THE EFFECTIVENESS OF USING KAHOOT GAME TO IMPROVE STUDENTS' VOCABULARY COMPREHENSION

A Quasi-Experimental Research of Seventh Grade Students of SMP N 15 Semarang in the Academic Year of 2019/2020

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

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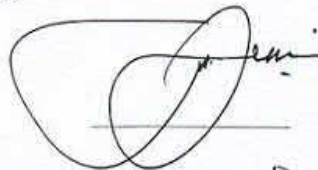
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APPROVAL

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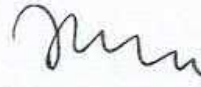   NIP. 196202211989012001

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DECLARATION OF ORIGINALITY

I Adinda Riezky Putri hereby declare that this final project entitled The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Compehension (A Quasi-Experimental Study at the Seventh Grade Students of SMP Negeri 15 Semarang in the Academic Year 2019/2020) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang,   Agustus 2019

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MOTTO AND DEDICATION

"Allah does not burden a soul beyond that it can bear."

(Quran – 2:286)

"Your attitude is more important than your capabilities. Similarly, your decision is more important than your capabilities."

(Jack Ma)

"The best revenge is massive success."

(Frank Sinatra)

To my everlasting love, Mom and Daddy

To my dearest best friends, *Hapeuk Girls* and others

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ABSTRACT

Keywords: *Quasi-experimental, kahoot game, vocabulary*

Vocabulary is one of the essential skills in communication. Unfortunately, English teachers mostly use conventional method in teaching vocabulary, which is boring monotonous. Therefore, I try to use Kahoot Game as the media in teaching vocabulary. The objective of this study was to find out the effectiveness of kahoot game in improving students' vocabulary comprehension.

This study was a quasi-experimental research using quantitative data as the instrument for collecting the data. The pre-test and post-test non-equivalent group design was applied as the research design. The subject of this study was the seventh grade students of SMP Negeri 15 Semarang in the academic year of 2019/2020. In obtaining the data, I conducted pre-test, treatments, and post-test. In the treatment activity, the students in experimental group were taught by Kahoot Game. On the other hand, the students in control group were taught by conventional method. The instrument of this study is vocabulary comprehension test in a form of multiple choices.

The result of the data showed that the mean scores of experimental group pre-test was 74.45 and the control group was 72.11. After both groups obtained the treatments, the mean scores of both groups increased. The mean score of experimental group post-test was 86.81 and the control group was 81.05.

After analyzing the data, I found that there were differences of the score between the students who were taught by using Kahoot Game and the students who were taught by using conventional method. Therefore, Kahoot Game is more effective than the conventional method in improving students' vocabulary comprehension in the seventh grade students of SMP Negeri 15 Semarang.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, hypotheses of the study, and outline of the report.

1.1 Background of the Study

English has become one of a core subject of secondary schools level in Indonesia. Yet, as a developing country like Indonesia, we still consider English as a foreign language. That is why, Indonesian people still find some obstacles and difficulties in learning other native language, commonly one is English. There are many factors that make the students or learners feel to burden theirselves when they try to learn English. According to Souriyavongsa, et al. (2013) in her study of "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos" stated that first, the majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not the least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native

speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy. All the factors mentioned above have almost similar conditions as in any some of developing countries. In learning language, one of the language components that should be obtained by the learners is vocabulary. Regarding to this issue, the teachers or instructors need to acquaint new words by applying a certain strategy to the students. Yet, if the strategy in teaching vocabulary is not organized in a proper and interesting method, the result tends to bring out the students to memorize the words and this will cause stress and pressure for the students. It means that teachers should be creative and innovative. This is in accordance to Harmer (2008) states that teaching vocabulary as the major part in this process is the art of the language teacher themselves. Students need to know the words in context to see how they are used in the process of interaction. Since vocabulary has a role as a basic component of language proficiency (Richard & Renandya, 2002), it provides much of the basis for how well learners speak, listen, write, and read. Based on the curriculum of English education in Indonesia, vocabulary should be integrated in the process of learning which is based on the school curriculum. In other words, any sort of strategies used to attain the aim of vocabulary mastery should be provided properly by all language teachers. It is known that vocabulary is significant in learning of language particularly of a second language or foreign language learning. Vocabulary holds an important role in learning English because it is the basic of the language skill (Kurniawan, 2009). Wilkins in Ismail, Zaid, Mohamed, & Rouyan (2017) stated: 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (p111-112). Acquiring vocabulary

and gaining sufficient vocabulary size have often become a stumbling block to some students due to several discerning factors including learning disability, lack of exposure to English, lack of self-confidence, and lack of knowledge about the right vocabulary strategies (Yunus et.al, 2016).

