poor
9.	NF	80	Good
10.	NAF	90	Good
11.	NA	85	Good
12.	IA	60	Poor
13.	MA	70	Average
14.	M.R	75	Average
15.	PSM	80	Good
16.	SW	70	Average
17.	MF	70	Average
18.	MKY	60	Poor
19.	AP	85	Good
20.	SIR	85	Good

Based on the table 4.1, it can be concluded that none student got 91-100 score classified as excellent. There were six students got 76-90 score classified as good, nine students got 61-75 classified as average, four students got 51-60 classified as poor and one students got score <50 classified as very poor.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, students into five classification in posttest score ( excellent, good, average, poor, and very poor. The following table is the students post-test score and percentage.

**Table 4.4.**  
**The Percentage of Students' Post-test Score.**

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	6	30%
Average	61-75	9	45%
Poor	51-60	4	20%
Very Poor	<50	1	5%
Total		30	100%

From the classification, the scores, and the rate percentage of the post-test illustrated in the table 4.4 that out of 20 students, none of students were categorized as excellent. At the next level, there was 1 (5%) student categorized as very poor, 6 (30%) students categorized as good, 9 (45%) students categorized as average and 4 (20%) students categorized as poor.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table :

**Table 4.4**  
**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	35.00	80.00	1210.00	60.5000	13.46536
Posttest	20	50.00	90.00	1435.00	71.7500	8.41364
Valid N (listwise)	20					

It is indicated that the result of pretest score and than posttest at page 39 and 41, that is significant of students in which vocabulary of English by the students on post-test through treating those students used the Kahoot Game application. In pre-test, the total score is 1210, the mean score is 60.50 and standard deviation is 13.465. While in post-test, the total score 1435 with the mean is 71.75 and standard deviation is 8.413. The total and mean score of post-test is higher than pre-test.

After conducting the students pre-test and post-test score in experiment class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students mean scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 16.0, the significant differences can be easier to analyze.



In this research, the Null hypothesis ( $H_0$ ) stated that the Kahoot Game application can't build students' at the nine grade of SMPN 17 Makassar, in the academic year 2021/2022. While the Alternative hypothesis ( $H_1$ ) state that the Kahoot Game application can enhance the students' vocabulary at the nine grade of SMPN 17 Makassar, in the academic year 2021/2022. If the value of significance 2 or sig. (2-tailed) lower than 0,05,  $H_1$  accepted and  $H_0$  rejected.

**Table 4.5**  
**Paired Samples Test**

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-1.125E1	9.71637	2.17265	-15.79740	-6.70260	-5.178	19	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that the Kahoot Game application can enhance the students' vocabulary at the nine grade of SMPN 17 Makassar, in the academic year 2020/2021.

## **B. Discussion**

This section presented the discussion of the result of the data analysis; this result research was conducted in three steps.

The first step was given pretest to students. Pre-test was given to know the students' vocabulary score before treatment being taught by Kahoot Game Application. The second step was given treatment and applied Kahoot Game Application to the students. The third step was given post-test to the students to know the students' vocabulary score after being taught by using Kahoot Game Application.

For the pre-test, the writer gave the test with google form and gave explanation for all students in the google meet about the test. The test intended to know the students' vocabulary before students were given the treatment, the students seems did not understood about the test and active in asking question to the writer. According to Lestari, There are 2 most important things, which are gadgets and good internet connection. During the research, the students depended on the good internet connection to conduct the learning process, and it also students are also always actively asking when someone doesn't understand on the display in the kahoot game application (2020 : 52). The result on pre-test shows that the students has lack vocabulary. The students seems didn't understood about the test and active in asking question to the writer. Instrument students' opened the google and loggin to Kahoot Game application with network and writer explain about how to use Kahoot Game Application on smartpone. The test intended to know the students vocabulary before students were given the treatment, the students were enjoy did the activity especially use Kahoot Game who interesting. For the post-test, the students were given the the test with google form and given same explanation about the test same as the pre-test with google

meet. The test intended to know the students' vocabulary after students were given the treatment, the students more silent and faster did the test.

From the results of the pretest and posttest, there are several students who have noticed the differences in detail. some of them got a low score on the pretest then the posttest increased high, then there were those who got a standard score on the pretest and the results on the posttest remained standard. and there are also those who get high scores in the pretest and when the posttest results get an increasing score. The first student, on behalf of the initials M.A with a pretest score of 35 and posttest 70. Then O.G with a pretest score of 60 and a fixed posttest of 60. and the last N.A.F with a pretest score of 80 increased in the posttest to 90. The researcher think that this happens depending on the level of ability of each student and how they respond during the learning process in the Kahoot game application.

Based on the students' score and classification in pre-test and post-test there were very significant differences. From the finding, this research was succeeded, it was known from the mean score in pre-test was 60.50 improve to post-test with 71.75. It showed that there was different vocabulary score of the second grade students' of SMPN 17 Makassar.

It can be seen, it was concluded that the students got good classification in vocabulary Knowledge after using Kahoot Game Application. Referring to the description above, it was concluded that in this research, Kahoot Game Application as a game education digital media in learning vocabulary teaching was effective. Practically the theory was accepted and it stimulated the students to

building up students' vocabulary at the nine grade students of SMPN 17 Makassar in the academic year 2021/2022. There were several improvement reached by the students, not only their academic score, but also their behavior to the lesson. The students' score was improve after the research was conducted using application.

Another reason the students were interested in this application because, students were able to learning while playing in this application on their smartphone every time and everywhere they want. Students did not have to sit in the class just for learning English. Therefore, through learning application like this, there are so many advantages provided by the kahoot game. Although, there are some disadvantages too.

There are advantages and disadvantages experienced by researchers after using Kahoot are as follows:

a. Advantages of kahoot game application

1. Students feel happy and don't get bored learning while playing games in the kahoot application.
2. This game is so fun that it makes students want to keep playing and even want to add to the quiz.
3. The researcher is happy because this application makes students want to continue learning while playing games and focus on the learning process.

b. Disadvantages of kahoot game application

1. The learning proses is less effective because the kahoot game application is not given face to face in the room but in a network.

