

**THE USE OF KAHOOT TO LEARN ENGLISH
VOCABULARY AT SMPN 2 MANTUP**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan(S. Pd)in teaching English



By

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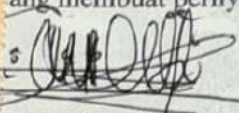
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ABSTRACT

Budianto, Aldamaysita. (2023). The Use of Kahoot to Learn English Vocabulary at SMPN 2 Mantup Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Hilda Izzati Madjid, M.A Advisor II : Drs. Muhtarom, M.Ed, Grad, Dip. Tesol

Keyword : Kahoot, *Vocabulary learning*, *Response*.

Vocabulary is an important part of language in both written and spoken communication. This is important component that must be known by students. Understanding various vocabulary will help students communicate or construct sentences easily. In learning requires relevant media that is connected to its environment so that it makes it easier to acquire language. The purpose of this research is to describe the technique of using Kahoot in teaching vocabulary for students, as well as to explore student responses about learning vocabulary using Kahoot at SMPN 2 Mantup. Data collection was carried out through interviews and observation using descriptive qualitative. To identify the process of learning Kahoot vocabulary, as well as students' responses when using Kahoot media at SMPN 2 Mantup. Data was collected using interview and observation guidelines, which were then evaluated using the theory of Matthew B. Miles and Michael Huberman. Researchers conducted interviews with an English teacher and ten students (selected randomly) at SMPN 2 Mantup, as well as observations in online learning. According to this research, Kahoot has a very beneficial effect on student learning development. The students discussed some of the material and assignments in the WhatsApp group before giving comments to each other. Based on this exercise, students learn new vocabulary. From the strategies mentioned, the teacher believes that using Kahoot is the most effective media to facilitate students' vocabulary in learning English. The obstacles they encountered, for example, the signal was not good. These findings indicate that teachers should make sure to help students learn vocabulary by using adequate signals, and be willing to improve their teaching. Students are engaged and enthusiastic when they use Kahoot to learn English vocabulary because they can discuss material or assignments outside of class and easily to use it.

ABSTRAK

Budianto, Aldamaysita. (2023). The Use of Kahoot to Learn English Vocabulary at SMPN 2 Mantup Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Hilda Izzati Madjid, M.A Advisor II : Drs. Muhtarom, M.Ed, Grad, Dip. Tesol

Keywords: Kahoot, *Vocabulary learning*, *Response*.

Kosakata adalah bagian penting dari bahasa baik dalam komunikasi tertulis maupun lisan. Ini adalah komponen penting yang harus diketahui oleh siswa. Memahami berbagai kosa kata akan membantu siswa berkomunikasi atau menyusun kalimat dengan mudah. Di dalam pembelajaran membutuhkan media yang relevan yang terhubung dengan lingkungannya sehingga memudahkan dalam memperoleh bahasa. Tujuan dari penelitian ini adalah untuk mendeskripsikan teknik penggunaan Kahoot dalam pengajaran kosa kata kepada siswa, serta untuk menggali tanggapan siswa tentang pembelajaran kosa kata menggunakan Kahoot di SMPN 2 Mantup. Pengumpulan data dilakukan melalui wawancara dan observasi dengan menggunakan deskriptif kualitatif. Untuk mengidentifikasi proses pembelajaran kosa kata Kahoot, serta respon siswa saat menggunakan media Kahoot di SMPN 2 Mantup. Pengumpulan data menggunakan pedoman wawancara dan observasi, yang kemudian dievaluasi menggunakan teori Matthew B. Miles dan Michael Huberman. Peneliti melakukan wawancara dengan seorang guru bahasa Inggris dan sepuluh siswa (dipilih secara acak) di SMP Negeri 2 Mantup, serta observasi dalam pembelajaran online. Menurut penelitian ini, Kahoot memiliki efek yang sangat menguntungkan bagi perkembangan belajar siswa. Para siswa mendiskusikan beberapa materi dan tugas di grup WhatsApp sebelum saling memberikan komentar. Berdasarkan latihan ini, siswa belajar kosa kata baru. Dari strategi yang disebutkan, guru percaya bahwa menggunakan Kahoot adalah media yang paling efektif untuk memfasilitasi kosa kata siswa dalam belajar bahasa Inggris. Kendala yang mereka temui, misalnya sinyal yang kurang bagus. Temuan ini menunjukkan bahwa guru harus memastikan untuk membantu siswa belajar kosa kata dengan menggunakan sinyal yang memadai, dan bersedia untuk meningkatkan pengajaran mereka. Siswa terlibat dan antusias ketika mereka menggunakan Kahoot untuk belajar kosa kata bahasa Inggris karena mereka dapat mendiskusikan materi atau tugas di luar kelas dan mudah untuk menggunakannya.

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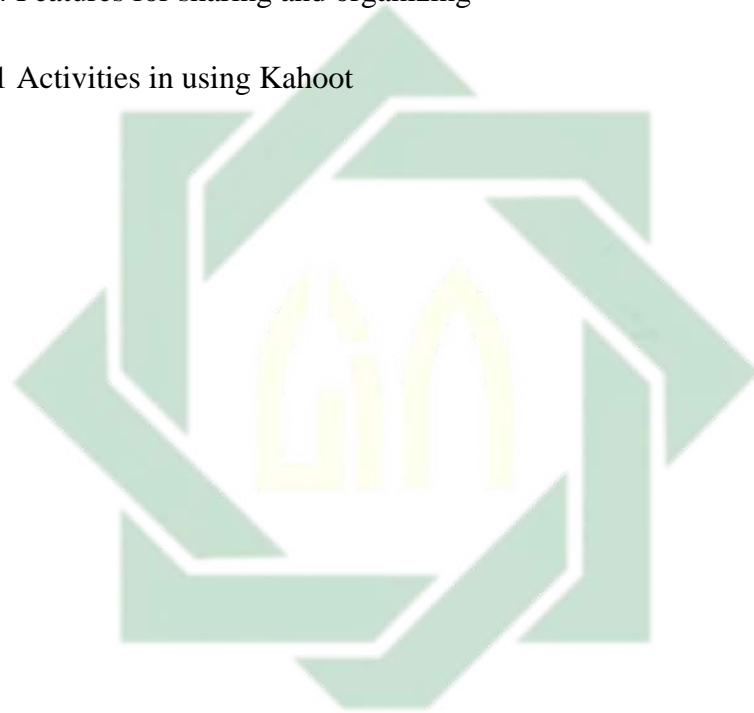
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CHAPTER I INTRODUCTION

In this chapter describing research background, research question, objectives of this study, the significance of the study, the scope and limitations, the definition of key terms, and why this research is being conducted. To answering, the researcher displays on some points:

A. Research Background

In globalization, Technology is very affecting the process for learning. The application of ICT-based education can facilitate the learning process. Game based learning totally changes how to teach in class, it can be more easily accessed especially for learning vocabulary in teaching English.

One of the most essential aspects of English that must be taught is vocabulary. The capacity to describe and use each word in a sentence is referred to as vocabulary mastery.¹ Determining the meaning of words and combining them into phrases are two fundamental abilities for fluent English. Mastering English is not as simple as mastering our native language, since English is completely different from Indonesian, which is a system of grammar, syntax, and vocabulary. From these points of view, One of the four English language skills is vocabulary, including hearing, communicating, reading and writing. In addition to having a lot of vocabulary, students are able to share more ideas and connect well because students can learn and comprehend words and the significance of utilizing them.

Students with limited language knowledge have difficulties inferring the meanings of unknown words.² In addition to having a limited vocabulary, students are unable to learn language through individual reading experiences. There are many students' still feel difficulties memorizing words, especially English words because their mother tongue is Indonesian. Most students don't know how to learn

¹ Cameron. *Teaching Languages to Young Learners.*(New York : Cambridge University Press, 2001).

² S.A sharma, and Unger, S. *Employing Web 2.0 Technologies to Support Students' Academic Vocabulary Acquisition*".(Michigan Reading Journal, 2016).Page17-29.

about vocabulary, especially in English, because there are so many vocabulary words that they must memorize. Because there are so many ‘tens thousand’ varied definitions , vocabulary is "by far the most significant and unmanageable component of the study of any language, whether a foreign language or a native tongue".³ Notwithstanding of how tough L2 vocabulary is for language learners, they must also struggle with it in their examinations since "vocabulary has always been a component of language features evaluated in language tests".⁴ In addition, the majority of students viewed SLA as only subject to memorizing L2 word lists, so they spent a lot of time memorizing it and depending on their dictionary as a simple communication tool.

Teachers must have strategies to improve students’ vocabulary, for example using media. Media is a plural medium which, in learning and training context, is a means of communicating and transmitting a learning idea or purpose to another person. Teaching as a tool to help educate that also affects the setting, environments and learning environment produced and designed by teachers is a key function of the media. The utilization of educational media during the orientation phase can increase the learning process as well as the effectiveness of the presentation and the quality of the subject at the time. as well as motivating the curiosity of students and also helping students to enhance comprehension, to present data with interesting and reliable information, to make data simpler and to compact information.⁵ In that case, students can easily to learning especially English vocabulary.

For teaching students’ vocabularies, there are some techniques. One of them employs games. Teachers and students can both benefit from games. They promote while Students are studying the target language, participate in activities and enjoy while acquiring linguistic skills, it is beneficial for the teacher to deliver the language in an entertaining environment. Another benefit employing games in

³ R.L Oxford " *Language Learning Strategies What Every Teacher Should Know*".(Bostom: Heinle and 323 Heinle 1990).

⁴ N . Schmitt. " *The Relation between TOEFL Vocabulary Items and Meaning, association, 325 collocation and Word-Class Knowledge*". (Language testing, 1999) page 189-216.

⁵ Azhar, Arshad " *Media Pembelajaran* ",(Jakarta:PT Raja Grafindo Persada.2005).P,1516.

a foreign language context, avoids uncomfortable situations. A stress-free environment should be offered in a language-learning atmosphere.⁶ So, when students study they are not stressed and comfortable to study in class.

Gaming as a tool may create an enjoyable situation while remaining in a learning cycle. As Dan Rea did, he employed a "serious-fun" statement for learning activities that may assist students raise their focus, inspire students to enjoy the class, and provide students flow experience .Games can make students more understanding about the lesson in class and not feel bored and also, they feel happy to learn in the class. It can make the atmosphere in the class more comfortable in learning activities.

From the previous study to learn vocabulary some of the researchers use traditional games. For traditional games like in the previous study by Teguh Sarosa using crossword puzzles. Satuna Indah Wardani uses word mapping strategy. Saniago Dakhi using Picture: An Empirical Evidence. Fery Angga Widiastuti uses flash cards. But nowadays students are more interested in technology, because in this modern era, technological innovation advances quickly. This is caused by the consequences of globalization, which transforms people's lifestyles from the conventional to the digital era.

Technology is constantly used for teaching in the classroom. When schools progress into the modern era, it is important for educators to integrate technology into their classrooms wherever feasible⁷. It includes the language directions. Technology enables students to learn their literacy skills, using vocabulary techniques, improving their comprehension of content. Nowadays, almost all teens tend to spend time on their smartphone to learn English. This is in agreement with the statement that technology is increasingly being used as part of learning to

⁶ E. Gozcu and Caganagua, C, K. "*The Importance of Using games In ELT Classroom*".(Cy Priot Journal of Educational Science. 2016),P126-135.

⁷ W . Huang . "*Evaluating Learners' Motivational and Cognitive Processing in an Online Game-Based Learning Environment*". (Computers in Human behavior, 2011).P694-704

improve students' enthusiasm and involvement.⁸ Student response programs that are based on games may encourage participation, eventually increasing students' learning experience. Vocabulary is among the most important parts of any language. We listen, talk, read, and write with languages. Example, students must listen with certain sources; they must also learn the meaning of every word in order to comprehend the meaning. They may be capable of translating or reading a few foreign words, but they may not comprehend the meaning and significance of the language. As a result, they scored low in listening, writing, reading, and speaking, contributing to an uninspired method of learning English.

Unfortunately, most junior high school students are not large enough to take advantage of the modern era in the classroom. Many students take advantage of the modern era with anything that they find is exciting for them, such as online. This suggests while educating students at junior high school, the teacher needs to be innovative, assembling the classroom that is of value to students and taking advantage of the digital age to develop students' vocabulary.

Nowadays, English vocabulary games are various kinds, like Quizizz (www.quizizz.com). Quizizz is a digital game that provides multiplayer in the classroom activities, it allows all of the students to use it together by computer, tablet or smartphone. It also makes the student enjoy learning with fun activities in the class.⁹ It evaluates the use of the Quizizz in the class of Arabic. The results suggest that utilizing Quizizz inside teaching-learning activities increases students' motivation for studying by creating an attractive classroom environment that encourages students to focus on the subject. Another study published in publication international examined of the utilizing Quizizz to improve the vocabulary knowledge of pre-intermediate students.¹⁰ The results show the use of Quizizz to

⁸ Chen, W. et al "Go Kahoot" Enriching classroom engagement, motivation, and learning experience with games. New Zealand International Conference on Computers in Education.2017,

⁹ S.,Ju.,S ., Mei & Adam ,Z. "Implementing Quizizz as Game Based Learning. In the Arabic Classroom." (European Journal: social sciences Education and Research 2018). Page 208-212

¹⁰ Icin. "Using Quizizz.Com to Enhance Pre-Intermediate Students' Vocabulary Knowledge". (International Journal of Language Academy,2018). Page 295-303.

improve vocabularies of the students is success and becomes an effective method in teaching vocabularies for students' Pre-Intermediate.