Nowadays, almost teenagers prefer going along with the smartphone to spend the time as well as learning English vocabulary. This is in accordance to Chen, W. et al. (2017) stated that technology is being increasingly integrated as a part of teaching in view of enhancing students' engagement and motivation. Game-based student response systems in particular can motivate engagement, and ultimately, improve students' learning experience. Vocabulary is one of important language components in any languages. We would never be able to listen, speak, read, and write without comprehending vocabulary. For example, the students need to listen to some sources; the students need to find the meaning in each words in order to convey the meaning. They may be able to pronounce or read to some unfamiliar words; yet they would not be able to understand the context and the value of the text. Therefore, they obtain low scores in speaking, listening, writing, and reading which leads to the unmotivated in learning English.

Based on my observation in one of secondary school Semarang, I found that many students still have difficulties to learn new vocabulary items since the teaching technique is boring. It also found that the classroom activity was mostly using a teacher-centered techinique which means the teacher explained the learning material to the students more actively.

There are elements of English which are important to be learnt, such as structure and vocabulary. Yet, vocabulary also holds an important role in learning English (Risnawati, Nuhung, & Thamrin, 2014). The students will not be able to understand and convey the meaning of English texts if they can not master the vocabulary well. Thus, the teachers should have some interesting techniques to teach vocabulary to the students.

There are so many techniques to improve students' vocabulary. One of them is using games. Games have many advantages for both language teachers and the students. They support learning the target language when students are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher to present the language in an enjoyable atmosphere. Another advantage of using games in a foreign language setting is to make less stressful moment gone. In a language learning atmosphere, stress-free environment should be provided (Gozcu & Caganaga, 2016:127).

At this time, there are various kind of English vocabulary games such as Quizizz (www.quizizz.com), Quizlet (www.quizlet.com), Socrative (www.socrative.com), Kahoot! (www.kahoot.com), Plickers (www.plickers.com), etc. In this research, I apply Kahoot Game as a technique to improve students' vocabulary in the seventh graders of SMP N 15 Semarang. Kahoot is a game-based learning platform which used as educational technology in schools and other educational institutions. Its learning games are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the Kahoot application

(Wikipedia, 2017). Kahoot is a learning game conducted in the classroom with the student. It can be defined as the response system of the student.

Hopefully the students can enjoy learning English with fun way and it can enhance their vocabulary.

1.2 Reasons for Choosing the Topic

In this study, I chose the topic "The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary Comprehension" based on the following reasons:

Firstly, vocabulary is one of the language components which is fundamental besides grammar and pronunciation. We can not listen, speak, and write without acquiring vocabulary comprehension as the basic knowledge.

Secondly, learning English through a game-based application is an effective method for millenial students. Because students nowadays would get used to stick with gadgets everytime.

Thirdly, I hope that by adjusting games especially a game-based application may bring benefits to both students and teachers. Because sometimes the students are still lack of giving attention particularly to common learning media that can raise boredom during lessons.

The last but not the least, I am interested in applying a learning process through a game. Because I thought that it can be a beneficial for students' to attract students' mood through teaching and learning process.

1.3 Research Problems

Based on the background presented above, I want to find out the answer of the following question:

How effective is the use of Kahoot Game in improving students' vocabulary at the seventh graders of SMP N 15 Semarang?

1.4 Objectives of the Study

Based on the problem stated above, the purpose of this study is to find out the effectiveness of using Kahoot Game to improve students' vocabulary comprehension at the seventh graders of SMP N 15 Semarang.

1.5 Significance of the Study

This research has the objective to find out the effectiveness of using Kahoot Game to improve students' vocabulary. By conducting this research, I have three significance; there are theoritical, practical, pedagogical significance. It also would give significance to the teacher, students, and the readers.

By conducting this research, it would give English teacher new interesting references in using Kahoot Game as teaching media in the classroom to improve students' vocabulary. Practically, it would guide the English teachers in practicing vocabulary by using Kahoot game to the students which can motivate their understanding of English vocabulary. So, this study would give an idea and the way to develop various teaching media which can be used in the classroom so that the students can be interested in learning English particularly in vocabulary.

For the students, they will obtain new interesting learning in the classroom so it would make them more enthusiastic in learning English vocabulary. For the English teachers, this research can be a point of view about the obstacles commonly faced by the teachers in order to improve students' vocabulary by using such media. Yet, using Kahoot Game may be a strategy to solve a problem when they face difficulties to learn English vocabulary.

By conducting this research, it would give information for the readers about the common problems faced by the teacher in using game as teaching media such as what the most they used and the reasons why they use it. Not only in using the theory but also in direct practice. Therefore it would give the knowledge about the situation in the teaching and learning process of English especially in vocabulary when it is using game as teaching media.

1.6 Hypotheses of the Study

In this study, there are two hypotheses stated as follows:

Working Hypothesis (Ha): Kahoot Game is effective to improve students' vocabulary to the seventh grade students of SMP N 15 Semarang.

Null Hypothesis (Ho): Kahoot Game is not effective to improve students' vocabulary to seventh grade students of SMP N 15 Semarang.