2. students feel disturbed because the network is not strong enough to make them go in and out of the google meet room.
3. The researcher also felt overwhelmed because there were some students who had difficulty accessing the Kahoot game. The reason is because students simultaneously access two applications, namely the Google Meet room and the Kahoot game application

After being given by using Kahoot Game application before and after vocabulary. From the research process that has been carried out, the writer hopes that this application will be widely applied because it has many advantages, although there are still some disadvantages . However, thgis application is still effectively used in the learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

#### **A. Conclusions**

This research is a good and easy strategy because it uses the Kahoot game application in the learning process. Therefore, the writer concluded that there was building up students vocabulary at SMPN 17 Makassar in the academic year of 2021/2022. It could be seen on the results between the pre-test and post-test, the score of the post-test higher than the score of the pre-test.

Based on the result of data analysis and the discussion using Kahoot Game application as a education game digital media is fun way in learning vocabulary to stimulate the students to build vocabulary knowledge. Most of the students have low vocabulary knowledge before Kahoot Game application applied, the students' can increase their vocabulary and actives while doing the activities. The result may inspire other writers to do similar research. It may also become the reference in teaching English especially in vocabulary.

#### **B. Suggestion**

Based on the conclusions above, the writer put forwards some suggestions and recommendation as follow:

1. The teacher sometimes learning English seem boring but by combining lessons with thing that students enjoy or technology like that kahoot game application can bring the learning to be more

attractive to students. they tend to prefer practicedirectly rather than just adhering to the textbook.

2. The teachers can try applying Kahoot Game application or another digital media in building up vocabulary in their English class especially for vocabulary knowledge.
3. It is suggested that teaching English using Kahoot Game application can be implemented in another school and students. Because everyone are able to learn English through Kahoot Game application.
4. Teacher can use Kahoot Game application as a extra subject in their home so the students could learn by fun ways and did not feel bored or used in the class or Daring to make a new atmosphere in teaching to avoid the students' boredom. Because teaching English by Kahoot Game application is more enjoyable and effective.
5. The writer found that the difficult method of boring technique would makes students' lazy to learning new things.

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# APPENDICES

**APPENDIX 1: INSTRUMENT OF GUIDANCE****INSTRUMEN PENELITIAN****BUILDING UP STUDENTS' VOCABULARY USING KAHOOT  
GAME APPLICATION AT SMPN 17 MAKASSAR****PETUNJUK :**

4. Tes ini bertujuan untuk mengukur pengetahuan kosa kata siswa
5. Hasil penelitian ini akan menjadi data dalam penyusunan skripsi pada strata satu jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
6. Peneliti mengharapkan agar siswa dapat mengerjakan tugas dengan baik.
7. Atas kerja sama dari siswa peneliti mengucapkan banyak terima kasih.

**APPENDIX 2 : RESEARCH INSTRUMENT****PRE TEST AND POST TEST**

In this research the test will be distributed into the oral test. The oral test is read the words correctly in google form. Instrument for the pre-test and post-test :

**Choose the correct answer from the option a,b,c, or d.**

- 1) A school is the place where students ... with their teachers.
  - A. teach
  - B. work
  - C. play
  - D. study
- 2) Bunga is celebrating her birthday.  
Now Bunga feels .....

  - A. happy
  - B. easy
  - C. angry
  - D. hungry

- 3) Intan : Amir, your new shoes are good and really fit in your ..... . You look charming and cool.  
Amir: Thank you Nita.
  - A. body
  - B. feet
  - C. finger
  - D. hand
- 4) There is a clown in my friend's birthday party. He is very ... . He makes all children laugh and happy.
  - A. angry
  - B. noisy
  - C. funny
  - D. quiet
- 5) My little sister and brother are very hungry, so I ..... lunch for them.
  - A. prepare
  - B. wear
  - C. throws
  - D. kick

6) Thomas ..... the competition in a National Olimpiade. He looks very happy.

- A. jumped
- B. lost
- C. celebrated
- D. won

7) My younger brother went to dentist two days ago because his ..... were in pain.

- A. teeth
- B. ears
- C. hands
- D. fingers

8) Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, ..... these textbooks to my office.

Rissa : Yes sure, Sir.

- A. put
- B. give
- C. bring
- D. read

9) The exam was too ..... for her. She got an A!

- A. easy
- B. expensive
- C. difficult
- D. high

10) Tina's bicycle is broken. Tina is really ..... now.

- A. charm
- B. happy
- C. sad
- D. confused

11) My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.

- A. sees
- B. thinks
- C. ignores
- D. helps

12) John : French Fries and fried chicken are my favorite foods.

Vira: Yes, I like them too. These French Fries and fried chicken are very ... .

- A. salty

- B. sour
- C. delicious
- D. bitter

13) You can find .... in your kitchen.

- A. pillow
- B. stove
- C. television
- D. sofa

14) My mother is a tailor. She sews and makes ....

- A. books
- B. foods
- C. chairs
- D. clothes

15) My father always reads ..... every morning in living room.

- A. newspaper
- B. radio
- C. computer
- D. television

16) The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

- A. throws
- B. plants
- C. cuts
- D. goes

17) My friend's ..... are sick, so he cannot hear anything well.

- A. cheeks
- B. nose
- C. eyes
- D. ears

18) Candy is ... , but honey is sweeter than candy.

- A. sweet
- B. salty
- C. sour
- D. smooth

19) Danu is a . . . . He teaches Biology in our class. Every student loves him.