Socrative is the following online application; It's an online quiz-based formative evaluation tool with a number of features which may help in the improvement of teaching and learning. Teachers can create quizzes, space races (imagine to be only at township decent and splashing liquid once at target to keep moving a horse across the field... but for quizzes), exit tickets, or other activities to analyze and gather participant data as it happens in order to develop on-the-spot learning modifications which improve students' learning.¹¹ This program is among the most popular online students' responses systems which may help teachers involve the students during teaching process.¹² The advantage is that teachers or students do not need to use software or other additional electronic devices, only need a smartphone that can be connected to the internet. With its efficiency, this application can also facilitate cooperative learning strategies.¹³

Kahootis quiz learning platform that allows users to create, share, and play learning games or trivia quizzes in minutes. A quiz is one type of Kahoot that may be accessed by web browser, smartphone, and app itself. Kahoot is also recognized as an interactive game that may be used to measure the abilities of Students¹⁴. Teachers must be creative and innovative if they want to teach students' vocabulary like using one of the games in media electronics and the others. In this research we use Kahoot games because in this game there is a leaderboard that can be

¹¹ Torrey Trust, "Online Tools for Teaching and Learning" (Online), <https://blogs.umass.edu/onlinetools/assessment-center-tools/socrative/9> accessed 31 December 2019.

¹² Mohammad Maslawati et al, "Socrative in Teaching Tenses: Indonesian Students and Lecturers Perception" *Creative Education*,10(January,2019), P 142.

¹³ David Mendez Choca and Josipo Slisko, "Software Socrative and Smartphones as Tools for Implementation of Basic Processes of Active Physics Learning in Classroom: An Initial Feasibility Study with Prospective Teachers" *European Journal of Physics Education*, Vol 4 . (May2013). P 18.

¹⁴ A. I. Wang, & Lieberoth, A. "The effect of points and audio on concentration, engagement, enjoyment learning, motivation, and classroom dynamics using Kahoot Research Gate" (2016).

downloaded online and offline, can be used in android and IOS and also easier to use than other applications.

In this research, the researcher describes that Kahoot online games can be used to learn English vocabularies for seventh graders at SMPN2 Mantup. Kahoot is a quiz learning platform that is utilized at education institutions as instructional technology. The educational games include varying quizzes like multiple choices which enable for user creation or may be accessible through an internet browser or even the Kahoot app. Kahoot seems to be a student evaluation system. Because the platform is game-based, Kahoot has a student answer system that encourages students to participate and keeps them interested¹⁵. Kahoot enables students to take part in the learning process online or offline. Teachers may use Kahoot to create an online exam which students can access from their smartphones, laptops, tablets, or desktop computers. Based just on the topic being taught, the teacher creates online quiz and platform offerings, and then shares the platform link with students. Students may use their cellphones or other gadgets to connect to the website and learn with Kahoot.

Kahoot is a very beneficial media (game) for teachers, students, and also parents. For teachers, Kahoot provides prompt and accurate evaluation. Teachers can use the "Create" menu to create the assessment items. Therefore, with the material on Kahoot, teachers can customize the material in the classroom. Teachers can obtain an accurate assessment for their class, while learning something from Kahoot and Students may have enjoyable educational experiences. When the teachers apply Kahoot quizzes in the classroom, the competitive atmosphere appears. Students may obtain information retention in their minds when they research while playing.

Some previous study found that Kahoot games can be used to learn student's vocabulary exactly in Indonesia, in fact, most of the studies were conducted at

¹⁵ R. Dellos. "Kahoot a Digital Game Resource for Learning". International Journal of Instructional Technology and Distance Learning (2015). Page 49.

Senior High School ,and university while there some schools especially Junior high school use Kahoot game. Besides that, they just explored aspects like students' perception and the effectiveness of using Kahoot games. Most of the research is done in university and senior high school. Ari Lestari and Adinda Riezky Putri who conducted in Junior High School, but they result are different, Ari Lestari showed that Kahoot is ineffective when used with students in seventh grade at SMP-N 7 Salatiga but Adinda Riezky Putri found that for students in tenth grade at SMAN 15 Semarang 2019/2020 academic year, the Students who were taught utilizing the Kahoot Application outperformed students who had been taught using traditional methods such as vocabulary teaching.. This research is used to prove that Kahoot helps students learn English vocabulary in grade 7 of SMP 2 Mantup.

Most of the previous study was experimental and quantitative, only Veronika Heni, Sudarsono Sudarsono, Regina Regina collected the data using qualitative methods. This study focuses in Junior High school because from the previous study Huseyin Bicen, Senay Kocakoyun and Yudi Basuki, Yeni Nurmala Hidayat do the research in undergraduate, Moh. Mansur, Dian Fadhilawati, Dismas Wibisono in Senior High School. Nunung Susilo Putri in EFL classes. Kathryn Elizabeth Ciaramella in elementary school. To add research about Kahoot in Junior high School and also strengthen previous studies, this research was carried out in junior high school.

Another reason I chose this title is because in the last five years, in the 2017-2019-time frame research and teaching has been popular using technology. Kathryn Elizabeth Ciaramella, the study examines the impact of Kahoot! on vocabulary development. Evaluate the effect of Kahoot on vocabulary learning and student engagement using Kahoot! as an intervention.. Huseyin Bicen, Senay Kocakoyun focuses on Student motivation, Student perception on gamification and the effect of gamification. Moh. Mansur, Dian Fadhilawati concentrating on students' vocabulary accomplishment through utilizing the Kahoot as a medium for learning in teaching-learning activities. Adinda Riezky Putri focuses on Utilizing the Kahoot Game to Improve Students' Vocabulary Understanding.

Dismas Wibisono focused on identifying effects of the Kahoot game in Student's reading comprehension test scores. Nunung Susilo Putri analyzes the efficiency of utilizing video as a medium for learning for students. Students' perceptions of Kahoot! and the usefulness of Quizizz in student-selected daily online quizzes are the focus of Yudi Basuki and Yeni Nurmala Hidayati. From that previous study still, a little that discusses improving vocabulary using technology, especially using Kahoot, in my research I prefer to focus on describing and explaining using Kahoot to teach vocabulary to students in more detail and depth.

For the previous studies by Fenny Widyawati, Patuan Raja, Deddy Supriyad and Wahyu Trimastuti to do the research use quantitative.¹⁶ While Inggil Tiara Octaviana and Rayinda Eva Rahmah, Dewi Puspitasari uses Qualitative research¹⁷. However, Dini Restu Profita, Gunarso Susilohadi, Teguh Sarosa use Quantitative and Qualitative research.¹⁸ Almost all researcher uses Classroom action research like Cicih Kurnia¹⁹ Satuna Indah Wardani²⁰ and Dini Restu Profita²¹, while Syarifuddin, Achmad²² FGD, Experimental technique using One Group Pretest and Posttest Designing. Aswal Syarifudin, Rismaya Marbun, Dewi Novita to conduct research, measuring and indirect communication approaches are used. Among data gathering tools in this study, Interviewing, observing, and documenting were used

¹⁶ Fenny Widyawati, Patuan Raja, Deddy Supriyad, Wahyu Trimastuti " *Teaching Suffixes to Increase Students' Vocabulary Mastery at 2nd Grade of SMAN* " U-JET: Unila Journal of English Teaching. Vol 4, No 9 (2015). Publish Date 23 Jan 2016.

¹⁷ Inggil Tiara Octaviana and Rayinda Eva Rahmah, Dewi Puspitasari " *The Use of Codenames Game to Help Students in Learning Vocabulary* ". Vision: Journal for Language and Foreign Language Learning, 2019 Vol.8, No.2, 102-117.

¹⁸ Dini Restu Profita, Gunarso Susilohadi, Teguh Sarosa " *Improving English Vocabulary Mastery by Using Crossword Puzzle* " English Education Department of Teacher Training and Education Faculty Sebelas Maret University Surakarta.

¹⁹ Cicih Kurnia. " *Increasing Young Learners' Vocabulary Mastery by Using English Songs* " English Education Department Faculty of Teacher Training and Education. Mercu Buana University of Yogyakarta, Indonesia. Vol 3. No. 1, June 2017. ISSN :2541-642142

²⁰ Satuna Indah Wardani " *Improving Students' Vocabulary Mastery Using Word Mapping Strategy* " (The Teacher of State Vocational School 1 Pamekasan)

²¹ Dini Restu Profita, Gunarso Susilohadi, Teguh Sarosa " *Improving English Vocabulary Mastery by Using Crossword Puzzle* " English Education Department of Teacher Training and Education Faculty Sebelas Maret University Surakarta.

²² Achmad, Syarifuddin. (2013). " *Developing English Vocabulary Mastery through Meaningful Learning Approach* ". International Journal of Linguistics. 5. 75. 10.5296/ijl.v5i5.4454.

in qualitative research. This study's participants were SMPN 2 Mantup students. The researcher chose this subject because students at SMPN 2 Mantup had previously played the Kahoot Game in the process of learning, and the teacher had also explained the use of Kahoot games in English online learning.

According to the previous description, the researcher will propose a research titled "The Use of Kahoot to Learn English Vocabulary at SMPN 2 Mantup" . It focuses on how Kahoot is used in SMPN 2 Mantup to learn English vocabulary.

B. Research Question

According to the research background, the research questions are as follows:

1. How does the teacher use Kahoot to teach English vocabulary at SMPN 2 Mantup?
2. What are the students' responses about the use of Kahoot for learning English vocabulary at SMPN 2 Mantup?

C. Objectives of the Study

Based on the explanations of the problem in the study above. The Objectives of this research are as follows:

1. To describe the teacher uses Kahoot to teach English vocabulary at SMPN 2 Mantup.
2. To describe the students' responses about the use of Kahoot for learning English vocabulary at SMPN 2 Mantup.

D. Significances of the Study

The findings of this study are likely to benefit researchers, students, and teachers.

a. The Researcher

In this research, the result may be used in the future by other researchers in finding academic information to learn student vocabulary in teaching English vocabulary using technology. Another result, it may provide evidence that Kahoot is an acceptable medium for vocabulary learning in English teaching.

b. The Teacher

In this research, the result is to provide used Kahoot which educators or teachers at the schools can look up that Kahoot is a good choice to learn or get new students vocabulary and hope this research gives references to the teacher as media that can facilitate students learning English vocabularies. Via Kahoot, the educator may receive extra knowledge for teaching in class and assist the educator in using technological devices.

c. The Student

Students might be inspired and helped to expand their vocabulary while learning English by the research findings. This research hopes can encourage their vocabulary, and give them more innovation in learning vocabulary.

E. Scope and Limit of the study

This research took place at SMPN 2 Mantup. Participants in this research are 10 students at seven grades of SMPN 2 Mantup. The researcher conducted this study with junior high school students at this level that students begin memorizing and developing their vocabulary. This research focused on the use of Kahoot to learn English Vocabularies for seventh graders at SMPN 2 Mantup, it describe how the students can get new vocabulary and how the students responses that Kahoot can use students to learning vocabulary, the advantage of utilizing games to teach vocabulary is that they stimulate students because most students dislike memorizing techniques because they are uninteresting, but games are exciting and students require a change from the usual pattern of vocabulary lessons²³.

This study employs a qualitative descriptive approach because it has a qualitative design that can explain comprehensively and give significant information. Factors are the object of observation, including the Kahoot Game itself, students who use the Kahoot Game and teachers who utilize the Kahoot Game

²³ E. Akdogan“ *Developing Vocabulary in Game Activities and Game Materials.*” Journal of teaching and education.2017. Page 31-36.

in the learning process. Then there are student responses, such as student feelings. Because developing vocabulary at that age is challenging, this research focuses on student learning vocabulary. So, this research is only limited to vocabulary learning.

F. Definition of Key Terms

The researcher explained key terms in this research, it makes clear meaning:

1. Kahoot

To evaluate students' understanding in study material, Kahoot as an online game can be suitable to use. It is free to use like a teacher and for students to play, and the only thing required is a multimedia tool.²⁴ The Kahoot website is accessible through mobile, laptop, or computer. Teachers can make quizzes for students that include multiple-choice questions presented in a game-like design. Quizzes ask questions which may be answered by choosing one of four answers, it might include multimedia content such as photos or videos.²⁵ The teacher is also given the option of determining how much time students must answer each question. Students enter a unique game code and create their own username to show on the game screen to join the game. If a student's name is inappropriate for class, the teacher just clicks on the name, and the student is removed from the game. In this context, Kahoot is a medium utilized by teachers at SMPN 2 Mantup to teach English vocabulary in seventh grade.

2. Vocabulary

Kinsella states that vocabulary is the single strongest predictor of academic success for EFL learners. It is also related to other parts and skills of a language; for instance, there is a close link between vocabulary knowledge and comprehension both for children and adults.²⁶ However, there is another

²⁴ D. Siegle, "Technology: Learning can be fun and games". Gifted Child Today(2015). Page192.

²⁵ Ibid., 192.

²⁶ Movagh Ardestani, Elham, 2017: *The Effect of Using Telegram Messenger on Vocabulary Learning of Iranian EFL Learners*.

explanation for vocabulary. Vocabulary refers to the words in a language in which single objects, pieces, or phrases of numerous words have the same meaning as single words.

One of the most important elements of English that has to be mastered is vocabulary. Vocabulary mastery is the ability to define and utilize each word accurately in a phrase.²⁷ Determining the meaning of words and putting them together into sentences are two specific abilities required for fluent English. It is possible to conclude that vocabulary words of language which every single item or phrase has a particular meaning. In this context of the research, the vocabulary is focused by the teacher who teaches English in seventh grade to gain the learning objectives in SMPN 2 Mantup.

3. Response

Response is the process of defining and comprehending an item. Bennett defines response as "anything stated or returned; reaction or reply".²⁸ A response is an answer or reaction to an action. In other terms, a reaction is the activity taken in response to a condition, occurrence, or event. This study, responses refers to the students' answers to a Kahoot interview for learning techniques to enhance their English vocabulary.