1.7 Limitation of the Study

The scope of this study are as follows:

a. This study only conducted on the seventh grade students of SMP Negeri 15 Semarang in the academic year of 2019/2020.

b. Kahoot Game is an innovative strategy to help students in enhancing their vocabulary.

c. I focus on improving students' vocabulary comprehension in term of part of things in the class room, dining room, and living room.

1.8 Definition of Key Terms

There are three terms in this study stated as follows:

1. Quasi-experimental designs are partly–but not fully–true experimental designs; they control some but not all of the sources of internal validity (Saleh, 2012). According to Cresswell (2014), "in quasi-experiments, the writer used control and experimental groups but did not randomly assign participants to group (e.g. they may be intact groups available to the writer)". Quasi-experimental are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups (Ary, Jacob, & Sorensen, 2010). Quasi-experimental research may look very much like true experimental research in that it does involve the manipulation of an independent variable (Oxford Dictionary, 2011).

2. Kahoot Game

Kahoot is a game-based learning platform which used as educational technology in schools and other educational institutions. Its learning games are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the Kahoot app (Wikipedia, 2017). Kahoot is a learning game conducted in the classroom with the student. It can be defined as the response system of the student. Multiple choice questions may be formulated in debate format using the Kahoot application, and can be played with all students (Bicen, 2018). Kahoot is educational software that has the potential to prepare online questionnaires, discussions or exams, as well as to enable students to cooperate in terms of research topics (Bicen and Kocakoyun, 2018). Moreover, Chen, et al (2017) added that Kahoot! fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation.

3. Vocabulary

Neuman & Dwyer (2009:385) cited vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". According to The American Heritage Dictionary (2004), vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. Alqahtani (2015) also highlited that vocabulary is the total number of words that are needed to communicate ideas and express the

speakers' meaning. In short, as English learners we should convey the meaning through the words we read. This is similiar with Nattinger in Sanusi (2009) stated that guessing vocabulary from context is the most frequently way of discovering the meaning of new word. Lastly, Hornby (2005) stated that vocabulary is all the words that a person knows or uses; all the words in a particular language; the words that people used when they are talking about a particular subject.

1.9 Outline of the Report

This part explains five chapters in the research.

Chapter I is introductory chater. In this chapter, I explain the general background of the study which many students are still lack of vocabulary mastery. Because there are factors from both teacher and students that may cause the learning of English vocabulary is still lack of good motivation. Therefore, the researcher uses the Kahoot Game as a teaching tool to improve students' vocabulary mastery, especially for the seven graders of SMP Negeri 15 Semarang. The researcher hopes that it would have the theoritical, practical, and pedagogical significance to solve students' vocabulary mastery by using Kahoot Game.

Chapter II explains the review of the previous studies that is related to the studies which have been conducted before by another researcher. The studies showed that the use of game as teaching media to improve students' vocabulary. Some of pevious researchers used game with various title and also used various type of research; such as experimental research and action research.

Chapter III contains about research methodologies. This research use a quasi-experimental research which choose the students of SMP N 15 Semarang as the participant. I use pre-test and post-test to know the ability of students' vocabulary and also use two groups; the experimental and control group. The instrument of this research is by using tests.

Chapter IV contains the research findings and discussions. It discusses about the data presentation, the result of data analysis in pre-test and post-test of both experimental and control group, explains the significance of using Kahoot Game as teaching media to improve students' vocabulary, the normality, the homogeneity, the t-test analysis, and the independent sample test of the research and there is calculation of pre-test and post-test by using formula and discussions of the research which explains the result of pre-test and post-test between experimental and control group. .

Chapter V contains the conclusions and the suggestion of the research. Conclusions explain the effectiveness of using Kahoot Game as the teaching media to improve students' vocabulary, the significant improvement of students' vocabulary results after they were treated by Kahoot Game, and the result of pre-test and post-test between experimental and control group. While the suggestions explain the conclusion of the research and the researcher give suggestions for the English teacher to use Kahoot Game as the teaching media.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of previous studies, review of the theoretical study, and the theoretical framework.

2.1 Review of Previous Study

The use of games in teaching a foreign language can be an interesting way that makes students attracted to the lesson. Review of the previous studies mentions some researches in the same topic. Those researches used games to teach English vocabulary. They can be used as references in this study. The researchers of current topic as follows.

The first study was conducted by Handayani (2016) about the use of matching pairs game to enrich students' vocabulary mastery has aimed to find out the effectiveness of matching pairs games to enrich students' vocabulary mastery. The object of this study was the seventh grade students of SMP Negeri 5 Magelang. This study was a quasi experimental research.The result of this study showed that the application of matching pairs game could improve students in understanding vocabulary. There was a significant difference between the students were taught by using matching pairs game and those who were taught by using conventional technique. It was proved by the result of the test before and after giving the treatment. The average score of pre-test was 57.41 and after obtaining the treatment the average score of post-test increased to 76.89. Therefore, the researcher believed that by

implementing matching pairs game is more effective to improve students' vocabulary mastery.