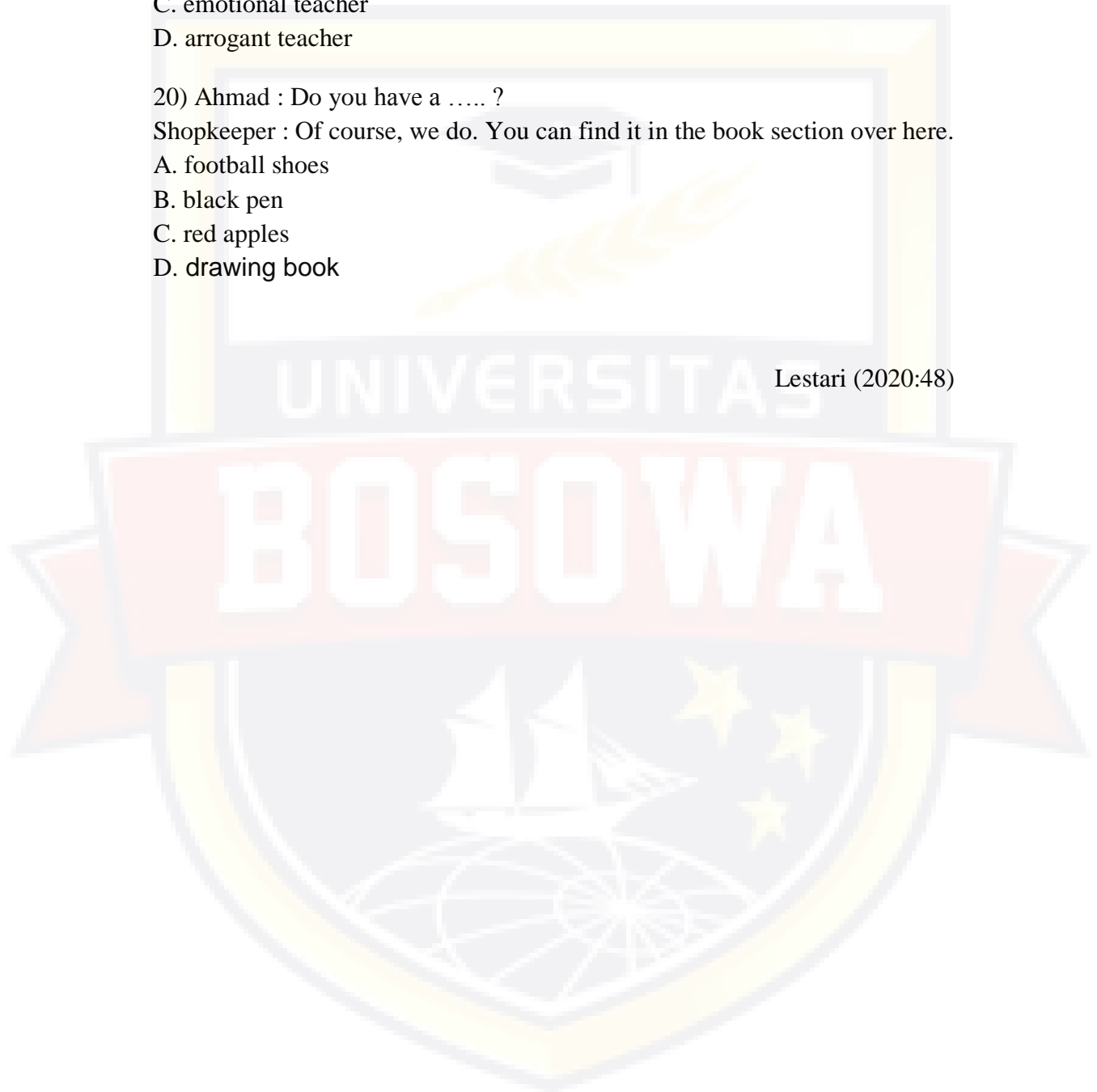
- A. selfish teacher
- B. kind teacher
- C. emotional teacher
- D. arrogant teacher

20) Ahmad : Do you have a . . . . ?

Shopkeeper : Of course, we do. You can find it in the book section over here.

- A. football shoes
- B. black pen
- C. red apples
- D. drawing book

Lestari (2020:48)



## APPENDIX 3 : LESSON PLAN

Tujuan Pembelajaran		
<p>Memperluas pengetahuan kosa kata melalui gambar baik itu berupa gambar kata benda, kata sifat maupun kata kerja yang ditampilkan melalui aplikasi game kahoot. Yang dimana siswa diharapkan mampu menebak gambar apa yang ditampilkan oleh guru melalui media yang digunakan.</p>		
Kegiatan Pembelajaran		
Kegiatan Pendahuluan		
<ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran pertemuan hari ini.</li> <li>• Memberikan materi pembelajaran mengenai kosa kata.</li> </ul>		
Kegiatan Inti		
<i>Pertemuan 1</i>		
<ul style="list-style-type: none"> <li>• Menjawab soal pretest dan kemudian Memahami materi tentang vocabulary</li> <li>• Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam materi vocabulary;</li> <li>• Mengumpulkan kosa kata yang diketahui mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh kosa kata;</li> </ul>		
<i>Pertemuan 2</i>		
<ul style="list-style-type: none"> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai kosa kata;</li> <li>• Memberikan treatment pertama dan siswa memilih kosa kata yang benar berdasarkan pertanyaan yang disediakan melalui aplikasi game kahoot</li> </ul>		
<i>Pertemuan 3</i>		
<ul style="list-style-type: none"> <li>• Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai kosa kata;</li> <li>• Memberikan treatment kedua dan siswa memilih kosa kata yang benar berdasarkan pertanyaan yang disediakan melalui aplikasi game kahoot</li> </ul>		
<i>Pertemuan 4</i>		
<ul style="list-style-type: none"> <li>• Menjawab soal posttest yang isinya berdasarkan tentang vocabulary yang telah diberikan oleh guru dari pertemuan sebelumnya</li> </ul>		
Refleksi dan konfirmasi		
<ul style="list-style-type: none"> <li>• Penggunaan aplikasi game kahoot dipilih karena memberi suasana permainan dan bersifat kompetitif. Diharapkan siswa tetap dapat menambah ilmu mengenai vocabulary walaupun dalam suasana covid 19.</li> </ul>		
PENILAIAN		
Pengetahuan	Keterampilan	Sikap



<p>➤ Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan serta memperluas pengetahuan kosa kata siswa melalui gambar yang akan ditebak dan dalam bentuk pilihan ganda dan juga true or false yang disediakan menggunakan aplikasi game kahoot</p>	<p>➤ Menebak kosa kata yang benar melalui tampilan gambar yang dilihat pada aplikasi game kahoot.</p>	<p>➤ Bersyukur terhadap apa yang ada di lingkungan sekitar.</p> <p>➤ Kerja sama dalam mengamati objek.</p> <p>➤ Jujur dalam membuat kesimpulan</p> <p>➤ Tanggung jawab dalam menulis objek yang diamati</p> <p>➤ Disiplin dalam menyelesaikan</p>
---	---	---

Mengetahui  
Kepala Sekolah,

.....  
NIP.

Makassar,..... 20...  
Guru Mata Pelajaran,

.....  
NIP.