UIN SUNAN AMPEL
S U R A B A Y A

²⁷ Cameron. *“teaching languages to young learners”*. (NewYork: Cambride University Press,2001).

²⁸ Jonathan Bennet. *“Stimulus,Response,Meaning”*. *American Philosophical Quarterly(APQ)*, vol 9. (1975) Page 55.

CHAPTER II

LITERATURE REVIEW

This research related from literature which presented theories which supported this research, and it serves as a guide for conducting the study. There are also numerous explanations in previous studies that serve as foundation for this research.

A. Review of the Theoretical Framework

This part, the researcher explained hypotheses linked to the study. They're Definition of vocabulary, game, Kahoot, gamification learning approach and teaching vocabulary using games.

a. Vocabulary

Vocabulary is the most important aspect of learning a new language. According to Lehr, Osborn, and Hiebert, the vocabulary given relates to the kind of phrases that Students need to learn in order to comprehend more difficult material with comprehension.²⁹ This is consistent with Neuman and Dwyer's definition of vocabulary as "words we must know to communicate successfully; words in speech (expressive vocabulary)" and words in reading (Receptive vocabulary). Not Only is it important to understand the phrases someone says, but vocabulary must also be communicated. In order to make sense of the words they would finally see in written form; students use the words they read. Vocabulary needs to be more than just word recognition or marking. However, it is all about expressing the meaning of the words we use and facilitating learning in constructing the meaning of the term and the concepts it represents.

Students eventually learn their skills by knowing words and their connections to definitions and facts, which help them understand the meaning of vocabulary. According to Allen, Namara, & Crossley, Words considered suitable, understandable and compatible with students' level of competence. To input needs

²⁹ Lehr, Osborn, and Hiebert. *"A focus on vocabulary"*. Honolulu, HI: Pacific Resources for Education and Learning. 2004.

to express meanings and be understandable in the case of vocabulary acquisition, so that students can connect form to meaning. In addition, stressed the vocabulary is the total number of words required, it to convey ideas and communicate the importance of the speakers.³⁰ In short, as English students, through the words we read, we should express the meaning. In summary, vocabulary plays a critical role in communication.³¹ Therefore, one of the ways to develop a strong ability to learn the language by learning the vocabulary from all English skills is that we can quickly deliver ideas and meaning.

b. Game

Almost every person is fond of playing games. Gambling may be a method to escape boredom when studying English vocabulary because English is still a challenging thing for international students. Some meanings related games exist, such as "Games provide students with both interesting experiences and entertaining rewards to help them acquire language". Furthermore, Dolati and Mikaili claim that gaming is unquestionably very fascinating since it allows ESL students to study language in a fun way. "Games are extremely motivating since they are entertaining and fascinating. They may be used to practice all language abilities as well as all sorts of communication". Games enable students to communicate, cooperate, and be creative in their use of the language.³² Students want to participate in activities, enjoy games, and are typically ambitious. Games might assist students to understand and connect vocabulary topics to their personal passions and knowledge.

According to Bucky, "gaming supports students by offering relevant situations for them to concentrate their efforts toward language learning." Games may be

³⁰ Mofareh, Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught". International Journal of Teaching and Education. (2015). Vol 3. P 3.

³¹ A. Susanto & Fazlinda, A, "English Vocabulary Acquisition through Vocubular Learning Strategy and Socio-Educational Factors": (A Review. Applied Science and Technology) 2016

³² E. Akdogan. "Developing vocabulary in game activities and gamematerials". Journal of Teaching and Education (2017). P age 31-66.

effective and efficient tools for learning vocabulary. The students are inspirational because they need friendly competition and create a cooperative learning environment. As a result, they have the option to collaborate. According to Sabandar, Supit, and Suryana, games are typically designed to increase students' desire for competitiveness, goal achievement, and honest self, while games are also excellent for promoting interactivity, have a set of rules with a measurable outcome, and can be colorful, appealing, and amazingly accurate. In conclusion, games may provide high value even if they are used as a medium in teaching learning to improve students' vocabulary comprehension.

c. Kahoot Game

Game Kahoot is a digital learning medium that includes a game-based learning platform. Kahoot is a well-known game-based learning tool that is simple for both teachers and students to utilize. This was built in collaboration with the Norwegian University of Technology and Science by Johan Brand, Jamie Brooker, and Morten Versvik. Kahoot is students learning game that is played in the classroom. It may be defined as the student's reaction system.

As per Bicen, multiple choice questions in the discussion style may be created using the Kahoot app and played with all students. Students in the classroom answer systems based on a game that is played in real time by the entire class. It is a tool for administering quizzes, discussions, or surveys using technology. On the screen, multiple-choice questions are projected. With their smartphone, tablet, or computer, students answered the questions. In accordance with Chen, et al, Kahoot fostered wider and active participation of students, but gave students the chance to maintain their most desirable personal participation option. In short, the Kahoot game can be an alternate solution to make learning English vocabulary more enjoyable for class participation. Using Kahoot games to learn or adding new vocabulary students in the class, especially in this pandemic era, can motivate students to learn, so the student does not feel bored in the learning process in their own home.

The teacher and students just need a PC or hand phone with good connection, and it can be used by one player or in a team to discuss the material together. Before it, the teacher must make some questions in the Kahoot game and share it with his students by WhatsApp group with Pin or code. The time to do the game depends on teacher operation, every participant has submitted their selection, the quiz, the answers, and the chart displaying who has solved the question the fastest and correctly. The score is displayed at the end of the quiz; it shows which students have the greatest score and are the winners. As a result, Kahoot games may be used as a medium to expand students' learning, review, verify understanding, or evaluate the topic in English learning.

d. Game in ELT

In the field of education, according to Lin, Ganapathy, and Kaur about Gamification, or the use of games in learning activities, relates to the implementation of educational systems designed using game ideas but used in non-game situations such as education. Game-based feedback systems such as skill points, leaderboards, rewards, and achievements are motivating and meaningful to students.³³ Moon defined language-learning games as activities with a clear language goal, a reason for playing, and chances to develop that target language.³⁴ In general, most people love playing games. As a result, teaching language through games can be easier, and more enjoyable. It is critical to create a pleasurable environment in a foreign language in order to stimulate students to study the language.

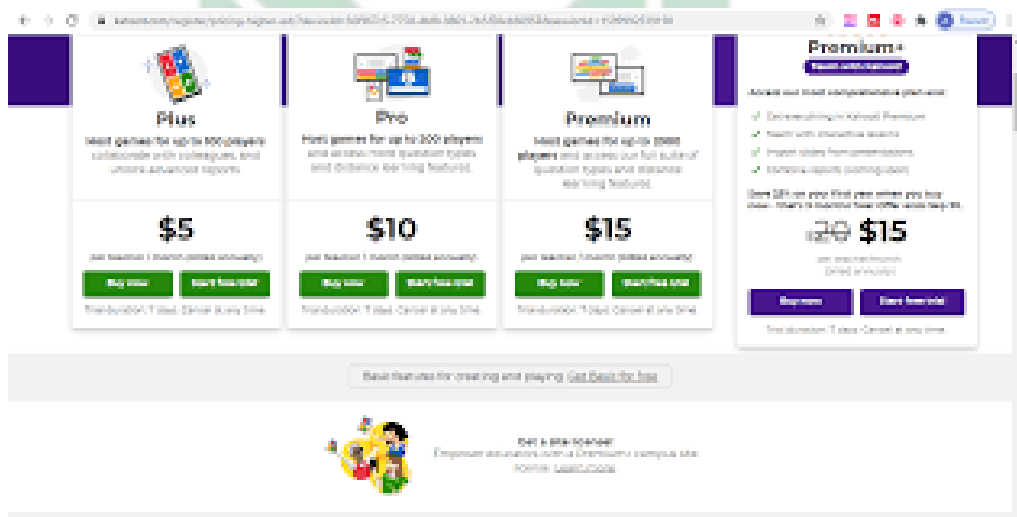
In a learning environment that employs a game to measure competency, a vocabulary learning experience that boosts student motivation may be developed. Gamification is commonly used to make the learning process more appealing to students. That according Wang, Zhu, and Saetre, gamification is accomplished by

³³ Debbita Tan Ai Lin, Ganapathy, M. Manjet Kaur. “*English Language Studies Section School of Languages, Literacies and Translation*”, University Sains Malaysia, 11800 USM, Penang, Malaysia. 2018

³⁴ Moon, J. “*Children Learning English*”. (London: Macmillan, 2005), 184.

temporarily changing the classroom into a game show similar to those seen on television, with the teacher playing the role of a game show host and the students competing³⁵. Well-designed video games are said to be learning machines).In case of the purpose, gamification's main objective is to improve a person's enthusiasm in an activity and provide motivation by including game features such as rewards or awards and scoreboards. As technology advances around the world, gamification has been shown to be an excellent approach for improving learning and inspiring children to learn English vocabulary.

Kahoot provides services in the form of digital tools for teachers to present quizzes in a short, easy and fast way. The advantages of the Kahoot feature are divided into two types, namely basic features and paid features. Basic features are free features so anyone can use them. While paid features provide excess access and services so that users can be more flexible in using the features in Kahoot. There are 3 paid features, the first is Kahoot plus the second is Kahoot Pro and the third is Kahoot Premium.



³⁵ Wang, A.I. Zhu, M., & Sætre, R. "The Effect of Digitizing and Gamifying Quizzing in Classrooms". In Proceedings of the 10th European Conference on Games Based Learning, University of the West of Scotland, Paisley, Scotland. (2016).

for clarity, the following features are available in the Kahoot application in the following table³⁶:

Table 2.1 Features for creator
























Features for creator	
	Create quizzes in short time
	Choose one of the design templates at the beginning
	Duplicating and editing existing Kahoot
	Enter questions from a spreadsheet
	Looking for 50 million questions from the question bank
	Added a YouTube video to the question
	Added picture to the question
	Combine various Kahoot!
	Combine various type of question in one Kahoot: quiz, poll, puzzle and slide
	Play, duplicate, and edit premium Kahoot!
	Choose picture with high quality from image library
	Add a school logo or mascot in Kahoot

Table 2.2 Features for gameplay

Features for gameplay	
	Playing Kahoot live in class
	Play individual or group (team)
	Set challenges that customized for students
	Add multiple choice question
	Attract attention with true/false question
	Set the time that suitable with the difficulty of the question
	Switch point between 0,1000 and 2000
	Collecting feedback from students using polls
	Give more context using slide
	Verify the deeper understanding using puzzle
	Change the dynamics of the game with picture questions.

³⁶ Kahoot!. *Feature Overview*, (<https://kahoot.com/schools/how-it-works/>, Accessed at 20 December 2022).

Table 2.3 Features for report and analytics

Features for report and analytics	
	Download basic report in spreadsheet.
	View the detailed visual reports with more insights about class progress
	Share the detailed reports with teachers and admin of school
	Determine learning that arrange in application

Table 2.4 Features for sharing and organizing

Features for sharing and organizing	
	Share the game directly with other Kahoot users
	Share the home work by Microsoft teams, Google classroom, Remind and Apple Schoolwork
	Make together and share Kahoot with another teacher
	Use team room as bank school game
	Organize Kahoot in folder based on subject, topic and other criteria

Evidence:

- : Basic features (Free)
- 👑 : Premium features (Paid)

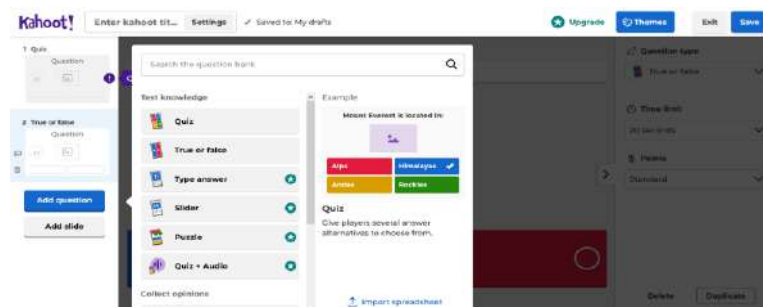
From the table above, it shows that features at Kahoot. In each feature there are basic features for free and premium features for paid. The first is features for creator, it is for create or design game in Kahoot, like the creator makes some question with many types that they choose for their question. The second is features for gameplay, it is use to playing Kahoot, like individual or groups, and another like in table. The third is features for report and analytics, it is for teacher or who use Kahoot can analyze the result of the players that have been played Kahoot. The last is features for sharing and organizing, it is for sharing the game with each other, so it can be play with friends even they didn't same area when playing it.

The features of Kahoot are described by Martikasari Kahoot has four features that can be used as learning media ³⁷:



a) Quiz feature

This feature can be used to measure the level of students understanding in lessons that are given by the teacher. There are various quizzes in Kahoot that can be played for free without the use of a code, with questions ranging from English, mathematics, Indonesian, science, mathematics, social studies, computer science and skills, career education and engineering, creative arts, job applications, and many others. a lot more in the 'Find quiz' option, players may search for any quiz they want and filter



³⁷ Martikasari, K. "Kahoot: Media Pembelajaran Interaktif dalam Era Revolusi Industri4.0". Providing Seminar Nasional FKIP.2018.Page19

by education level, such as elementary schools, junior high schools, higher education, and colleges. Players can select from a variety of disciplines, including mathematics, English, history, geography, biology, chemistry, physics, trivia, and global languages. English, Spanish, Polish, French, Chinese, Malay, Indonesian, Thai, Dutch, German, Portuguese, Arabic, Italian, Russian, Hebrew, Estonian, Turkish, Catalan, Swedish, Hungarian, Finnish, and Japan are the available languages. Players can also select who asks the questions, such as teachers, students, corporate users, or social users. Players can select from 1 to 30, but not more than 30 questions. Players may select the game they desire by clicking 'Apply Filters' after selecting a game filter.

