

**KAHOOT! AS A GAMIFIED LEARNING PLATFORM
FOR VOCABULARY LEARNING ACTIVITY AT SMK
WACHID HASYIM 2 SURABAYA**

THESIS

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



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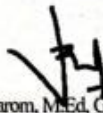
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ABSTRACT

Rahmawati, Diyan. (2025). Kahoot!! as a Gamified Learning Platform for Vocabulary Learning Activity at SMK Wachid Hasyim 2 Surabaya. Thesis. English Language Education Departement, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Sigit Pramono Jati, Ph.D., Advisor II: Drs. Muhtarom, M.Ed, Gred. Dip.Tesol.

Keywords: Kahoot!!, Gamified Learning, Vocabulary Learning, Students Interest,

This study investigates the use of Kahoot! as a method for teaching vocabulary in a tenth-grade English class, with an emphasis on recount narratives and simple past tense. Observations on April 20 and 24, 2025, revealed that Kahoot! efficiently engaged students, making vocabulary learning fun and competitive. Students accessed the platform, answered questions under a certain time limit, and then discussed their replies. A questionnaire examined students' interest in utilizing Kahoot! for vocabulary acquisition, and the top 10 responders were chosen based on the quality of their replies. The results showed that Kahoot! considerably raised students' situational interest and motivation, with many indicating a wish to keep using it. The findings are consistent with constructivist learning theories, emphasizing the significance of active participation and emotional engagement. Overall, Kahoot! proven to be a valuable tool for increasing students' interest and enthusiasm to learn English vocabulary.

ABSTRACT

Rahmawati, Diyan. (2025). Kahoot!! sebagai Platform Pembelajaran Gamified untuk Belajar Kosakata Siswa di SMK Wachid Hasyim 2 Surabaya. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I Sigit Pramono Jati, Ph.D., Pembimbing II: Dr: Drs. Muhtarom, M.Ed, Gred.Dip.Tesol.

Kata Kunci: Kahoot!!, Gamified Learning, Pembelajaran Kosakata, Minat Belajar Siswa

Penelitian ini menyoroiti bagaimana minat situasional yang dipicu oleh gamifikasi dapat berkembang menjadi minat pribadi, menumbuhkan motivasi jangka panjang dalam pembelajaran bahasa. Penelitian ini menyelidiki penggunaan Kahoot! sebagai metode untuk mengajarkan kosakata di kelas bahasa Inggris kelas sepuluh, dengan penekanan pada narasi menceritakan kembali dan bentuk lampau sederhana. Pengamatan pada tanggal 20 dan 24 April 2025, mengungkapkan bahwa Kahoot! secara efisien melibatkan siswa, membuat pembelajaran kosakata menjadi menyenangkan dan kompetitif. Siswa mengakses platform, menjawab pertanyaan dalam batas waktu tertentu, dan kemudian mendiskusikan jawaban mereka. Sebuah kuesioner meneliti minat siswa terhadap dalam menggunakan Kahoot! untuk penguasaan kosakata, dan 10 responden teratas adalah yang dipilih berdasarkan kualitas jawaban mereka. Hasil penelitian menunjukkan bahwa Kahoot! secara signifikan meningkatkan minat dan motivasi situasional siswa, dengan banyak yang mengindikasikan keinginan untuk terus menggunakannya. Temuan ini konsisten dengan teori pembelajaran konstruktivis, yang menekankan pentingnya partisipasi aktif dan keterlibatan emosional. Secara keseluruhan, Kahoot! terbukti menjadi alat yang berharga untuk meningkatkan minat dan antusiasme siswa untuk belajar kosakata bahasa Inggris.

TABLE OF CONTENTS

THESIS	i
STATEMENT OF AUTHENTICITY	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
MOTTO	vi
DEDICATION SHEET	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
ABSTRACT	x
TABLE OF CONTENTS.....	xi
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions	7
C. Research Objectives	7
D. Significance of the Study.....	7
E. Scope and Limitations of the research	8
F. Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Review of Related Literature	11
B. Implementation of Gamification	14
C. Platform for Gamification	17
D. Learning Vocabulary	18
E. Students's Interest in English Vocabulary Learning.....	22
F. Review of Previous Study	25
CHAPTER III RESEARCH METHOD	32
A. Research Design.....	32
B. Research Subject and Setting	32
C. Data and Source of Data.....	33

D. Research Instruments.....	34
E. Data Collection Technique.....	35
F. Data Analysis Technique	37
G. The Trustworthiness of the Data.....	38
CHAPTER IV RESEARCH FINDING	41
A. Findings.....	41
B. Discussion	48
CHAPTER V CONCLUSION & SUGGESTIONS	55
A. Conclusion.....	55
B. Suggestion.....	57
REFERENCES	58
APPENDIXES	64
I. Rangkaian Penulisan Field Note Observasi di Kelas (Kahoot!).....	65
1. Identitas Observasi	65
2. Deskripsi Situasi Awal	65
3. Catatan Deskriptif (Selama Penggunaan Kahoot!).....	65
4. Catatan Reflektif.....	66
5. Catatan Tambahan.....	66
II. Daftar Pertanyaan Panduan Observasi – Catatan Jawaban Ringkas	66
A. Tentang Guru & Pengajaran.....	66
B. Tentang Siswa & Partisipasi.....	67
C. Aspek Teknis	67
D. Efektivitas & Dampak	67
E. Refleksi Umum	67

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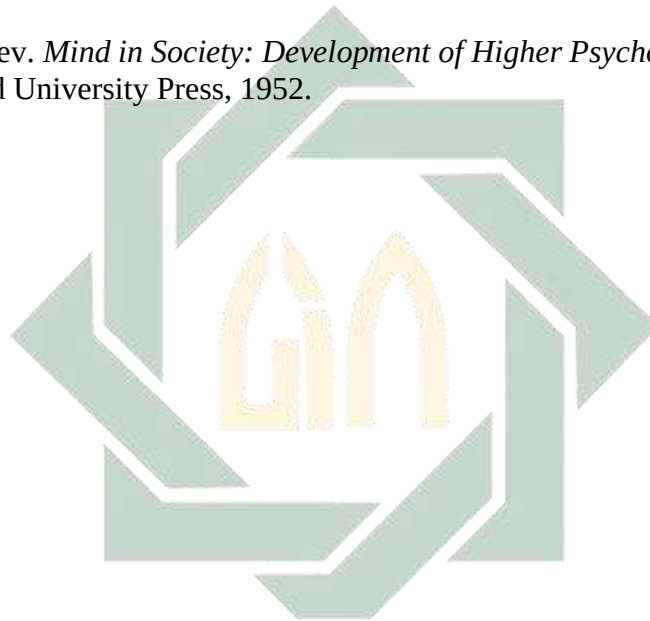
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