**APPENDIX 4 : PRE-TEST SCORE**

Pre-test Score

No.	Students' Initial	Score	Classification
1.	MAZ	50	Very poor
2.	ANLM	60	Poor
3.	AFAA	55	Poor
4.	RR	70	Average
5.	NAR	45	Very poor
6.	TR	65	Average
7.	NAH	50	Very poor
8.	OG	60	Poor
9.	NF	75	Average
10.	NAF	80	Good
11.	NA	75	Average
12.	IA	40	Very poor
13.	MA	35	Very poor
14.	M.R	60	Poor
15.	PSM	55	Poor
16.	SW	65	Average
17.	MF	70	Average
18.	MKY	45	Very poor
19.	AP	80	Good
20.	SIR	75	Average

**APPENDIX 5 : POST-TEST SCORE**

## Post-test Score

No.	Students' Initial	Score	Classification
1.	AAZ	50	Very Poor
2.	ANLM	70	Average
3.	AFAA	55	Poor
4.	RR	75	Average
5.	NAR	70	Average
6.	TR	75	Average
7.	NAH	70	Average
8.	OG	60	Poor
9.	NF	80	Good
10.	NAF	90	Good
11.	NA	85	Good
12.	IA	60	Poor
13.	MA	70	Average
14.	M.R	75	Average
15.	PSM	80	Good
16.	SW	70	Average
17.	MF	70	Average
18.	MKY	60	Poor
19.	AP	85	Good
20.	SIR	85	Good

## APPENDIX 6 : DATA ANALYSIS

### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	35.00	80.00	1210.00	60.5000	13.46536
Posttest	20	50.00	90.00	1435.00	71.7500	8.41364
Valid N (listwise)	20					

### 4.6. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-1.125E1	9.71637	2.17265	-15.79740	-6.70260	-5.178	19	.000

## APPENDIX 7 : DOCUMENTATION

### The first meeting



Fig 1. The researcher introducing herself and explaining the purpose of her research