When play Kahoot can found features. The first is code. It is a feature class quiz that can be used by using code which is provided by the teacher. Teachers can use this feature to teach a specific class and make it special because only students who have the code can play the game. The class is more interactive if the students do the game at the same time, so the teacher knows their response and gives feedback directly. This feature can also be used for opening class, review, and homework.

The second is timing, the teacher who created the quiz can set the game time. Each question has a time limit for answering according to the predetermined time which is set by the teacher. The teacher can set the time from 5 seconds to 2 minutes depending on the level of question. This feature teaches students to be disciplined in managing time when answering the questions. Of course, in managing the amount of time, the teacher must consider the difficulty level of the questions given to the students.

The third is points, there are 3 points that are used to give the score. The first is standard, awarding correct answers with the normal amount of points. Second is a double that gives twice as many points for correct answers. The third is no point, it lowers the stakes of the question and removes points. Next is answer options, the teacher uses these features to specify how many answers players can select. The last is ranking, this

feature motivates students to compete by constantly attempting to raise the value of points gained while playing games. The right serial response received points and a rating instantly depending on the value obtained for each question.

b) Jumble feature

Through matching, this feature may be utilized to measure the level of understanding of students about the subject. Students are asked to drag the answer to the correct choice.

c) Discussion feature

This feature can be used to discuss online.

d) Survey feature

Through this feature, people/institutions/organizations can conduct a survey of something

e. Teaching Vocabulary using Game

To make language learning simpler for students, we need specialized strategies. Zhelyazova stated that in order to be effective in their learning process, students must use a variety of strategies. Games are employed as a way to interest students in learning. Well-chosen and well-designed games are beneficial because they provide students with a break while also allowing them to practice language skills. According to Huyen identifies the advantages of using games to learn vocabulary in the classroom, such as:³⁸

- a. Games Provide relaxation and enjoyment, making it simpler for students to memorize words.
- b. Friendly competition is used in games to keep students interested and motivated.

³⁸ Huyen. "Learning vocabulary through games". Asian EFL Journal.2003.

- c. Games Vocabularies give students real-world context in the classroom.

Active learning in education has several advantages for conceptual growth, but only to the extent it facilitates meaningful learning.³⁹ According to Akdogan, it must be a part of a toolbox which can assist in content mastering, but only when applied effectively. Another advantage of utilizing games to teach vocabulary is that they inspire students. Most students dislike remembering methods because they are monotonous, but games are enjoyable and provide a break from the usual pattern of vocabulary sessions. Teaching vocabulary with games may be advantageous since we not only learn but also have learning media that is fun.

f. Students' Responses

Responses inactivity or feeling that happens in response to stimulus. In accordance with McKechnie, a reaction is an act or activity in response (such as delivering an answer), responsive or comparable action, or feeling, or an action in response to a motivating cause or event.⁴⁰ So, responses can describe the feeling someone or people when do action.

According to Berube a response is the act of replying as well as a reply or an answer.⁴¹ The term "responses" refers to dealing with student behavior throughout the process of learning. Word replies in this thesis refers to any behavior and reactions of seventh grade students and teachers while using Kahoot to acquire English vocabulary in an online class at SMPN 2 Mantup. An analysis of the student's perspective on bold learning is essential to investigate for the student's entire circumstance. Analyzing student evaluations in technology is required to measure students' ability in utilizing technology, Jamaludin et al.⁴² Students'

³⁹ J.R, Drake. "A Critical Analysis of Active learning and an Alternative Pedagogical Framework for Introductory Information system scours".(Journal of Information Technology Education: Innovations in Practice.2012), 11. P 1-14.

⁴⁰ McKechnie, J. "Education a Reconciliation".(The Journal of Curriculum and Teaching,2011)

⁴¹ Berube, M.S. "The American Heritage Dictionary". Second Edition. Boston: Houghton Mifflin Company.1982.

⁴² Ahmad, Nur Indah Sari, Vera Mandailina, Zaenab Jamaludin, Syaharuddin, and Dewi Pramita, "Analysis of Students Responses to Online Learning Using Unified Theory of Acceptance and Use

abilities in using technology and difficulties in bold learning, on the other hand, must be measured due to the demands of technology and mastery of bold learning media.

A Student Response System (SRS), according to Rice and Bunz,⁴³ is an electronic voting system that asks students various questions, which they respond to using a mobile device. The advantages of employing such a system in lectures includes increasing student interest and involvement, as well as the ability to more quickly clarify faults. Furthermore, Karpin and Ai⁴⁴ mentioned that while using CRS in the classroom, the teacher might employ a variety of tactics. Effective teaching tactics include: feedback offered, course screening, viewing public education, shared learning, application protocol, game-based education, and formative evaluation.

B. Review of the previous study

Researcher investigated topics that related with previous studies. Thus, it is described here to find the gap among it. The first study from the research of Ari Lestari titled “The Effectiveness of Using Kahoot Application in Teaching Vocabulary”⁴⁵, the research took at seventh grade of SMP 7 Salatiga that used A Quasi Experimental. The research used a question in a form in a sheet in some form of question for the control group to collect the data. The result from Ari Lestari, showed that there were no significant differences in the outcomes of students' scores averaged between two groups: experimental and control group. It is also possible that students who are taught with Kahoot or not, haven't significant differences.

of Technology Model”. Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan. Vol.12 No.1, April 2021.

⁴³ Rice and Bunz, “*Evaluating a wireless course feedback system: the role of demographics, expertise, fluency, competence ,and usage*”. Studies in Media and Information Literacy Education. Vol.6No.3, 2006.

⁴⁴ Karpin and Ai Mahmudatus sa'adah, “*Student Response–Based Learning: A Strategy for Improving Student Participation in Learning*”. Innovation of Vocational Technology Education. Vol.16 No.1, 2020.

⁴⁵ Lestari. A (2019). The Effectiveness of Using Kahoot Application in Teaching Vocabulary. A Graduating Paper: English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies (Iain) Salatiga.

Several variables also contribute to it. According to the findings of this study, Kahoot was not efficiently implemented to class VII students at SMP N 7 Salatiga.

The result different with Adinda Riezky Putri with her research “The Effectiveness of Using Kahoot Game to Improve Students’ Vocabulary Comprehension”⁴⁶, the finding of the research found that accomplishment of the students taught using Kahoot Game application significantly differed from that of students taught using conventional teaching, which was utilized to teach vocabulary to seventh graders at SMP 15 Semarang in the 2019/2020 academic year.

The second is from the result of Moh. Mansur, Dian Fadhilawati “Applying Kahoot to Improve the Senior High School Students’ Vocabulary Achievement”,⁴⁷ the researchers used CAR (Classroom Action Research), the learning media that they used is Kahoot to learning-teaching process especially for Senior High School. The purpose was to improve student’s vocabulary mastery. The result of the research is that Kahoot could improve their vocabulary mastery, particularly in the topic “introducing-self”. It showed the outcomes ranging from 59.23 improve to 84.58. Furthermore, the students expressed a favorable attitude when they used Kahoot for learning Vocabularies. So, they more enjoyed and also motivated when learning, especially learning vocabulary with Kahoot, the students enjoyed and had fun when reviewing the materials and did the tasks assigned by the teacher at home using Kahoot. Next, they also had opportunities to collaborate with their friends in group activities.

The third from Veronika Heni, Sudarsono, Regina “Using Kahoot to increase students’ engagement and active learning: A Game based technology to senior high school student”⁴⁸ High schools, in particular, often indicate a liking for teachers in

⁴⁶ Riezky Putri. A (2019) The Effectiveness of Using Kahoot Game to Improve Students’ Vocabulary Comprehension. A final Project: English Department Faculty of Languages and Arts Universitas Negeri Semarang.

⁴⁷ Mansur. Moh, Fadhilawati. D. Applying Kahoot to Improve the Senior High School Students’ Vocabulary Achievement. (*Voices of English Language Education Society*: MAN Kota Blitar, Universitas Islam Blitar, Indonesia). Vol. 3, No. 2; October 2019

⁴⁸ Heni. Veronika, Sudarsono. S, Regina. R (2019). Using Kahoot to Increase Students’ Engagement and Active Learning: A Game Based Technology to Senior High School Student. *Proceedings International Conference on Teaching and Education (ICoTE) Vol. 2 (2019) ISSN: 2685-1407.*

using active learning methods for engaging students in class subjects. The research goal is to examine the usage of Kahoot in motivated students' active teaching learning process. Thus, an example of action research in the classroom. A descriptive analysis was conducted to collect student behaviors and reactions during the process of teaching-learning outlined by Kemmis and McTaggart in Hopkins.

The fourth from Fitri Rayani Siregar, Selvia Angela. The study's objective is to determine students' vocabulary mastery that used Kahoot as Medium⁴⁹. A quantitative study was conducted, with 33 participants of the students. The data was collected through quizzes offered to third semester students of the English Education Department (TBI-2) Teacher Training Faculty IAIN Padang Sidempuan in the 2019/2020 academic year.

In that situation, the researcher is already aware of the prior study and has detected various differences within this research. In this research, the first gap was this research centered on utilization of Kahoot as a tool in Online Learning at SMPN 2 Mantup. The second gap is this research analyzing how Kahoot are used at SMPN 2 Mantup to add students' vocabulary in English learning, as well as the students' responses when using Kahoot Game. In this research, on the other hand, I concentrated on vocabulary learning.

Previous research focused on the effect of using the Kahoot Game on increasing student scores in the learning process; increasing grades was the focus of previous research. The second preceding study then employed Classroom Action Research to conduct research and focus on scores. The third previous study examined the use of Kahoot in engaging students' active responses in learning English. The fourth study previously focused on students' vocabulary mastery using the Kahoot platform media and used quantitative research.

The researcher observed this study in SMPN 2 Mantup, particularly at the beginner level, based on these phenomena (seventh grade). SMP N 2 Mantup This

⁴⁹Rayani Siregar. Fitri, Angela. S (2019). Students 'Vocabulary Mastery Using Kahoot Platform Media. *English Journal for Teaching and Learning: Vol. 07 No. 02 December 2019 pages 187-196* <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

school has been selected for its research place in this modern era, particularly during the Pandemic era, since it is one of the examples to follow in incorporating e-learning into the teaching methods. SMP N 2 Mantup has used the Kahoot Game as a learning tool in and out of the classroom. As a result, this school became a research location.

According to facts and previous research, researcher was interested in researching online vocabulary learning using Kahoot Game at SMPN2 Mantup, as well as students' responses to online vocabulary learning using Kahoot Game. Since the Kahoot Game is used at this school, particularly in English. As a result, researchers investigated this based on existing theories. All researchers are implementing the effectiveness of Using Kahoot Application in Teaching Vocabulary, Using Kahoot to Improve the Vocabulary Achievement of Senior High School Students, Using Kahoot is being used to improve student engagement and project - based learning, examining students' vocabulary mastery by playing Kahoot, and determining their own motivations.

The researcher concentrating in strategy using Kahoot to learn English students' vocabulary and to evaluate students' responses to online vocabulary learning using Kahoot. Almost all previous research uses quantitative methods. So, this study knows the results of different data and can get more information and describe it in detail. In this study, for the use of Kahoot in learning a student's vocabulary in junior high school at seventh grade that uses qualitative to get the data, it uses qualitative method in SMPN 2 Mantup. The researcher collected data through interviews and observing, but within an online learning environment. So, this study knows about how the teacher teaching uses Kahoot in online learning and responses of the students in detail.

CHAPTER III

RESEARCH METHOD

This section provided a research method that is used in this research. There are subheadings; the first is Research Design, subject and setting, Data and Source of Data, Technique of Collecting Data, Research Instrument, and the last is Techniques of Data Analysis. In this chapter, the data interpretation is explored in greater depth. This chapter discusses the data that has been gathered and analyzed.

A. Research Design

In this study, the researcher uses a qualitative approach because this study focuses on the analysis or interpretation of the use of Kahoot to learn students' vocabulary in learning English. The purpose is to collect more information and describe it in depth. In accordance with Creswell, J.W's "qualitative research is a research process that is carried out in natural settings to understand human, social problems by creating comprehensive and complex images presented in words, reporting detailed views obtained from information sources"⁵⁰.

This study, using descriptive qualitative approach, is preferable because it may explain in depth understanding, provide more information regarding the process of such a specific issue. Qualitative research in accordance with Bogdan and Taylor "the procedures of research are obtaining data descriptive in written or spoken form people and their observed behavior"⁵¹. As stated the goal of this research is to achieve understanding of phenomena which focus on the picture rather than breaking it down into the variables. Instead of numerical data of analysis, the purpose is a holistic picture and depth understanding.

Technique of combining the various components of a research project in a consistent and coherent manner is referred to as research design. Various experts had different opinions about what is represented by study design. The study design

⁵⁰ Jhon, W. Creswell, " *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*", (London, 2012).

⁵¹ Lexy.J. "*Moeleong Metodologi Penelitian Kualitatif*". Bandung: Remaja Rosdakarya. 2002. Page 3.

includes everything from the research plans and processes to the specific techniques of data collecting and analysis⁵².