Moreover, Ismawarningtyas (2015) conducted a research about the use of tourism brochures as media to improve students' motivation in learning vocabulary. This study had a purpose to investigate the use of tourism brochures in learning vocabulary. This study was using a classroom action research. The object of the study was the eleventh grade students of SMA Negeri 1 Bulu. Ismawarningtyas picked 30 students of XI-2 science students of SMA Negeri 1 Bulu as the participants of the study. In this study the result showed that the implementation of tourism brochures as media can improve students' vocabulary. Based on the results, it was found that the pre-test average (31.53), cycle I (80.33), cycle II (85) and the post-test average was 84.35. the result of quiz 1and 2 were 80.33 and 85. By using tourism brochures, the researcher believed that the students could see the attractive information such as tour programs, culinary, history, etc through tourism brochures so that they would easily memorize new vocabulary.

In line with the study above, Lumintu (2015) conducted a study about the use of jazz chants to improve young learners' mastery of body parts vocabulary. She designed the study as a classroom action research which consisted of two cycles. The purpose of her study was to find out how useful Jazz Chants in helping young learners to improve their mastery of body parts vocabulary. The research started by giving pre-test, treatment of cycle 1, cycle-1 test, treatment of cycle 2, cycle-2 test, post-test, and filling questionnaire. From the qualitative data analysis, it is proved by the significant improvement of young learners' participation, attention,

interaction, and response during the lesson. It is also proved by the quantitative data that the mean score of pre-test was 16.05 while the post-test was 58.77. Thus, there was an improvement of young learners' mastery of body parts vocabulary about 42.54. Therefore, Jazz Chants was proved that it can be used as one of the media in teaching English body parts vocabulary for young learners, because by using Jazz Chants the young learners enjoyed singing together which can recall all the body parts easily. Besides, using Jazz Chants may create a good atmosphere whom the young learners can be more interested and enthusiastic during the learning process.

Multi (2015) conducted a research about improving students' vocabulary mastery by using bingo games. She used a classroom action research as her study. The purpose of her study were to find out whether the use of Bingo Game in teaching English can improve students' vocabulary mastery and to find out the improvement of vocabulary mastery when Bingo Game is implemented. The object of the study was the seventh grade students of SMP Negeri 11 Surakarta. The researchers took 34 students of VII-E students which consists of 16 male students and 18 female students as the participants of the study. In this study the result showed that the implementation of Bingo games as media can improve students' vocabulary. There were two cycles in her research, she found that the students in SMP Negeri 11 Surakarta encountered difficulties in mastering English vocabulary. The researcher held her first study as the cycle 1 on January 2nd and 5th, 2015. The cycle 2 was held on January 12th to January 16th, 2015. Based on the results, it was found that the pre-test 1 average was 50,35 and the post-test average was 64,23. The results from cycle 1 were still below the average because the KKM is 7,2. There were some

factors which the researcher still found during her research, such as: (1) there were several students that played with their friends during the teaching and learning process, (2) there were several students were walking around the class when the researcher explained the lesson, (3) the students' vocabulary mastery was still low, (4) eventhough the result of post test 1 is higher than the result of pre-test, but still were not achieved the 'KKM' (Ketuntasan Kriteria Minimal). On the cycle 2, the researcher conduct her study on January 12th and January 16th, 2015. Based on her study, there was improvement in post-test 2. The result of the post-test 2 was 79,12. There were some factors after the researcher gave the stimuli by giving the Bingo game, such as (1) The students become more active in teaching learning process, with more enthusiast with English lesson, (2) The students were more more active and confident to express their new vocabularies because of the interesting teaching material, and (3) The result from the second post-test is higher than the first post-test. It could be proved that there was improvement of using Bingo game as media to improve students' vocabulary mastery.

Furthermore, it also proven by Putri (2017) about her study of the use of 20-squares: add one more word and word clap games to teach vocabulary. The purpose of conducting the study were to find out whether or not 20-Squares: Add One More Word can be used in teaching vocabulary to the seventh graders of SMP N 5 Magelang and to find out whether or not there is significant difference of the use of 20-Squares: Add One More Word and Word Clap Games to the students' vocabulary achievement. The subjects of this study are two classes of seventh grade of SMPN 5 Magelang. One class serves as the control group and one class as the

experimental group. This is a quasi-experimental research by using non-equivalent control group design. The instrument used is tests. The result shows that 20-Squares: Add One More Word improves the students' vocabulary mastery. The result of the study showed that the average scores of students in experimental group (63) and control group (62.67) were almost the same before giving the treatment. The result of average pre-test scores and the average post-test scores indicated that there were no significant differences of students' achievement before the treatment was given. After giving the treatment, the post-test result showed that the average scores of the students of experimental group (81.17) were significantly improved higher than the post-test score of the control group (70.67). Therefore, it can be concluded that 20-Squares: Add One More Word can be used as an alternative way in teaching vocabulary more effectively.