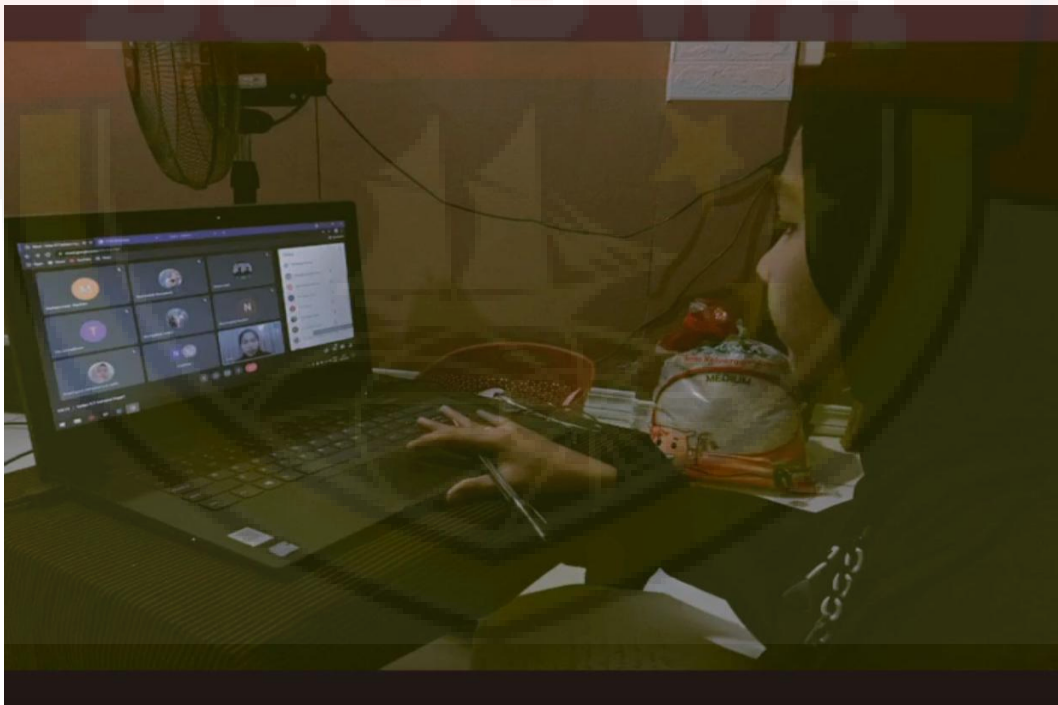


Fig 2. The researcher was listing students names

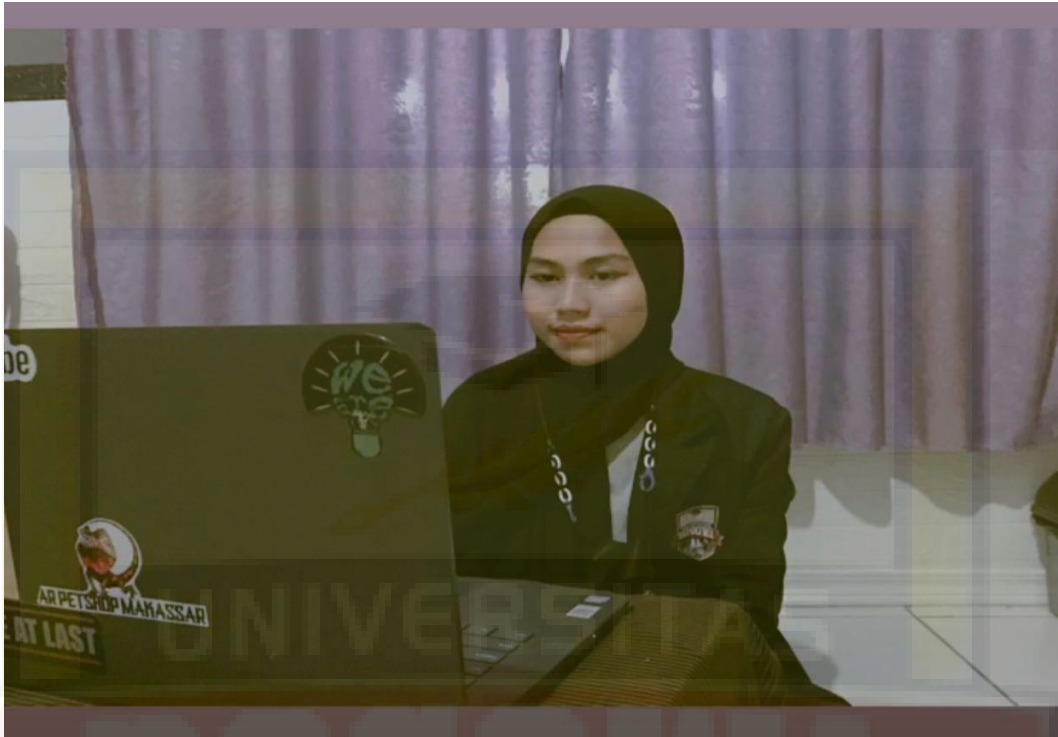


Fig 3. The researcher was distributed pretest the questions for students

### The second meeting

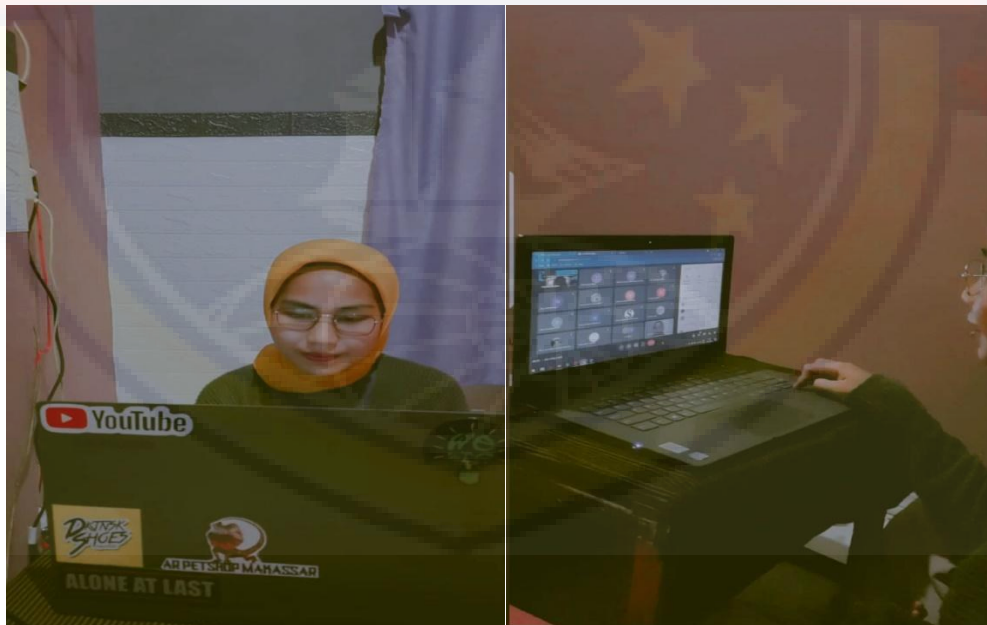


Fig 4. The researcher explaining vocabularies and using of kahoot game



Fig 5. The researcher was asking students to start login



Fig 6. The first treatment process when students are given a game in the kahoot application.

**( The Second Meeting Treatment )**

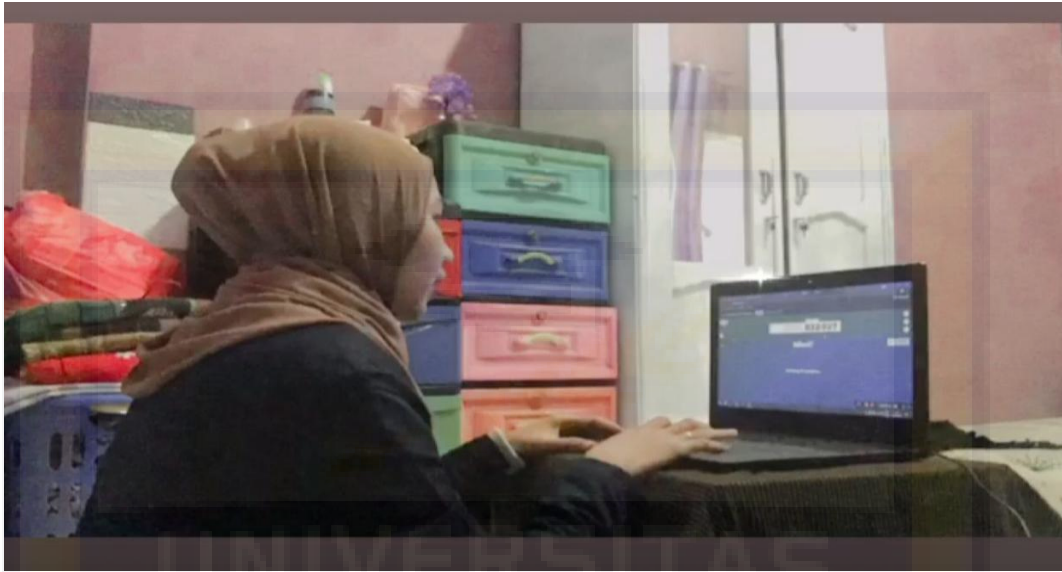


Fig 7. The researcher was conducting the second treatment in the kahoot game application