Furthermore, what happened during the training period was recorded in the teachers' reflective journals. The knowledge of participants' interactions, including their behaviors, products, thoughts, resolutions, attitudes, challenges, may be studied or explored properly and comprehensively understood using the descriptive qualitative approach. Furthermore, since numerous abilities and information that teachers gain during their training, this approach can be used to gain a more detailed understanding of the degree to which the teachers' knowledge and skills were improved. Words, phrases, and sentences were used to report the results. The study of such data took into account the definition and setting of usage of the terms, phrases, and sentences in order to come up with answers to the research questions posed. Finally, given the existence types of data in research questions, it is justifiable to use descriptive qualitative design in this case. This research found how the teacher used Kahoot game in learning vocabulary in seventh grade of SMPN 2 Mantup. The design of this study uses a qualitative descriptive approach because it is preferred as a design. It may make it clearer in deeper understanding and serve various information about the process of using Kahoot Game for study, especially for students' vocabulary in teaching and learning English, especially students can learn and find easier to get new English vocabulary.

B. Subject and Setting

This study was conducted at SMPN 2 Mantup. It investigates the procedure of Kahoot games for vocabulary learning in students. The first subject was an English teacher at SMPN 2 Mantup, they utilize Kahoot for their medium in process learning ;the second subject was seventh-grade students which utilizing Kahoot for their medium in English online learning.

⁵² J.W, Creswell. *“Research Design: Qualitative, Quantitative, and Mixed Methods Approaches”*. (3rd ed. Los Angeles: Sage.2009)

SMPN 2 Mantup is the place that chooses to do research which is located at Kedung Soko Street, Kedungsoko, Mantup, Lamongan, East Java. This school was chosen as the research location because this school is a role model in implementing online learning in the teaching and learning process. Because this research is not based on the material or the specific period, it will be done in December. On that occasion, the researcher observed and interviewed the participant. The researcher examined one of the English teachers at SMPN 2 Mantup as well as 10 seventh-grade students. The researcher interviewed teacher and students “based on Matthew, B. Miles and Michael Huberman's theory”. Researcher interviewed one English teacher and ten students (at random) from SMPN 2 Mantup, and then also observed an online learning session two times. The subject is chosen by the researcher based on the following criteria: First, teacher who employs Kahoot. Second, students who utilize Kahoot. Third, students who was active in learning online.

C. Data and Source of Data

There are some data used in qualitative method, such as visual data (photography, film, and video), document data internet, observation, and interview⁵³. Qualitative research data can be obtained with many ways, interview, observation, and documentation⁵⁴. Referring back to the research questions of (1) How does the teacher use Kahoot to teach English vocabulary for seventh graders at SMPN 2 Mantup? (2) What are the students' responses about the use of Kahoot for learning English vocabulary at SMPN 2 Mantup? The data needed for the proposed research is as follows. Here, to answer the first research question, the data needs to be collected by an interview with the English teacher about the procedure the teacher uses Kahoot for students' vocabulary learning. The data for the second research question is to interview the students to know the student's responses on the use of Kahoot. To strengthen the interview data of the researcher, used observation

⁵³ Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, An Introduction to Qualitative Research Fourth Edition Sage (Hants: Colour Press Ltd) 2009), 219

⁵⁴ J.R. Raco, “Metode Penelitian Kualitatif” (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

checklists and the data supported by documentation. The source of data for students' responses on the implementation of Kahoot is one class in seventh grade of ten students (randomly) and one English teacher in an online class who have already used Kahoot.

D. Data Collection Technique

Suharmi Arikunto defines data collecting techniques as the methods used by researchers to obtain correct information or data⁵⁵. In qualitative research, there are various techniques for gathering data. Sheman and Webb (1988) believe that qualitative research is concerned with meaning as it seems to, or is achieved by, individuals in real social contexts. However, in accordance with Bogdan and Biklen (1982), qualitative research is descriptive in nature, with data collected in the form of words or images rather than statistics.⁵⁶ To present the study's conclusions, data in the form of quotes from documents, field notes, and interviews, or excerpts from videotapes, audiotapes, or electronic communications are utilized. In this research, the researcher uses two of data collecting, which was held in December 2021.

1. Interview

An interview guide, according to Creswell, happens when researchers ask broad participants, ask open-ended questions, and film their responses before extracting and entering the material into a computer database for analysis.⁵⁷ The three types of interviews are as follows: structured, semi-organized, and disorganized. According to these remarks, the researcher used a semi-structured or open-ended interview to obtain deep and open information. According to Creswell, when researcher asks open-ended questions, the participants are free to express themselves

⁵⁵ Suryana, "Metodologi Penelitian", Universitas Pendidikan Indonesia, 2010

⁵⁶ Bogdan, Robert C and Sari, Knop, Biklen, "Qualitative Research for Education, an Introduction to Theories and Methods", AB, Boston, 2003. Page 4-6.

⁵⁷ John W. Creswell, "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research", Page 217.

without concern for the researcher's or past study conclusions. When given explicit responses, students are capable of creating answer possibilities.⁵⁸ Researcher interviewed one teacher to get information from the first study topic by asking several questions using an online platform called WhatsApp and recording the session. First, the researcher conducted an interview with one teacher in the library and through WhatsApp call on December 13, 2021. On next 14 December, 2021 interviewed ten students in turn. During the interview, the researcher makes brief notes and asks the teacher and students to discuss their online vocabulary learning using Kahoot in online learning.

2. Observation

The second is online observation, Observation in qualitative research is involved in the field of research directly⁵⁹, The purpose of the observation is to represent the exact situation of the research and to know how the teacher uses Kahoot online vocabulary learning. The researcher observed when the teacher used Kahoot in studying English on December 13th at SMPN 2 Mantup. So, the researcher did the observation first, after that interviewed how the teacher of seventh grade that have already use it in SMPN 2 Mantup and how the students' experience and also the researcher did documentation in online teaching learning. The researcher observed in Library with the English teacher and know how the teacher use the Kahoot in online vocabulary learning. The researcher used observation checklist to observe the student's activities in WhatsApp group. According to this study, the English teacher at SMPN 2 Mantup used Kahoot based on the purposes and topic. On the other side, the teacher assigns learning process assignments using Kahoot as a media. According to the participant who was

⁵⁸ JohnW.Creswell, "*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*", P 218.

⁵⁹ J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 112

interviewed, he is an English teacher at SMPN 2 Mantup who used Kahoot as a media and stated that he did so for a variety of reasons. The first is that Kahoot is an online education game, and we know that Kahoot is frequently used in the modern era. Mr. Rifa'i, an English teacher at SMPN 2 Mantup, claims that students may quickly study and complete tasks at home by using Kahoot.

E. Research Instrument

Data is mostly acquired through the participants' observation, in-depth interviews, and documentation. According to Suharsimi Arikunto, data collecting technique refers to the methods used by researchers to acquire correct information or data⁶⁰. It used an interview supported by Observation checklist and documentation on this research.

1. Interview guideline

The researcher used interview guidelines to control the researcher's questioning in order to collect the data and information accurately. The researcher developed the questions by adopting based on a previous study from M. Farkhi Faishol Hakim's thesis titled "The Use of Telegram to Facilitate Students' Vocabulary Learning at SMPN1 Surabaya". The specifics of creating the instrument are stated in the attachment, and the researcher validated the instrument with Ma'am. Diah Kamilasari Putri M.Pd. Interview guideline includes an instrument to answer the first research question in teaching students' vocabulary learning used the Kahoot at SMPN 2 Mantup. There are 9 questions for the teacher and 6 questions for the students divided into 3: opening questions, main questions and closing questions. Some general questions are found in the opening related to 5W + 1 H. While the main questions have some questions about how the implementation or use in Online English

⁶⁰ Suryana, "Metodologi Penelitian", (Universitas Pendidikan Indonesia, 2010)

Vocabulary learning, challenges or problem, and methods solve the results and outcome questions that asks teacher concepts and methods for using Kahoot in English vocabulary learning in online class, as well as another open-ended question.

An interview has the goal, it is to learn in depth information that cannot be obtained via observation⁶¹. Structured, semi-structured, and unstructured interviews are three types of interviews. According to the statement above, researcher utilized semi-structured (open-ended) since they are intimately familiar with the information. The researcher employed interview guideline because the guidelines might control the researcher questions correctly gathering data and information. Researcher conducts an interview with one teacher and ten seventh-grade Students and records the interview segment. The English teacher then provided more information regarding online vocabulary learning using Kahoot, and the students responded to the usage of Kahoot in E-learning.

2. Observation Checklist

Observation in qualitative research relevant at field of research directly⁶². The purpose of the observation is to illustrate the obvious situation of research and to know if teacher uses Kahoot Game in online vocabulary learning. The observation checklist is a list of items that an observer may observe when monitoring the Kahoot application in online classrooms. This list was perhaps prepared by observers or researchers.

Observation was conducted to collect data about how the use of the Kahoot to facilitate students' vocabulary learning at SMP N 2 Mantup. According website of St John's University of Tanzania, observational research is seeing or monitoring behavior and meticulously

⁶¹ R.Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), Page 112

⁶² Ibid,112

recording findings' observations. It indicates that observation is component of actions such as observing, seeing, and paying attention to the topic of study. The observation can be aided through recording, allowing the researcher to not only see but also analyze in depth⁶³. In this study, conducted during the pandemic era, the researcher would watch the online class using photographs of the teacher and student's activities in WhatsApp or another app that the teacher uses. Furthermore, the researcher monitors the circumstance; condition, and how vocabulary enrichment works. The researcher monitored the Students' activities. In this study, the reaction and process of students' learning were critical.

Observation checklists not only provide a structure and framework for an observation, but they also serve as a contract of understanding with the teacher, who may be more comfortable as results and get specific comments on elements of the class. The researcher observed the teacher's when use of the Kahoot game in online vocabulary learning from the side of the teacher in online class. According to this study, the English teacher at SMPN 2 Mantup employed the Kahoot Game based on the aims and subject. The researcher used an observation checklist that answered the first research topic. The researcher discovered the teacher in the online class who utilized or implemented Kahoot quizzes of medium during an online vocabulary teaching method. In qualitative research, observations validated by significant data sources can be reported.

According to Sugiyono, documentation can be written and photographed by someone and utilized to get information. The researcher can give images, books, records, and so on while undertaking documentation techniques. The documentation technique's purpose is to

⁶³ Berlian Apriliana Rachmatillah, "*Facilitating Students' English Vocabulary Learning Using Make a Match Technique: A Case Study at the Eighth Grade SMPN 1 Prigen*". (Surabaya:UINSA,2019). 1-74.

make the findings of an observation or interview credible. The grade transcripts of the individuals serve as the documentation guide in this research.

F. Technique of Data Analysis

After collecting the data, the researcher analyzes the data. The researcher uses three part of data analysis based on Matthew B. Miles and Michael Huberman. first using data reduction, Second, data display, so after focusing and reducing the data, the researcher tries to organize and take a point of data. Third is conclusion drawing or verification. It is explained more detail below:⁶⁴

1. Interview

Data collection is the process to get the data in a place of research through appropriate strategy. In this study the researcher used observation and interview. The researcher interviewed one teacher and ten students of SMPN 2 Mantup. In this interview the researcher asked about the procedure to use Kahoot to student's vocabulary learning and the responses of the students when using Kahoot. After collecting the data from interview section, the researcher made a transcript then underline some points that important. Next, the researcher reduced some sentences which was not important then the data is specified after that the researcher display the data and take a conclusion

2. Observation

The researcher got the data from the activities of online learning process. The data which taken was using observation checklist and documentation. After that the researcher analysed the data by take a specification and display some points then the researcher makes a conclusion. These are part of analysing the data:

- a. Data Reduction: The importance of description and understanding of the phenomena by the research. The

⁶⁴ Miles, Matthew B. and A. Michael Huberman, *Qualitative Data Analysis*. (terjemahan), (Jakarta: UI Press. 2005) 19.

summary is data analysis is a systematic technique to assess data which have been acquired. The process of choosing, identifying, categorizing, and coding data that is considered important is referred to as data reduction. The researcher collected a large amount of data while conducting research. The outcomes, the researcher shall give the information that is useful in research by choosing the data. Thus, first the researcher shall reduce the data before analyzing it. In line with the concept of data reduction, the researcher has to decide on reducing data by identifying vocabulary learning methods used, challenges in learning vocabulary, and solutions employed to solve those problems exclusively. Data display refers to the practice of presenting data in the form of a sentence, narrative, table. Data display is the way data is presented that has been reduced to patterns. It helps the researcher interpret the data.

b. **Displaying Data:** describes the data that has been reduced to form sentences. According to Sugiyono, the most often shown form of data in qualitative research is narrative text. Hence, researcher organizes the data in a proper narrative text format for made easy. Data Display is the process of showing and analyzing data from data to be shortened. The researcher describes and analyzes the data from the interview and observation section in this part. The analyses data presented in findings on chapter 4.

i. **How to Learn Vocabulary to Students at SMP-N 2 Mantup Using Kahoot** Researchers gathered data for this study by conducting interviews and observing English teachers. Researcher employ semi-structured

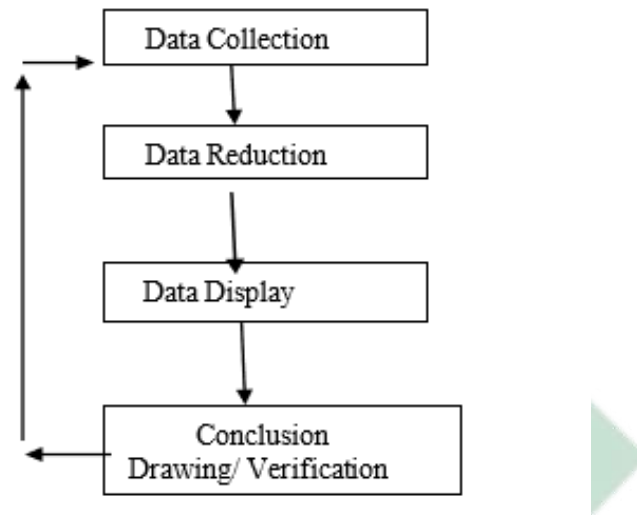
interviews, so researcher able to add open-ended questions dependent on the context. Transcripts, coding, and descriptions are used by researchers to annualize data. Researchers utilize photos as observations to figure out activities in utilizing Kahoot.

ii. When Kahoot is used as a learning tool, students' reactions After analyzing how to utilize Kahoot, the researcher went on to find the student's response when utilizing Kahoot. The researcher interviewed 10 students randomly after utilizing Kahoot in an online lesson in this part.

c. Drawing conclusions and verifying them are the last steps. Generating results in qualitative research is a periodic process. If the researcher does not find significant evidence to justify future data collection, the conclusion is trustworthy if the researcher's previous data outcomes could be proven for accuracy and continuity when he or she visits the field. In this study, researchers draw inferences from display data. When all of the preceding processes have been accomplished, the conclusion is reached. In summary, the following system shows the steps in data analysis:

In this research, the researcher gathers information through interviews and an observation checklist. Based on the definition of the research topic, the researcher next selects, identifies, and focuses on the data. After gathering the information, the researcher arranges it into appropriate phrases. The conclusion is reached after viewing the data. Furthermore, to ensure the validity data, it is supported by

observation checklists. The frequency counts on this Observation checklist are calculated and converted to percentages using descriptive. The conclusion is drawn after all previous steps have been completed.