Next, a study from Muntia (2017) conducted a research about the effectiveness of educative monopoly snakes and ladders and vocabulary mapping to enrich students' vocabulary. The purpose of her study were: (1) to find out wether or not Educative Monopoly Snakes and ladders is effective to enrich students vocabulary at the seventh graders of SMP Negeri 1 Juwangi in academic year of 2016/2017, (2) to know students' perception about Educative Monopoly Snakes and ladders as the creative media in teaching vocabulary. She took three classes; two classes were the experimental groups and one class was the control group for the participants of her study. The average of pre-test showed that both two experimental groups and the control group had no specific difference in achieving the test scores. After giving the treatment, the researcher took two experimental groups and the result that VII

E (91.16) was higher than VII F (66.22). The result shows that VII E has higher mean score than VII F. That indicated that educative monopoly snakes and ladders as a media can enrich students' vocabulary effectively.

In accordance with monopoly snakes and ladders game, Pitaloka (2017) also conducted a research about the effectiveness of jeopardy game to enlarge students' vocabulary mastery in reading comprehension of descriptive text. The objectives of her study were to describe the effectiveness of Jeopardy game for teaching vocabulary and to explain the use of Jeopardy game for improving vocabulary mastery in descriptive text. She used quasi experimental; She took eighth graders of SMP N 5 Magelang as her subject of study which consisted one experimental group and one control group. Each group consisted of 29 students. The research result showed that there were significant results after the treatments of the experimental group's pre-test and post-test. The T-test results showed that the t-value of post-test was higher than the t-table (3,187 > 2,002). Therefore, it is concluded that the implementation of Jeopardy game is useful and effective as a method to enlarge students' vocabulary mastery of the eighth grade students of SMP N 5 Magelang in descriptive text about animal.

After that, Oktaviano (2017) also conducted a research about the use of whisper and write game and total physical response technique in facilitating english vocabulary learning. The study had a specific purpose to find out the effectiveness of Whisper and Write to improve students' vocabulary compared with Total Physical Response Technique. The control group was taught by Total Physical Response and the experimental group was taught by Whisper and Write Game. The result showed that

the mean of control class increased from 52.26 to 58.63 while the mean of experimental class increased from 57.26 to 70.64. It means the students taught by Whisper and Write Game achieved higher improvement than those taught by Total Physical Response. T-test analysis also showed that t-value/t-posttest value was higher than t-table value. Therefore, there was a significant improvement of students' achievement that Whisper and Write Game was effective for students' English vocabulary mastery improvement than Total Physical Response method.

Another research was conducted by Kusumah (2016) about the effectiveness of find the words game to improve students vocabulary mastery for junior high school. This research objective was to find out how effective is Find the Words game to improve students' vocabulary mastery and to investigate the significant difference of vocabulary achievement between the group which taught by Find the Words game and taught by conventional teaching method. The writer took three classes of eighth graders students as the sample of his research. The results of this research showed that the mean score of the pre test in the control group was 71.06 and 77.88 for the post test. While in the experiment group the mean score of pre test was 71.41 and 86.59 for the post test. In short, based on the pre test and post test result group and t-test calculation of experimental group and control group, it could be proven that Find the Words game was effective to be used in improving vocabulary mastery.

A research from Nugroho (2015) about the effectiveness of picture crossword puzzle game in teaching vocabulary. This study is a quasi-experimental research and the purpose are to describe the difference in students' vocabulary mastery

between those by using Picture Crossword Puzzle Game and conventional method (translation) and to describe the effectiveness of Picture Crossword Puzzle Game in teaching vocabulary. The participants were seventh grade students of SMPN 2 Patebon. The control group was the class of VII-G and the experimental group was the class of VII-H. from the pre-test result, both control and experimental groups have the same mean scores, which is 68.44. After getting a treatment, there was an increase of mean score of both groups in post-test, which control group is 81.25 and the experimental group is 90.94. It can be concluded that there is a significant difference in achievement between both groups. However, the Picture Crossword Puzzle Game has no significant effect on students' vocabulary mastery. But, the result of the questionnaire showed that teaching vocabulary using Picture Crossword Puzzle game is interesting for the students. There are 91.8% students who give positive response to Picture Crossword Puzzle Game. Therefore, the use of Picture Crossword Puzzle Game is interesting to teach vocabulary.

After that, Malinda (2016) conducted a research about the use of my neighbour's cat as a medium to improve students' vocabulary mastery. This study was using action research method of eighth grader students of SMP N 7 Semarang. The objectives of the study were to describe the lack of students' vocabulary mastery and to evaluate how My Neighbour's Cat game can improve the students' vocabulary mastery. My Neighbour's Cat game is similar with the traditional game called "ABC 5 Dasar", but My Neighbour's Cat is in modern way. My Neighbour's Cat game gives a chance to the students to choose their own words based on their alphabet. My Neighbour's Cat game is a game uses a picture of a cat to represent

the adjective of it. The subjects of the study were the class of VII B of SMP N 7 Semarang. The sources of the data were taken from the tests, questionnaire, and observation checklist. Based on her analysis, the pre test mean was 56.33; cycle 1 test mean was 70.67; cycle 2 test mean was 74.33; and post-test mean was 78.83. There was 39.94% improvement from pre-test to post-test. Therefore, My Neighbour's Cat game can influence the students' vocabulary mastery more effectively.