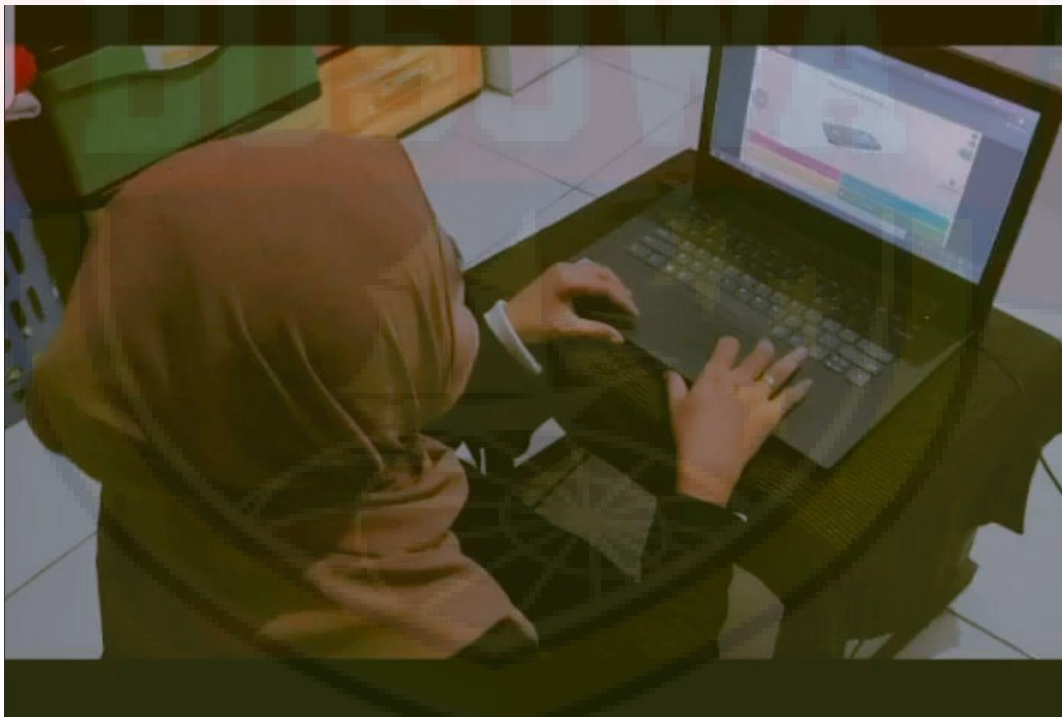


Fig 8. Students were answering the quiz in the kahoot game application



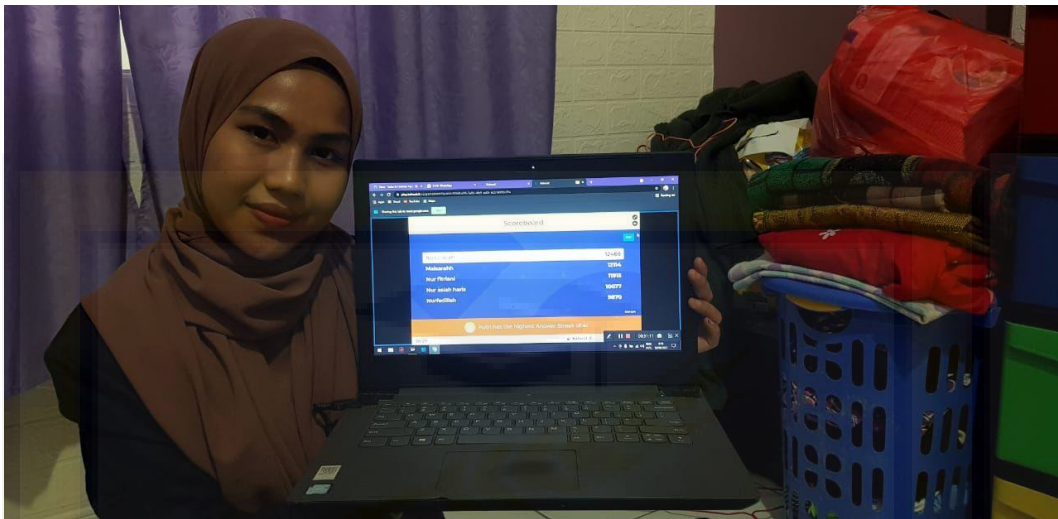


Fig 9. Display of students score

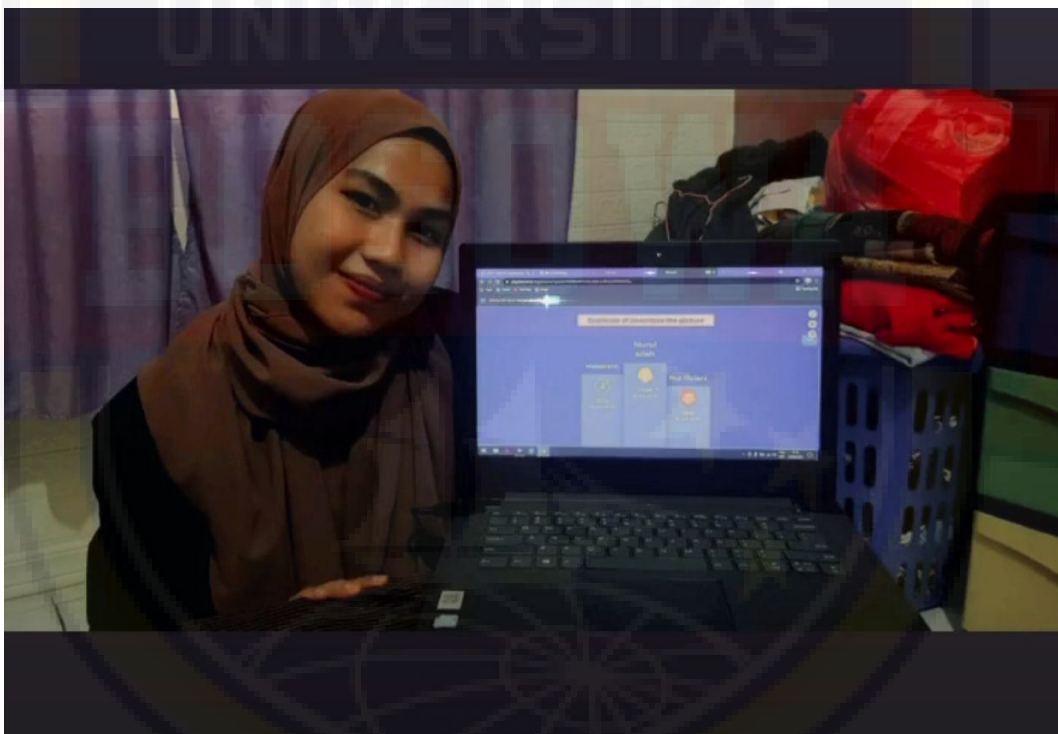
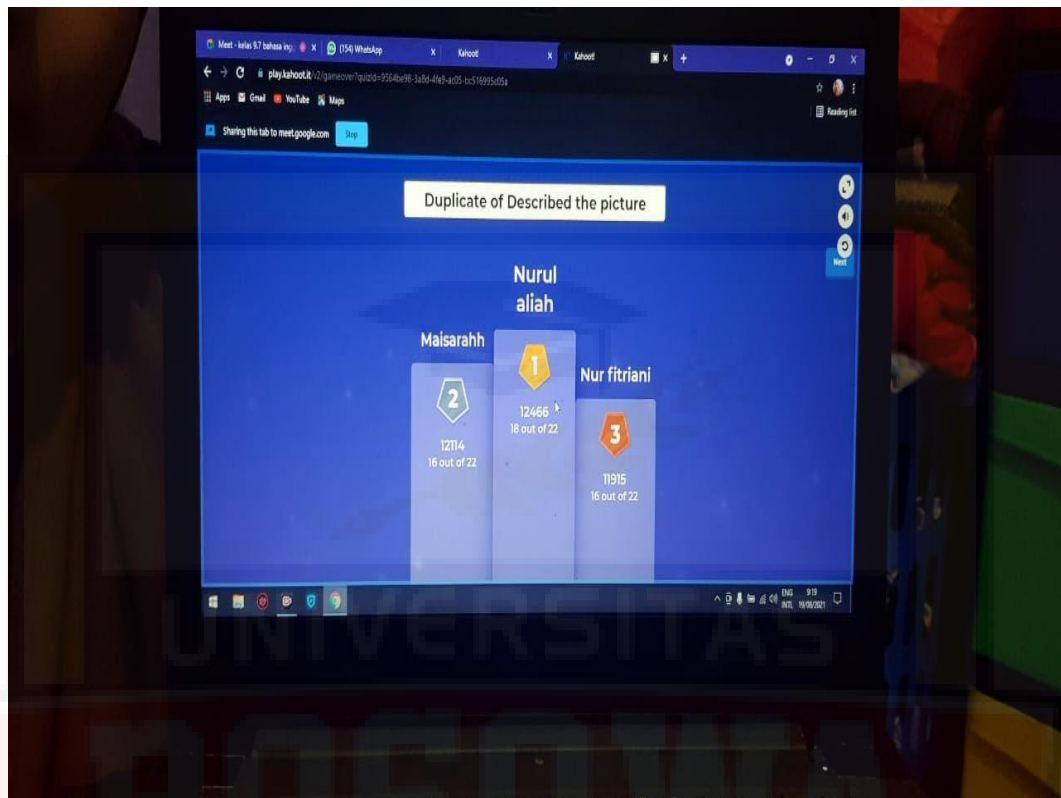