G. Research Stages

1. First stage is the researcher did preliminary then create a design of research. For example, title, theories, and method. After accepting this design, the researcher creates a proposal.
2. Second stage is the researcher went to school to asked permission to headmaster. After getting permission, the researcher make appointment with English teacher of SMPN 2 Mantup.
3. Third, the researcher doing an interview to the English teacher and students of SMPN 2 Mantup, it is hoped the researcher can get the data about the procedure to use Kahoot to vocabulary learning. After interviewing teacher and students of SMPN 2 Mantup, the researcher did observation to support first and second research question through takes a picture to get a data.
4. Fourth, after collecting the data, the researcher analysed the data by using data analysis technique, then taking conclusion is the last process of the research.

H. Data Validity

There are many methods to get accuracy of qualitative method data which are Member checking, Triangulation, and Auditing.⁶⁵ The researcher used triangulation method. This method is the way to check validity that compare the data with using the other source. There are many kinds of Triangulation; source, theory researcher, time and method.⁶⁶ In this section, the researcher used triangulation method to check validity of the study. The other source means interview and observation data from English teacher and students.



⁶⁵ J.R. Raco, *“Metode Penelitian Kualitatif”* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134

⁶⁶ achiar S. Bachri., *“Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif”*, Teknologi Pendidikan. Vol. 10 No. 1 April 2010

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Researcher presented research findings and discussion in this section. The first section presents Research Finding and the second section is discussion. This chapter was consistent with two research questions in Chapter I.

A. Research Finding

This research was carried out by the researcher from December 10th to December 14th, 2021. In this section, the instrument's results are collected and divided into 2 components, both related to the study' research topic from chapter I. These are:(1)The teacher uses Kahoot to teach English vocabulary for seventh graders at SMPN 2 Mantup(2)the students' responses about utilizing Kahoot for learning English vocabularies at SMPN 2 Mantup. Moreover, research findings have two aspects to discuss. The following explanation described the categorization which became data display from interview transcription and observation checklist.

1. The use of Kahoot to teach English vocabulary for seventh graders at SMPN 2 Mantup

The researcher conducted interviews with one English teacher in SMPN 2 Mantup. To gather the data on how to use Kahoot as a medium for students to learn English vocabularies. In this research, the researcher conducted interviews with teachers who had taught English using Kahoot as a learning tool. The following explanation helps the reader to find out more details about this research based on teacher interviews.

The interview guidelines for teachers are 9 questions There are opening questions, main questions and closing questions. Some general questions are found in the opening related to 5W + 1 H. While the main questions have some questions about how the implementation or used in Online English Vocabulary learning, challenges or problem, and strategies to overcome the last is closing questions which asked teacher tips and tricks for used Kahoot in English vocabulary learning in online class and could add another open-ended question. The interview was

divided into three stages in the process of teaching and learning. Pre-teaching was the first stage. In this section, the teacher was interviewed by researchers about the initial time of using the Kahoot method, the teacher's decision why to use it in learning English vocabulary, especially using Kahoot during a pandemic. The second is while teaching. This related to the activities of teachers and students through technology-based learning, especially games, namely Kahoot, which are used in the teaching and learning process and how about the procedures for using them. Post-teaching was the last stage. Here, the researcher interviewed the teacher's way of using game-based learning or Kahoot inclosing the lesson, the effects of using the method, and reflection after used method and responses from students according to the teacher when teaching in online class, what obstacles were faced when using the method, as well as tricks and tips. to overcome if an obstacle occurs when using Kahoot. These results are explained in stages where teachers used Kahoot from pre-learning, during education and post-documentation.

Based on an interview with an English teacher, the data revealed that the teacher utilized a Kahoot as a learning tool for students to learn English vocabulary. Based on the interview the teacher has been using Kahoot as media since April 2019 since Pandemic happened.

" I used Kahoot at the beginning of the pandemic, which was April 2019. " (Interview section).

The teacher used Kahoot because it is an effective and efficient way to teach English vocabulary, especially in the pandemic era. The game in Kahoot can make students interested in learning English vocabulary.

when asked Why did he choose Kahoot game as a medium of learning in online learning? the teacher stated

"..... because the effect of using this game can attract their attention and they can increase or increase their vocabulary, and this game is also very efficient and effective in online learning."

It is clear, the teacher chose Kahoot as a medium to teach English vocabulary because the game can make the students interested in learning English vocabulary. The researcher interviewed the teacher and made observations about how the use of Kahoot in teaching was from pre to post teaching, and also asked the students about their experiences using Kahoot.

Q : “How to use the kahoot game in distributing materials to students in online classes?” The researcher.

A : “It is very easy. Just create a Kahoot account as a teacher. Then make questions. Of course, to teach with a Kahoot, I and my students must know the role and how to use this game, I explained it before starting, but for now they already know how to do it via WA only and only at the beginning. If they are ready all the games can be started, but I still accompany and guide them if there are problems or difficulties. And It also depends on the goal and can be practiced individually or in groups. However, because this was done during a pandemic, the assignments I gave were individual assignments”. Said the teacher

From the interview above, the teacher use Kahoot as pre-teaching (for preparing the tools and lesson plan that use Kahoot for the tools). In the whilst-teaching the teacher explain Kahoot and make it clear the students how to use it, the last in post-teaching, the teacher ask students to play it together. So, the results are described below:

Table 4.1 Activities in using Kahoot

No.	Activities	Note
1.	Prepare the tools	<ul style="list-style-type: none"> a. Teacher and students prepare their own PC / Android. b. Need good connection operation Kahoot.

2.	Teacher prepare the quiz	Teachers can make or take quizzes that are already available according to the material.
3.	Teacher explain how to use Kahoot in WhatsApp Group	<ul style="list-style-type: none"> a. Students must click Kahoot.com and log in with Kahoot Account, if they don't have one, they can register by clicking the button of Sign up-it's free! And register with a Gmail account or Facebook Account. b. If students feel it is difficult to log in, they can play without registering. They click Kahoot! In google, then click Play. c. Waiting until appear PIN, d. Teacher shared the PIN in WhatsApp Group.
4.	Students did instructions from the teacher	After they know the instructions from the teacher, they log in in Kahoot. After that, they use the PIN to join, and they write their Nick name.
5.	Teacher ensure all of the students join.	<ul style="list-style-type: none"> a. The teacher waiting for all the students to join, Student names can appear on the teacher's monitor. b. If all students are logged in, the teacher can start Kahoot by pressing the Play! button. (game starts at the same time)
6.	Students play Kahoot.	<ul style="list-style-type: none"> a. students answer each of the questions that arise.

		<ul style="list-style-type: none"> b. the score that can be according to the speed and accuracy of students in answering. c. Last session, Kahoot showed the leaderboards or final score obtained by the students.
7.	Teacher showed the result (give award for 3 students for getting high score) and review the questions (if students feel difficulties)	<ul style="list-style-type: none"> a. Teacher showed the score to all of the students. b. 3 of the students that got high score got a reward from the teacher. c. Teachers reviewed the questions. Discussed in WhatsApp Group. d. Teachers opened a question in WhatsApp Group if students still didn't understand.
8.	Teacher gives homework	<ul style="list-style-type: none"> a. The English teacher gives homework to the students after they discussed the Kahoot game before. b. The teacher give hove work is conditional, sometimes teacher give homework, sometimes didn't give it

a. pre-teaching

At Beginning at the online class, before the teacher used Kahoot Game, the teacher explained and discussed the topic in WhatsApp Group, the teacher did the opposite; he questioned several students about the topics that were taught on that day using the clue of spelling by text and asking the meaning of the words' activities. He asked questions such as, "did you ever say about qualities of things or someone around us?" If there are some

students who says yes, the teacher asked *“let’s tell to me, what is that?”* and after they discussed the teacher asked *“what type of subject are we going to discuss?”* Students can improve their understanding by asking these questions. The teacher did this to stimulate the students' interest and motivate them to study more about the subject. As previously said, the teacher provided stimulation before delivering the materials. The teacher also prepared lesson plan before the class,

“...prepared a lesson plan”.

After the teacher did stimulate to his students, he prepared Kahoot that he created his own Kahoot game or he took Kahoot that was already, he admits that

“occasionally I took the one that was already there.”

As Kahoot is often given online, each student's personal device was used, and the teacher also prepared his laptop. The teacher is ready to begin the online lesson by drafting a lesson plan, selecting which quiz to use, and picking a device before online class. He ensures that all of the English learning equipment is well-prepared so that the curriculum may be reached through the process of teaching-learning, and students can join in the online session.

The teacher started to communicate with the students by asking some questions through Chat in WhatsApp Group.

“... I asked a few questions... 'What do you think? 'What type of topic are we going to discuss?’ Students can enhance their understanding by asking these questions.”

There are many tasks in apperception, but asking for information about the subject to be studied makes students interested in learning about the topic. Furthermore, the teacher stated,

“This apperception activity helps children comprehend the meaning because after I asked them to spell, I asked them for the translation.”

The teacher requested the translation students to help students rapidly comprehend the meaning of words. Because having a large vocabulary does not mean anything if we do not understand what it means.

Before starting class activities, the teacher has prepared lesson plans, quizzes, and instruments in the pre-teaching process. The teacher begins the session by practicing understanding, spelling, and translating certain words. Teachers are involved in this activity to increase students' understanding. Meanwhile, the teacher asked many students about the content they would learn that day through apperception, as they had done before to arouse students' interest and attention through WhatsApp groups.

b. Whilst-teaching

According to the interview segment with the teacher, the teacher usually prepares the content from the textbook before delivering it.

"After that, I allowed students to discuss the meaning of some of the pictures/texts," the teacher said.

Furthermore, the teacher assigns students

"...the task of choosing some difficult vocabulary, as well as making a Resume for the question and answer segment."

The teacher encourages students to continue by answering some questions to confirm that they comprehend the content.

A question can be,

"What adjectives are included in the discussion in the picture?"

They talk there through conversation. Teachers measure students' understanding of the pictures.

The teacher began delivering the material after discussing the picture. In this situation, the teacher would often utilize a textbook.

"I generally utilized textbooks to deliver the material and display it in images, and I explained the material." teacher explained

The teacher also stated that he gave various topics like grammar and reading, and then they did a question and answer session depending on what they learned.

"...if they can respond, I provide feedback, ask whether the information has been received effectively, maybe there are questions or input, but if there are no questions or input, we may go immediately to Kahoot," the teacher stated.

The teacher did not let students just see or listen to the material, but make sure that they understood the material. So, he asked them some questions and gave some feedback. He also invited students to ask questions about material that they did not understand, even though it was only through the WhatsApp Group. While there are no more questions from students, the teacher continues with the quiz using Kahoot.

“Quizzes are usually given after we meet. So, after Mr. Rifai gave us new material, we did a quiz game on Kahoot.”

The teacher asked students to take a quiz after the material is delivered. If the material has been discussed last week, they immediately do a quiz. However, sometimes teachers also invite students to play quizzes on Kahoot after conveying the topic of the material to be studied to train focus and motivate students' enthusiasm for learning even though studying online, so depending on the time and situation the teacher takes quizzes on Kahoot. At the temporary activity stage, it was clear the teacher began to deliver the material by displaying the initial picture or text in the textbook and enjoying the discussion with the students. However, the teacher gave feedback on students' opinions and gave them some material on grammar and reading.

c. Post-teaching

According to the interview section, the teacher indicated at the end of the session that he used Kahoot exercises to evaluate learning activities. The researcher had spoken to the teacher on how Kahoot was used to represent the subject and also with students about their Kahoot experiences. Evaluation is necessary to verify that students understand the material. The teacher finds or makes a quiz on Kahoot and distributes the code to the WhatsApp Group. First, the teacher instructs the students to prepare their devices.

“...prepare the device and a good signal, I'll send the link directly to the WhatsApp group later.”

The pandemic has made students and teachers conduct online learning, to make it easier for teachers to carry out learning activities, the teacher using the WhatsApp application. Once students log in Kahoot.com to connect to

the quiz, or they can log in Kahoot first, then click Play and they enter the game pin. Teacher remind students to

“...enter the game PIN, and then write your name later.”

When students play Kahoot, the teacher always monitors with a display that appears on the screen (Kahoot) to make sure all students can follow. The teacher is always ready to motivate students when they have difficulty in learning English, he is also ready to serve students when they have difficulties or problems, and he also helps students when they need his help. The teacher knew all of the students' scores after playing Kahoot on his laptop. The teacher gives appreciation to students who receive the highest score in playing Kahoot. The teacher stated that students are excited when they receive an award

“...because appreciation affects student learning. Even if they are small, they will remember something meaningful to them. I also gave them a chance to speak to tell their friends why they were able to obtain such a good performance.”