Furthermore, a paper by Wang, Zhu, & Saetre (2016) about the effect of digitizing and gamifying quizzing in classrooms also clarifies their study about the use of game-based learning in the classroom. That researchers desribe an experiment that the game-based student response system (Kahoot!) was compared to the traditional non-gamified student response method, and the usage of paper forms for formative assessment. The purpose of the experiment was to investigate whether gamified formative assessments can improve students' engagement, motivation, enjoyment, concentration, and learning. The researchers took 384 students of Norwegian University of Science and Technology (NTNU) in total as the participants of the study; 127 students did the paper quiz, 175 students used the non-gamified student response system, and 82 students used the gamified approach. In this research, the researcher used pre-test and post-test to evaluate the answers and gave a score range from 0 to 7 points. From this research, we can draw a result into 5 research questions in a percentage. Firstly, the effect on motivation. On the descriptive statistics it showed that the students were more motivated for a lecture by using game-based quizzes by the percentage of Kahoot! (77%), Clicker (56%), and paper-based

(50%). Secondly, the effect on enjoyment. The statistic percentages showed that Kahoot! (84%), Clicker (63%), and paper (60%). It means that game-based approach was clearly perceived as more engaging compared to the paper quiz and Clicker student response system. Thirdly, the effect on engagement. The statistic percentages showed that Kahoot! (52%), Clicker (26%), and paper (22%). For half of the students expressed that the most satisfactory in the lecture was to do well on the quiz. Then, the effect on concentration, the data percentages showed that Kahoot! (68%), Clicker (28%), and paper (4%). The last was the learning outcome. The researchers compare by only two parallel lectures form Kahoot! And Clicker from the pre-test and post-test results. The mean score of using Kahoot! was 3.817 and the mean score of using Clicker was 2.669. Therefore, it can be conluded that there is a significant difference between the use of Kahoot! and Clicker as a game-based student response system to engage, motivate, and concentrate for students' learning.

Another research is from Khoshsima, Saed, & Yazdani (2015) about instructional games and vocabulary enhancement: case of iranian pre-intermediate efl learners. This research has a purpose to to determine whether teaching vocabulary through instructional games can affect the vocabulary enhancement of students. This research used a quasi-experimental as the research design. The participants of thihs study were 40 pre-intermediate EFL students which will be divided into two groups equally; 20 students of control group and 20 students of experimental group. The control book was exposed to textbook teaching and the experimental group was exposed to istructional games. The researchers used pre-test, post-test, and delayed

post-test as the instruments to conduct their study. The delayed post-test is aimed to measure the subjects' long term retention. In the pre-test, the researchers administered 40 items vocabulary test and the results of the control group's mean was 6.7 and the experimental group's mean was 6.7; meaning that the students had the same proficiency level in mastering vocabulary. After that, the result of the post-test from the control group was 18.3 and the experimental group was 18.1. the result from the post-test was slightly unexpected. In order to see changes on the experimental and control group from the post-test, the researcher conducted a t-test to compare the results on the delayed post-test. The result showed that the mean of control group was 12.8 and the experimental group was 16.35. Therefore, it can be concluded that there was a significant difference between the control and experimental group from the delayed post-test because a long retention of students in the experimental groups were significantly improved.

A research by Aghlara & Tamjid (2011) about the effect of digital games on iranian children's vocabulary retention in foreign language acquisition also used an experimental design as their study. The purpose of this study was to determine the effect of using a digital computer game called SHAIEx (Sistema Hipermedia Adaptativo para la ensenanza de idiomas en entorno Linex) which stands for Adaptive Hypermedia System for the Teaching of Languages at Early Ages built in Linux. The participants were 40 students of female young learners with no prior knowledge of English which were divided into two equal groups; 20 students of experiment group and 20 students of control group. The instruments of this study such as one time pre-test and post test vocabulary retention, computer equipped

with the appropriate digital games software installed, black board, marker, flash cards and posters to learn different materials such as numbers, animals, colors, and family members. The result showed that the experimental group has a higher result with 7.8 than the control group with 6.6. Therefore, it can be concluded that digital games have positive effects on the learning process because it will create more enjoyment by engaging children in such games.

Bavi (2018) also confirmed about his research about the effect of using fun activities on learning vocabulary at the elementary level. This research used a quasi-experimental design. The purposes of this study are to investigate the impact of using fun activities on vocabulary learning and to reflect the efficacy and effectiveness of fun activities in performing the main responsibility of educational systems for learners. The participants of this study were 40 female students in elementary level (8-15 years old age range) Oxford English Institute Ahvaz city, Iran, who were selected from non-random sampling. These 40 students then equally divided into 20 students of control group and 20 students of experimental group. The researcher used Oxford Quick Placement test, pre-test, and post-test as the instrument of the research. The result of the paired sample test showed that the control group was 11.15 and 11.95, whereas the experimental group was increased from 12.1 to 14.1. It can be concluded that the use of fun activity technique is more effective in teaching vocabulary than traditional methods at the elementary levels.