Fig 10. Display of the hightes students score



**Fig 11. List of The 3 winners in kahoot game application**

- 1. Nurul Aliyah**
- 2. Maisarah**
- 3. Nur Fitriani**

### The Fourth Meeting



Fig 12. the researcher was listing students names



Fig 13. Researcher distributed the posttest questions for students



Fig 14. Researcher was monitoring students in the process of answering posttest

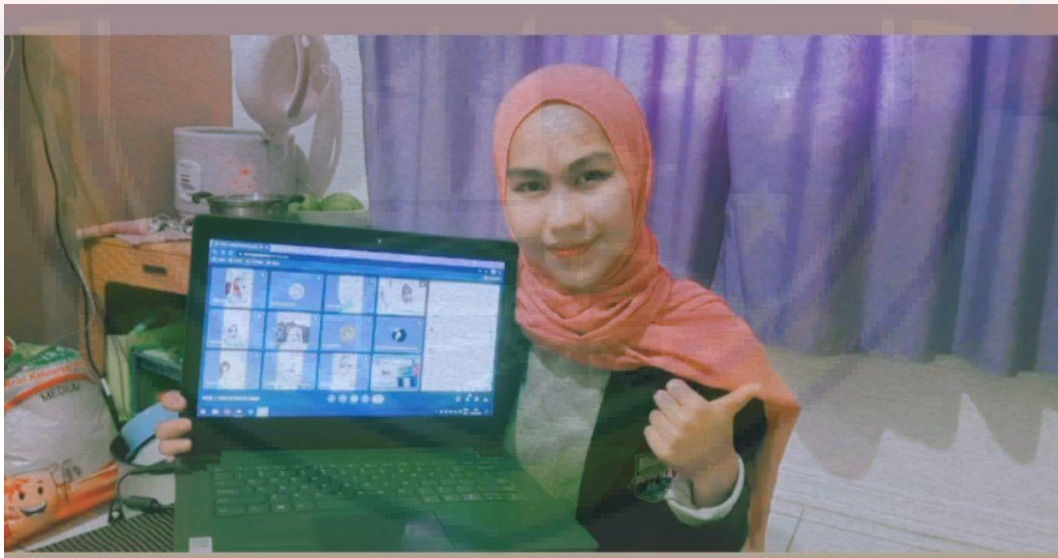


Fig 15. The researcher said thanks to students for wanting to work together in the research process then closed the lesson and took a group photo.

## Appendix 9 : Treatment in Kahoot Game Application

### The Quiz 1

( The First Meeting)



## The Quiz 2

Aulia's bicycle is broken.  
Aulia is really "happy" now.

17 Kahoot! 0 Answers

True False

2/10 PIN: 1291010

prepare

16 Kahoot! 0 Answers

melemparkan membiarkan  
menyiapkan melakukan

3/10 PIN: 1291010

put

13 Kahoot! 0 Answers

membawa meletakkan  
melempar mencuci

4/10 PIN: 1291010

### The Quiz 3

kind teacher



16 Kahoot! 0 Answers

Skip

guru yang jahat guru pemarah

guru yang baik guru raji

5/10 PIN: 1291010

expensive



17 Kahoot! 0 Answers

Skip

murah tinggi

rendah mahal

6/10 PIN: 1291010

anita is "sweet" , but honey is sweeter than anita.



17 Kahoot! 0 Answers

Skip

True False

7/10 PIN: 1291010

## The Quiz 4

The gardener that works at my school ... the grass and plants a very beautiful flower every Friday.

18 Kahoot!

0 Answers

cuts goes


throws plants

8/10 PIN: 1291010

---

the picture below shows jump motion

16



0 Answers

True False

9/10 PIN: 1291010

---

The classroom looks very .... The students should clean it soon before the teacher comes.

17 Kahoot!

0 Answers

A. dirty delicious

sweet easy

10/10 PIN: 1291010



## The Quiz 5

1 of 10



muadz ..... the  
competition in a  
National Olimpiade. He  
looks very happy.

muadz ..... the competition in  
a National Olimpiade. He  
looks very happy.



Skip

15

0  
Answers

celebrated

lost

jumped

won

1/10

PIN: 7683458

membawa



Skip

18

Kahoot!

0  
Answers

take

bring

read

help

2/10

PIN: 7683458

## The Quiz 6

My cousin's ..... are sick, so he cannot hear anything well.



18 Kahoot!

0 Answers

Skip

cheeks eyes

nose ears

3/10 PIN: 7683458

maria : rahmat, your new shoes are good and really fit in your ..... You look charming and cool. rahmat : Thank you Nita.