Image 4.1 Leaderboard of Kahoot



The teacher likes to give appreciation to students because it motivates other students to achieve their goals.

The outcomes of the Kahoot are generally discussed with the students by the teacher. They talk about the students' grades, most number mistakes, and the quiz materials. It is dependent on the time. Student A confirmed.

"We can see our friends' scores, as well as our own final score and the number of incorrect responses."

Furthermore, student B stated that using Kahoot was more beneficial than using problems from the textbook, which they also did in class, because

"...since the textbook tasks are related to collecting normal assignments, if Kahoot allows us to know how much we scored, we can also view our friends' scores." "How much are we?"

Students A, B, E, and F confirmed both.

We observed from students' responses that Kahoot allowed for students to compete with each other by presenting students' grades on their displays. It boosts students' enthusiasm to study English.

The teacher discussed the content with the students in class, but students can check the results independently because Kahoot can show their scores, correct and incorrect responses straight from their devices. As the teacher stated,

"the best thing about Kahoot is that no matter how many questions we answer, Kahoot will decide the score, thus it automatically shows the score." Kahoot can also explain what is correct and incorrect, followed by a discussion."

The teacher shows which number is the most incorrect among students, and it is discussed in the WhatsApp Group. Students can evaluate their own work and see the correct answer, which makes discussion more relevant. As a result, they are more careful in choosing answers in the following quiz.

The teacher evaluates the material from the first activity at the conclusion of the class to ensure that the material provided is acceptable to the students.

The teacher reviews the material from the lessons delivered in order to

"...determine how much material the students received."

The teacher concludes the learning session with an evaluation:

"What is lacking, provides input for further improvements, and closes the class with a prayer." by WhatsApp Group.

Teachers can ensure students' understanding through evaluation. The teacher used Kahoot to evaluate student learning, thus the teacher challenged the students by playing Kahoot in the post-activity stage. The teacher first demonstrated how to use Kahoot, then sent the URL or code over WhatsApp group chat. However, after playing Kahoot, the students became really excited since they could view not only their own scores but

also the scores of others. They can also see their correct and incorrect respond on their tablet. Furthermore, the teacher indicated that he assessed the information by having students play Kahoot to see how much material they had acquired. During learning reflection, the teacher asked students if they had any questions, gave feedback for future progress, and closed the lesson by praying together in a WhatsApp group.



UIN SUNAN AMPEL
S U R A B A Y A

2. Students' Responses when using Kahoot as media in learning English vocabulary.

This research was carried out at SMPN 2 Mantup. The researcher observed English vocabulary learning activities to collect data on students' responses when the teacher teaches vocabulary using Kahoot as media. In addition to observation, the researcher also strengthened the observation by conducting interviews with ten SMPN 2 Mantup students from E class who were recommended by the teacher Interviews. The interview guidelines for students are 6 questions. Based on the findings of the interviews, the number of students in this school was 30. However, because of the pandemic situation, the students attended online classes, therefore the researchers interviewed teachers to enhance the data for this study.

As the researcher has stated before, these answers were obtained under the condition that online games were rarely applied in the online class. In addition, in describing students' responses, the researcher only provided the representative answer of the students' answer since the responses may overlap and have similarities from other students.

From the results of the interviews, it is clear that practically all Students responded positively. Meanwhile, the negative response was due to some of the difficulties they experienced, such as a weak internet connection. The results of interviews of students' responses with a Kahoot, can stimulate their active engagement in learning. It's illustrated by students in online class activities. Students asked questions when they didn't understand the vocabulary or they had difficulty, and they answered together to obtain vocabulary answers on a WhatsApp group. Students are engaged at WhatsApp groups since it allows them to add their grade.

In a Kahoot, students answered a variety of questions. This showed that the teacher asked a lot of questions to the students. example when the teacher provided various words concerning adjectives of objects and people. Before beginning the learning activities, the teacher went through the questions with the students. The

teacher asked about the subject, the names of several adjectives that were examined in the previous meeting, and students paid attention; some students answered the teacher's question. The teacher was very patient in teaching the students to answer questions. "*Did you get it with this word?*" "*What does big mean?*" and so on. They actively inquire as well.

Students could carry out all of the procedures that the teacher has explained, such as: students understood the teacher's explanation, they could carry out activities well, they answered the question effectively, and they understood vocabulary and matched the clues with the relevant pictures. The vocabulary in each question is matched to the picture that relates to the question, allowing students to quickly understand and locate it. Furthermore, students are pleased when the teacher employs Kahoot as a media tool. They also like the process of learning exercises with Kahoot.

Students accomplished all of the Kahoot game procedures, such as: Students easily entered the game and understood when the teacher guided them. They can carry out activities effectively and accurately understand the meaning of new words. Topics in each question are based on previously studied themes, so students quickly recall the vocabulary they have acquired. Furthermore, students appreciated it when the teacher explained the material clearly. They also enjoyed every aspect of the Kahoot.

"easy to use and good game" (interview section).

Moreover, especially in a pandemic situation, the teacher tries create a good atmosphere with the best activities. They make every effort to ensure that the learning process is successful, even though they are online. This effort is made by teacher to ensure students are happy and excited about studying and that they remember the material well.

According to the findings of this study, students who used Kahoot medium to learn English vocabulary are interested and enjoyable. Students have varying characteristics and abilities to learn English. According to observations and

interviews with students, students appreciated using Kahoot since it has certain animation features such as music, graphics, and a thoughtful choice of question format that can help students learn. On the other side, the teacher gave instructions to students via WhatsApp, and then students have a discussion with their classmates. Ten students that have been interviewed said that Kahoot is a good, fun and addictive game and when they played, they felt that learning vocabulary through Kahoot was easy to understand.

” easy to understand” (interview section)

According to an interview with ten students. All of them said that when playing Kahoot students felt not bored and not sleepy when working on each question, they felt happy, challenged to work because they can compete with their classmates even though the class is online. One of them said

“happy and to be able learn more easily, especially learning English” (Interview section).

They also are attracted by the images and music in Kahoot,

” happy because there are pictures of music and make me not bored in learning” (Interview section).

Students are more motivated to acquire English vocabulary. Furthermore, several students interviewed by the researchers stated that Kahoot inspired them to study English, particularly vocabulary.

Student A stated *“Kahoot helped them understand the material better”*.

Student B stated that *“Kahoot might improve my English at home by doing several Kahoot quizzes”*. From 10 students almost all the answer are the same. just different words.

When using Kahoot, both the teacher and the students have fun because they can play against each other outside of class (online class). Through online learning,

the kahoot can have a positive impact on vocabulary development. As a result, in the e-learning process, kahoot is an effective platform. As Stockwell pointed out, vocabulary is among the most often learned language themes using technology in recent years Dodigovic, Yoshii, and Flatiz. Language instruction, according to Gorjian et al., remains inflexible in the face of large developments in other knowledge areas and advances in connectivity, leading in the establishment of game reality to allow online vs. offline engagement between many individuals. We employ technology to assist English students as well as teach English more effectively and efficiently. Zhao highlighted his generally held viewpoint that technology in education is just an instrument utilized to accomplish a purpose in education.

In short, the results in using Kahoot as an online learning media. Kahoot can help students overcome the challenges of acquiring English vocabulary and it helps students to memorize the new vocabulary. Using the gaming rules in the problem-solving process, Kahoot enables students to improve their way of thinking, especially in learning English. Kahoot offered simple and straightforward features, so students were easy to understand. Kahoot also motivated students to learn English vocabulary. Then, Kahoot made the online classroom atmosphere more engaging. Finally, Kahoot encouraged students to compete with one another. Using Kahoot to learn English vocabulary is a fun method to acquire language. Using Kahoot helped students comprehend the meaning of English words more easily than previously.

B. Research Discussion

This session, researcher described research findings, which are based on the theory and previous study presented in chapter II of this study. This study aimed to determine techniques for using Kahoot media for learning English' vocabulary for seventh grade students at SMPN 2 Mantup in this discussion. This study's findings supported the usage of Kahoot as a teaching tool. This study's participants were an

English teacher and students, especially grade VII SMPN 2 Mantup, who were enhanced through interviews. According to the findings of the interviewed, Kahoot provided appealing benefits to children, particularly seventh graders.

The findings of this study are equivalent to those of Adinda Riezky Putri with the Title of her thesis is *The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Comprehension*. The objective was to assess the efficiency of utilizing the Kahoot Game application in increasing the language understanding of students in the seventh grade at SMPN15 Semarang during the academic year 2019/2020. Data analysis revealed sizeable differences between two groups. The average pre-test and post-test scores for the experimental group increased more from 74.45-86.81, while the control group started from 72.10-81.04. The mean value of the experimental group's pretest was 74.45, while the mean value of the control group's pretest was 72.10. Group core increased after the experimental group was taught using the Kahoot and the control group was taught without using the Kahoot as a treatment. The posttest results of the experimental group were also higher than the control group. The average score of the experimental group was 86.81, while the experimental group got a score of 81.04. This means that the achievement of students who were taught using the Kahoot was significantly different from students who are taught using traditional methods of teaching vocabulary to seventh graders at SMPN 15 Semarang during the 2019/2020 academic year.

Another finding from Moh. Mansur¹, Dian Fadhilawati². The Kahoot program might increase students' English Vocabulary success, particularly on the theme of introducing oneself, as seen by the students' results of vocabulary learning outcomes ranging from 59.23 to 84.58. Furthermore, the students had a positive attitude toward the used of Kahoot in vocabulary learning; in this case, they were more motivated and enjoyed learning English, particularly vocabulary, through game-based applications (Kahoot), they loved to review the materials and did the tasks assigned by the teacher at home using Kahoot, and they had more opportunities to collaborate with their friends in group activities.

In fact, the objective of this research was the efficiency of utilizing Kahoot in vocabulary learning at SMP N 2 Mantup. First section of this study was a research of the literature review on using Kahoot as a media. The second section attempted to elaborate findings of the interview and observation. It was concluded that Kahoot could help Students to learn English vocabulary.

1. How the teacher uses Kahoot to teach English vocabulary for seventh graders at SMPN 2 Mantup

The findings indicated that the teacher's statement was consistent with Huebener's theory on the importance of the media. According to Huebener, media plays an important role in learning anything, including language acquisition, because its improved learning effectiveness by supporting individuals in acquiring knowledge in a more relevant and interesting manner⁶⁷. Furthermore, the teacher's statement about educational games is consistent with Donald Clark.⁶⁸ He stated that while games were not the only approach to overcome educational issues, they might be useful in situations where motivation is low. They are better suited to a wide range of learning activities than many people believe.

The explanation that followed was the teacher's activities from pre to post, however the detailed exegesis of the technique to use Kahoot in teaching English vocabulary that was related to Donald Clark theory was described on post-activities.

a. Pre-teaching

1. To arouse students' interest and attention through WhatsApp groups

The teacher began the lesson by practicing perception. The teacher is involved in activities such as spelling and questioning the meaning of certain words. Using WhatsApp Group, the teacher informed and detailed the themes that would

⁶⁷ Theodore Huebener, *Why Johnny Should Learn Foreign Languages* (Chilton: Chilton Company, 1962)

⁶⁸ Donald Clark, *Games and e-learning* (Sunderland: Caspian Learning, 2006), 20.

be addressed in the first class to the Students. Teacher-related materials with pictures or books, as well as course-related materials, required students to spell various topic-related keywords. He also questioned the students what the phrases meant; he wanted the children to reflect before receiving the material from the teacher. While the usual teacher explains and discusses the topic that is taught in WhatsApp Group, the teacher did the opposite; he questioned several students about the topics that will be taught on that day using the clue of spelling by text and asking the meaning of the words' activities. He asked questions such as, "did you ever say about qualities of things or someone around us?" If there are some students who say yes, the teacher asks "let's tell to me, what is that?" and after they discussed the teacher asked 'what type of subject are we going to discuss?' Students can improve their understanding by asking these questions. The teacher did this to stimulate the students' interest and motivate them to study more about the subject. According to Donald Clark, the teacher should stimulate the students before delivering the subject in order to increase their attention in studying. Therefore, the teacher's method of perception is related to Donald Clark's theory. As previously said, the teacher provides stimulation before delivering the materials.

The method teachers used perception is in line with one of the principles of the Minister of Education and Culture's Regulation of the Indonesian Republic (Permendikbud RI) issue 103 for the year 2014 about learning in primary and secondary school⁶⁹. It was reported that students are helped in learning. It is related to the teacher's perception during pre-teaching. The

⁶⁹ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. *"Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah"* No 103. 2014,Page 3.

teacher assisted the students in choosing what material would be discussed on that day through spelling, checking for meaning, and asking some questions about activities that are relevant to one of the principles stated above in Permendikbud number 103-year 2014.

In this research, the teacher used perception and communicated the material to be discussed. Both students A,B,C and D showed enthusiasm and attention to study English as a result of how the teacher began the learning session. The result is related to Lumley and Bailey's research. It stated that teachers must be on a continuous journey of discovery, learning new things to enable them accept a pedagogy that inspires and engages students. As a result of the teacher's participation in these pre-teaching, the students' enthusiasm and motivation to learn English are obvious⁷⁰. Furthermore, in order to achieve the objective curriculum, the teacher constantly develops the lesson plan and the material to study English.

b. Whilst-teaching

2. Use picture and technology to deliver the materials

Learning a language doesn't have to be done through a book course; it could be done through other means, such as technology. The teacher is aware of the students' need to learn English in this study. According to the teacher, the students enjoy learning in a fun environment. As a result, he chose Kahoot. This is consistent with the findings of Watty and colleagues⁷¹, who stated that the trend in higher education is to introduce technology into the classroom.