Cabrera et al. (2018) also described their study about the impact of using pixton for teaching grammar and vocabulary in the efl ecuadorian context. This study is a quasi-experimental design. The participants of this study were 163 eighth graders

of a public high school in the southern region of Ecuador. The experimental group included 85 students (being taught using Pixton), and the control group consisted of 78 students (having a regular English class). This study has a purpose to examine the use of Pixton for enhancing grammar and vocabulary teaching in a public high school in the South region of Ecuador. This research used observation, questionnaires, pre-test, and post-test. The result of this study showed that the pre-test of both groups were experimental group (8.84) and the control group (8.68). from the pre-test there is no significant difference between both groups. While from the post-test, the control group increased to (9.8) while the experimental group increased to (11.91). Therefore, it can be concluded that the use of comic strips through Pixton motivates students in the learning process because it is such an engaging and enjoyable tool that facilitates grammar and vocabulary learning.

Another research by Yuliani (2017) about teaching english vocabulary by using guessing game to the fifth grade students 117 palembang. This research is a quasi-experimental study. The populations of this study were the fifth graders of elementary school 117 Palembang (V-A, V-B, V-C, V-D, and V-E) of 205 students. The aim of this study was to find out whether it was effective or not to teach English vocabulary by using guessing game to the fifth grade students of Elementary school 117 Palembang. The researcher used pre-test and post-test to see the effectiveness of teaching using a guessing game. From the pre-test and post-test results, the control group obtained 60.28 and 65.45. And from the pre-test and post-test of the experimental group, it obtained 65.2 and 72.12. In short, it can be concluded that

there was significant difference between the students who were taught by using guessing games as a technique of teaching than those who were not.

Furthermore, a research by Trihandayani & Sofwan (2016) about the effectiveness of using computer game "fast hands" to improve students' vocabulary mastery for junior high school. This study was a quasi-experimental research. This study was aimed to find out w hether computer game "Fast Hands" effectively improve students' vocabulary or not. The participants of this study were 192 students from the eighth grade of SMP Negeri 1 Muntilan in the academic year 2014/2015. The participants were equally divided into two parts; the control group of VII-F and the experimental group of VIII-B consisting of 24 students for each group. Based on the analysis result, the pre-test from the control group obtained 65.83 and the experimental group obtained 66.46. While on the post-test analysis result, the control group increased to 79.37 and the experimental group also increased to 84.79. Based on the result of the computation, the t-value is 2.237. Since the t-value was higher than t-table (2.237 > 2.015), it can be concluded that computer game "Fast Hands" is effectively improved on students' vocabulary compared to the Word Lists Strategy.

Another research by Wichadee & Pattanapichet (2018) about enhancement of performance and motivation through application of digital games in an english language class. This study is a quasi-experimental resarch. This research has a purpose to find out what impact a digital game had on students' learning performance and motivation. The participants consist of 38 students of experimental group while the other 39 students will be in a control group. They

were the second-year students from School of Humanities and Tourism Management of a private university in Thailand. The experimental group was taught using the digital game Kahoot whereas the control group was taught with the conventional method. The researchers used pre-test, post-test, and questionnaires on the students' motivation and attitudes toward gamification in language learning as the instruments of the study. From the pre-test analysis result, of both the control and experimental groups through an independent samples t-test revealed a significant difference. The control group (14.15) with standard deviation of 2.23 and the experimental group (12.63) with a higher standard deviation of 3.37. An independent samples t-test was employed to examine any significant difference. The finding showed that a difference existed at a significance level of .05 ($p < .05$). This means that both groups were not equal. So, the one-way ANCOVA was applied for the comparison of the post-test mean scores. For data analysis, the covariate was the pre-test score, the independent variable was the instruction methods, and the dependent variables were the post-test and motivation scores. the outcome revealed that the mean scores of both the control group and the experimental group carried a significant difference (F = 25.039, p = .000) with the mean score of both control group 19.91 and the experimental group 22.74. Therefore, it can be concluded that gamification technique not only increased students' motivation, but also enhanced their learning outcomes.