18 Kahoot!

0 Answers

Skip

body hand

finger feet

4/10 PIN: 7683458

There is a clown in my friend's birthday party. He is very "angry". He makes all children laugh and happy.



18 Kahoot!

0 Answers

Skip

True False

5/10 PIN: 7683458

## The Quiz 7

difficult



16 Kahoot!

Skip

0 Answers

susah bagus

mudah luar biasa

6/10 PIN: 7683458

drawing book adalah membaca

UNIVERSITAS

17 Kahoot!

Skip

0 Answers

True False

7/10 PIN: 7683458

pakaian

17 Kahoot!

Skip

0 Answers

clothes book

pen nose

8/10 PIN: 7683458

### The Quiz 8



( The Second Meeting )

**treatment pertemuan  
ketiga**

### The Quiz 9

**1 of 29**

**you can fine ..... in your bedroom**

16

0 Answers

pen (pulpen)    television (televisi)

money (uang)    pillow (bantal)

1/29    PIN: 2024138

ilham : Do you have a .... ? Shopkeeper  
: Of course, we do. You can find it in the book section over here.

**read the conversation below!**

17

0 Answers

15

0 Answers

drawing book (buku gambar)    newspaper (koran)    run (lari)    bring (membawa)

computer (komputer)    football shoes (sepatu bola)    give (memberi)    watch (menonton)

2/29    PIN: 2024138    3/29    PIN: 2024138

**you can find ... in your kitchen**

17

0 Answers

wallet (dompet)    television (televisi)

stove (kompor)    sova (sofa)

4/29    PIN: 2024138

**my father is a tailor. he sews and makes .....**

18

0 Answers

foods (makanan)    clothes (pakaian)

chairs (kursi)    drinks (minuman)

5/29    PIN: 2024138

### The Quiz 10

iqbal is a ..... he teaches matematika in our class. every student loves him.

17 Kahoot! 0 Answers

Skip


▲ kind teacher (guru yg baik)	◆ arrogant teacher (guru yg sombong)
● emotional teacher (guru emosional)	■ selfish teacher (guru egois)

6/29 PIN: 2024138

the picture below is .....

16 0 Answers

Skip



▲ wok (wajan)	◆ refrigerator (kulkas)
● stove (kompor)	■ plate (piring)

7/29 PIN: 2024138

---

linda did not study hard. so she did not .... the exam.

18 Kahoot! 0 Answers

Skip

▲ study (belajar)	◆ break (hancur)
● pass (lulus)	■ go (pergi)

8/29 PIN: 2024138

read the conversation below!

18 0 Answers

Skip

Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.

▲ walk	◆ run
● stay	■ move

9/29 PIN: 2024138

---

read the conversation below!

18 0 Answers

Skip

Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.

▲ walk	◆ run
● stay	■ move

9/29 PIN: 2024138

read the conversation below!

18 0 Answers

Skip

Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.

▲ walk	◆ run
● stay	■ move

9/29 PIN: 2024138

### The Quiz 11

read the conversation below!

Skip

18 Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.

0 Answers

▲ walk	◆ run
● stay	■ move

9/29      PIN: 2024138

read the conversation below!

Skip

18 Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.

0 Answers

▲ walk	◆ run
● stay	■ move

9/29      PIN: 2024138

read the conversation below!

Skip

18 Aulia : Drake, where do you want to go?  
Drake : I want to ..... to Europe with my parents and siblings.


0 Answers

▲ walk	◆ run
● stay	■ move

9/29      PIN: 2024138

My sister is a nurse. She works in Anak Bunda Hospital. She ..... every patient there.

Skip

18 

0 Answers

▲ sees (melihat)	◆ helps (membantu)
● ignores (mengabaikan)	■ thinks (berpikir)

15/29      PIN: 2024138

### The Quiz 12

My father and mother are very hungry, so I ..... lunch for them.



the exam was too "difficult" ( susah) for her. she got an A!



18



0 Answers

18



0 Answers

prepare (mempersiapkan)

kick (mengeluarkan)

True

False

wear (memakai)

throws (melempar)

16/29

PIN: 2024138

17/29

PIN: 2024138

read the conversation below!



the picture below shows worried (khawatir) expression



18

Dino : When do you usually get up in the morning?  
Alden : .....

0 Answers

18



0 Answers

I have breakfast with my family

I go to bed

True

False

I get up at 5 a.m.

I am sleepy

18/29

PIN: 2024138

19/29

PIN: 2024138



## The Quiz 13

My brother always reads .....  
every morning in garden.



Skip

16

Kahoot!

0  
Answers

radio (radio)


computer (komputer)

newspaper (koran)

television (televisi)

20/29

🔒 PIN: **2024138**



**Appendix 10 :**  
**Result Question Research Instruments**  
**Post-Tes And Pretest**

## **The Students Scores Pretest and Posttest**

### **1. Pretest Score**

**10.1 The Highest Students Score**

**10.2 The Standard Students Score**

**10.3 The Lowest Students Score**

### **2. Posttest Score**

**10.4 The Highest Students Score**

**10.5 The Standard Students Score**

**10.6 The Lowest Students Score**



# UNIVERSITAS BOSOWA

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Nomor : A.274/FKIP/Unibos/VIII/2021

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,  
Kepala Sekolah SMPN 17 Makassar Kota Makassar  
di -  
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Auliya Aslama Syamsurah  
NIM : 4517101017  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :

**Building Up Students' Vocabulary Using Kahoot Game Application At SMPN 17 Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 16 agustus 2021



**Dr. Asdar, S.Pd., M.Pd.** *He*  
NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.

## BIOGRAPHY



**Auliya Aslama Syamsurah** was born in Sungguminasa Kab. Gowa, on Januari 06 1999, from marriage of her parents, Syamsul Tabri and Ratna Idrus. She is the second child from four siblings. She has one sister and two brother. She began her first education at SDN Bontomanai in 2004 . After graduated in 2010, she studied in MTS Bahrul Ulum and finished in 2013. Then 2013, she continued education at senior high school in SMA Negeri 7 Gowa and graduated in 2017. After that, 2017 she decided to complete her study to English Education study program Faculty of Teacher Training and Education Universitas Bosowa Makassar, She is the recipient of the ministry of education and culture's flagship Scholarship S1 program and finished in 2021.