⁷⁰ Lumley and Bailey, "Improving Student Motivation". *Electronic Learning*, Vol. 11 No.3, 1991, 14.

⁷¹ Watty, Mc.Kay, and Ngo, "Innovators or inhibitors? Accounting Faculty Resistance to new educational technologies in higher education". *Journal of Accounting Education*, Vol 36, 2016, 3.

Students enjoy studying using technology because it is engaging and avoids the learning process from becoming boring.

Permendikbud number 103 of 2014 links teacher actions to two concepts⁷². To begin, it is mentioned that students learned from a variety of sources. Teachers attempt to use a variety of learning tools, including not only textbooks but also pictures and technology such as slides to impart content. Second, use of information and communication technologies to increase learning quality and productivity. In this study, the teacher uses PPT slides from course books or internet sources and internet connections to explain exercises in online courses. This indicated that the teacher implemented one of the Permendikbud number 103 of 2014.

c. Post- teaching

3. Kahoot as a method for evaluating vocabulary learning

Last session, the teacher administers a quiz to evaluate learning activities and have the students focus on the subject. According to Huebener, the media played an important role in learning anything, including foreign language acquisition, because it improved learning effectiveness by supporting individuals in absorbing knowledge in a more relevant and interesting manner⁷³. The teacher's opinion regarding educational games is also consistent with Donald Clark's assertion that games are not the only solution to educational issues, but they may help when motivation is low.⁷⁴ In this

⁷² Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. "Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah" No103.2014, Page4.

⁷³ Theodore Huebener, *Why Johnny Should Learn Foreign Languages* (Chilton Company, 1962)

⁷⁴ Donald Clark, *Games and e-learning* (Sunderland: Caspian Learning, 2006), 20.

situation, the teacher used the Kahoot application because, in his opinion, it is useful in assisting students who are having difficulty learning English, particularly vocabulary. Indeed, this application encourages students to study English with their friends. One of the students stated that they could see their friends' scores as well as how many of them answered the questions correctly or incorrectly. After delivering the topic through slides and pictures, the teacher employed Kahoot as a tool for evaluating learning exercises and reflecting on the material. First, the teacher sent a code or link to students over WhatsApp so that they may take Kahoot more simply. In order to play Kahoot, students must input the game code given by the quiz creator, in this situation the teacher. Although the teacher sometimes created or didn't create the quiz; he created but he often took it from a Kahoot quiz, it doesn't matter because it is basically game content; if it is connected to the topic they studied that day, students may still play anyone's game. To play Kahoot together, students enter the game code into the app or instantly click on a link. They can verify their own responses after playing Kahoot together. They know if their responses are correct or incorrect; this is an example of indirect self-assessment learning. The teacher encourages students to evaluate the quiz questions so that they can learn why their answers are correct or incorrect via the WhatsApp group.

4. Helping students with learning English vocabulary problems

According to the findings of this study, teachers report that when students play Kahoot, they are more motivated to acquire English vocabulary. Furthermore, several students interviewed by the researchers stated that Kahoot inspired them to study English, particularly vocabulary. Student A stated that Kahoot helped them understand the material better. Student B stated that they might improve their English at home by doing several Kahoot quizzes.

2 Students responses when using Kahoot as media in facilitating students learning vocabulary

Based on research findings, the utilization of Kahoot gives a positive aura for most students. About 86% felt that Kahoot motivated them to learn vocabulary. These findings were reinforced by Adinda Riezky Putri in her research entitled "The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Comprehension"⁷⁵The purpose of this study was to find out how effective Kahoot is in learning vocabulary for junior high schools. Relevant research showed that Kahoot promotes good students' attitudes and motivation, and research showed that students who used mobile apps to learn a second language do better on exams.

According to the research findings, respondents to the study provided a variety response about Kahoot games to learning in English-vocabulary. The majority of students, on the other hand, viewed problem-based learning positively. The data reveals a variety of answers as a result of the use of Kahoot. The majority of students agreed on the interview. First, Kahoot allowed students to overcome difficulties in learning English vocabulary. Second, Kahoot motivates students to

⁷⁵ Adinda Riezky Putri, "The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Comprehension" A Quasi Experimental Research, (Semarang:2019), 87-88

learn English vocabulary by Online learning. Third, Kahoot provides features that are simple and easy to use. Fifth, Kahoot encourages students to compete with others. Sixth, learning with Kahoot is a fun way to learn English vocabulary in a fun atmosphere. seventh, Kahoot can facilitate junior high school students to learn English vocabulary, eighth, Kahoot is affordable for online classes, especially in the pandemic era. The full description is written as follows:

1. Kahoot to overcome difficulties in learning English vocabulary

Referring to Chapter II Vocabulary plays a critical role in communication⁷⁶. As a result, one strategy to create a strong ability to comprehend the language is to learn the vocabulary from all English abilities so that we can easily express thoughts and meaning. According to P. Bruder⁷⁷ Gamification can assist overcome learning hurdles and improve engagement in the learning process. Also, Kahoot, which assists students in overcoming obstacles in learning English, particularly vocabulary. The statement was agreed upon by the students. Suo et al. further suggest that students are eager to overcome difficult difficulties in order to obtain a sense of accomplishment through digital game-based learning.

2. Motivates students to learn English vocabulary by Online learning.

Referring to Chapter II " Gaming is extremely motivating since it is entertaining and fascinating. These may be utilized to develop all linguistic skills as well as many various kinds of interaction". Games encourage Students to communicate, collaborate, and be innovative in meaningfully using the language⁷⁸ Kahoot is a game-based education that provides fun, interest, and personal comfort from interactive features. When students play

⁷⁶ A. Susanto & Fazlinda, A, " *English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio-Educational Factors* ".:(A Review. Applied Science and Technology) 2016

⁷⁷ P. Bruder, " *Game on: Gamification in the Classroom* ". *Education Digest*. Vol. 80 No. 7, 2015, 58.

⁷⁸ E.Akdogan. " *Developing vocabulary in game activities and game materials* ".(Journal of Teaching and Education,2017). 7(1), Page 31-66.

games, they feel happy and motivated to learn English. According to the survey results, students agree that Kahoot motivates them to learn English vocabulary especially during online lessons.

3. Kahoot providing simple and easy to use features

Kahoot provides digital tools for teachers to give quizzes in a short, easy, and quick method. Kahoot has various features, including free Kahoot, topic variants, codes, timings, and ratings. Kahoot also has a colorful user experience, characters, and music that provide students with a game-like experience. The features, such as games, are straightforward and easy to use. It is a unique present for students that allows them to experience the game's environment. According to the interview, students acknowledged that Kahoot had simple and straightforward features

4. Kahoot encourages students to compete with others.

Students are loved in a competition; it makes them excited to do activities that involve scores or win-lose activities. Kahoot provides educational games that make students compete with each other. There is a feature that shows the rank and score of the participants participating in the live game at that time. From there, students can see the scores of other students and their serial numbers on the screen shown by the teacher. Students take quizzes simultaneously and see the student's current position on the scoreboard shared by the teacher. In addition, student results agree with the statement 'Kahoot makes students compete with other students'.

5. fun way to learn English vocabulary in a fun atmosphere.

Gamification is commonly used to make process learning more appealing to Students. According to Wang, Zhu, and Saetre, gamification is accomplished by momentarily changing the classroom into a game show similar to those seen on television, with the teacher playing the game show

host and the students competing ⁷⁹. Learning vocabulary in a fun way makes it easier for students to remember vocabulary, they are not forced to memorize vocabulary and vocabulary can stick by itself in students' brains. Arum stated that there are several approaches and tactics to make teaching and learning English entertaining and engaging. One of them is playing games. In addition, students agree that learning with Kahoot is a fun way to learn English vocabulary in a fun atmosphere. Based on research findings, utilizing Kahoot gives a positive aura to most students. Students feel that Kahoot motivates them to learn vocabulary.

6. Facilitate junior high school students to learn English vocabulary.

From previous study by Amini Luthfi Dimiyati, YepiSedy Purwananti with the title is Kahoot In Teaching English Vocabulary for Junior High School stated that Kahoot is a game-based learning medium which may be used to maximize and promote student engagement and independence, as well as to assist the evaluation process and variations in learning. So, from these results it can strengthen the statement that Kahoot is suitable for use by junior high school students.

7. Affordable for online classes, especially in the pandemic era.

In the pandemic era, students cannot meet face to face with the teacher. It means that students are just learning at home, so the teacher must have ideas to make students not feel bored. In this research the teacher used Kahoot that is appropriately used in online or offline learning. From a previous study by Amini Luthfi Dimiyati, YepiSedy Purwananti with the title is Kahoot In Teaching English Vocabulary for Junior High School stated that Kahoot content may be made to inspire students to study each item being taught in order to increase their cognitive intelligence. The usage of facilities and

⁷⁹ Wang,A.I.,Zhu,M.,& Sætre, R.“ *The Effect of Digitizing and Gamifying Quizzing in Classrooms. In Proceedings of the 10th European Conference on Games Based Learning* ”.University of the West of Scotland Paisley, Scotland.(2016).

passion for learning have significant impact on the success of the learning process. Kahoot may be utilized not just in the classroom but also outside of the classroom.

As a result, they enjoy using Kahoot in the learning process, both in and out of the classroom. In this study, students of SMPN 2 Mantup, particularly those in seventh grade, who have 30 students in one class, had no unique difficulty using Kahoot. Some students, particularly 4 students, are having trouble with the signal, so they consult with the teacher to resolve the issue. Although using Kahoot is fairly simple, occasionally 13% of students were unable to use Kahoot. This occurs because they did not use a good connection when using Kahoot. This research looked at students using Kahoot to help them learn new words. The students expressed their good impressions in learning English using Kahoot. In this study, Kahoot has several positive impacts on students' learning experiences. This proved that students can learn English vocabulary more easily. Therefore, their English vocabulary can increase. So, this research is recommended for use when learning online even though not face to face, this research was carried out when there was a coronavirus outbreak, which caused students and teachers to be unable to meet face to face. So, the result is that Kahoot is very effective for 7th grade junior high school students. This study recommended that teachers use Kahoot to be applied in English classes for online classes, especially for learning vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This part is devoted to presenting the conclusion based on the data studied in the previous chapters, followed by recommendations for students, teachers, schools, governments, and the next researcher.

A. Conclusion

According to the research finding and discussion to answer the research questions on (1)How does the teacher use Kahoot to learn English vocabulary for seventh graders at SMPN 2 Mantup? and (2)What are the students' responses about the use of Kahoot for learning English vocabulary at SMPN 2 Mantup? The researchers discovered that students in seventh grade, particularly those at the starting level, were engaged, appreciate of utilizing Kahoot as a media in the learning process; nevertheless, the researcher is familiar with the technique for using Kahoot.

1. In response to the first question regarding how to use Kahoot to teach English vocabulary. The researcher discovered that the teacher used Kahoot in the seventh grade of SMPN 2 Mantup for evaluating learning activities at the conclusion of the class. Before playing Kahoot together, the teacher provides URLs or codes to play Kahoot. The teacher always monitors the class as the students play Kahoot to ensure that there are no problems with the students' activities. After playing Kahoot, the instructor and students discuss the game's questions and responses and allow the students to ask questions about the material they learned that day. 'They be motivated to do their best because they can check their scores on their device.
2. The second conclusion related with the students' responses about the use of Kahoot in learning English vocabulary at SMPN 2 Mantup. they stated their response by answering questions by the researcher at the time of the interview and observation by the researcher.

- a. Kahoot allows students to overcome difficulties in learning English vocabulary.
- b. Kahoot motivates students to learn English vocabulary by Online Learning.
- c. Kahoot provides features that are simple and easy to use.
- d. Kahoot encourages students to compete with others.
- e. Learning with Kahoot is a fun way to learn English vocabulary in a fun atmosphere.
- f. Kahoot can facilitate junior high school students to learn English vocabulary,
- g. Kahoot is affordable for online classes, especially in the pandemic era.

So, this study gives students and teachers with insights on the value of using social-media to increase students' vocabulary knowledge. The findings of this study may be useful to material developers and syllabus designers in developing more adaptable teaching techniques that make use of social-media platforms such as Kahoot. This study might replicate on other skills such Reading and writing. This study was carried out at the novice level and may be generalized to other levels, allowing it to be replicated at different levels of language skill.

B. Suggestion

According to the results of the study and the limitations made by the researchers, the studies provide the suggestions that follow:

1. The following author or researcher.

Author focuses on media which help students with their vocabulary in the context of education. If any researcher who conducted research on the same issue as this one, it would be far preferable if other researchers broadened the topic to include

elements of university or other English skills, as well as being able to focus on and speak in depth about specific values.

2. School

School has developed into a supportive atmosphere for students in learning English. School had already taken on the primary priority of integrating students' knowledge by developing programs or engaging in creative learning processes such as employing interactive technology. As a result, both the teacher and the school have made contributions.

3. Teachers

In this study, teachers utilized media Kahoot to help students with their vocabularies, only some schools utilize Kahoot as tools in online learning. As a result, teachers should develop new ways to include Kahoot into the learning process, such as using Kahoot to learn English vocabulary especially in Pandemic situations. Then, because teachers have methods to use Kahoot both online and offline.

4. Government in Indonesia

At the moment, the government has already implemented a great system, particularly on the learning process, which is extremely important in a pandemic situation. Aside from these programs, it is far better to provide students with media which may help them increase their knowledge and drive them to study, such as gaming education.

5. Student

Students require facilities to facilitate their learning process, especially in the modern era when they must study online, because many things have the advantage of being a medium for the learning process, students should be capable of taking advantage of everything that surrounds them to become a medium for the process of learning while they study.

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