The last was the research by Zardoshti, Behjat, & Rostampour (2014) about the role of games in teaching english numbers to iranian efl learners at the elementary level. This research is a quasi-experimental research. This study had a purpose to find a

way to help elementary EFL learners fix the new English numbers in their minds. The participants of this study were 60 elementary female students within the age range of 9-12 studying at Poyandegan Language Institute in Neyriz. Then, the group will be equally divided into 30 students of the control group and the other 30 students for the experimental group. The researchers used pre-test, post-test, and delayed-test as the instruments of the study. From the pre-test result analysis, the control group obtained (22.66) and the experimental group (23.44) with the independent t-test result ((t =977-8, p>0.05). It is showed that the mean difference between the two groups was not significant. This showed that the students in the two groups were at the same level of English numbers knowledge. From the post-test analysis, the control group obtained (24.63) and the experimental group (32.26). Then, an independent t-test was performed (t=-7.110, sig=.000) at the level of 0.05. it is showed that there is significant difference between the two means that participants of the experimental group improved to a greater extent. For the delayed post-test, the post and and the delayed post-test of control group was (24.63) and (17.06). And for the post-test and the delayed post-test comparison of experimental group was (31.06) and (29.83) with the t-test calculation (t=-1.620, sig=.506) at the level of 0.05. It meant that there was not a significant difference between the two means. Therefore, it can be concluded that the performance participants of the experimental group in delayed posttest has not changed to a great extent compared to their performances in the immediate posttest. Therefore, using games has effectively improved participants' retention of numbers.

The previous studies above showed that some strategies might be effective in improving students' vocabulary mastery by using some media such educational games with different title. And no previous researchers used Kahoot Game yet.

Therefore, the writer decided to use Kahoot Game as a medium to improve students' vocabulary by using quasi-experimental research.

2.2 Review of the Theoritical Study

In this part, I present explanation of the theory related to the study. They are definition of vocabulary, definition of game, definition of Kahoot Game, gamification learning approach, and teaching vocabulary using game.

2.2.1 Vocabulary

Vocabulary is the first and foremost components in learning a new language.

According to Lehr, Osborn, & Hiebert (2004) stated vocabulary refers to the kind of words that students had to know to read increasingly demanding text with comprehension. This is in line with Neuman & Dwyer (2009:385) cited vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in reading (receptive vocabulary)". Not only understanding the words someone says, but vocabulary also needs to be conveyed. Students use the words they read to make sense of the words they will eventually see printedly. Vocabulary must be more than merely identifying or labeling words. Yet, it is rather be more conveying the meaning of the words we say and to help students build word meaning and the ideas that the words represent. By

understanding words and their connections to concepts and facts, students will gradually develop their skills that will help them to comprehend vocabulary meaning. Words that are considered appropriate are words that are comprehensible by learners and are coherent to their proficiency level (Allen, Namara, & Crossley, 2012). In the case of vocabulary acquisition, the input needs to convey meanings and be comprehensible so that learners are able to attach form to meaning (Ismail, Zaid, Mohamed & Rouyan, 2017). In addition, Alqahtani (2015) also highlited that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In short, as English learners we should convey the meaning through the words we read. This is similiar with Nattinger in Sanusi (2009) stated guessing vocabulary from context is the most frequently way of discovering the meaning of new word.

To sum up, vocabulary holds an essential role of a communication. A student with insufficient vocabulary size will not perform well in every aspect of language itself (Susanto, 2017). Therefore, one of the ways from all the English skills is to acquire a good capability language learning by mastering the vocabulary because we will be able to deliver ideas and meaning easily.

2.2.2 Game

Almost every people loves to play games. Because English is still being a difficult thing for foreign learners, game can be a solutive alternative way to avoid boredom while learning English vocabulary. There are some definitions related to games, such as:

Games provide both entertaining activity and an entertain stimulus to help the students learning the vocabulary. Moreover, Dolati & Mikaili (2011) stated that game is undoubtedly has high entertainment values because it provides opportunity for the ESL learners to learn language in an enjoyable way. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." (Ersoz, n.d.). Akdogan (2017) added that games encourage learners to interact, cooperate, to be creative in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally ambitious. Games can help students connect or relate the vocabulary items to their own experiences and interests. Bucky in Khoshsima, Saed, and Yazdani (2015) clarifies that "games encourage learners to direct their energy towards language learning by providing them with meaningful contexts". Games can be both advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together (Derakhshan & Khatir, 2015). Accordance with Sabandar, Supit, & Suryana (2018) described that games are usually intended to increase learners' desire for competition, goal achievement and genuine self-expression, all in the while games are also great to promote interactivity, have a set of rules with a quantifiable result, can be colorful, as well as appealing and extremely realistic.

In short, game can bring a good value even if we can applicate it in a teaching learning as the media to improve students' vocabulary mastery.

2.2.3 Kahoot Game

Kahoot game is one of game-based learning platform as a part of digital learning media. Kahoot is one of the well-known game-based learning platform which is very user friendly for both educators and learners. It is an innovation of Johan Brand, Jamie Brooker and Morten Versvik in collaboration with the Norwegian University of Technology & Science (Wikipedia, 2017).

Kahoot is a learning game conducted in the classroom with the student. It can be defined as the response system of the student. Multiple choice questions may be formulated in debate format using the Kahoot application, and can be played with all students (Bicen, 2018). Kahoot is a game based classroom response system played by the whole class in real time. It is a tool for using technology to administer quizzes, discussions, or surveys. Multiple-choice questions are projected on the screen. Students will answer the questions with their smartphone, tablet, or computer. According to Chen, et al (2017) stated Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In short, Kahoot game can be an
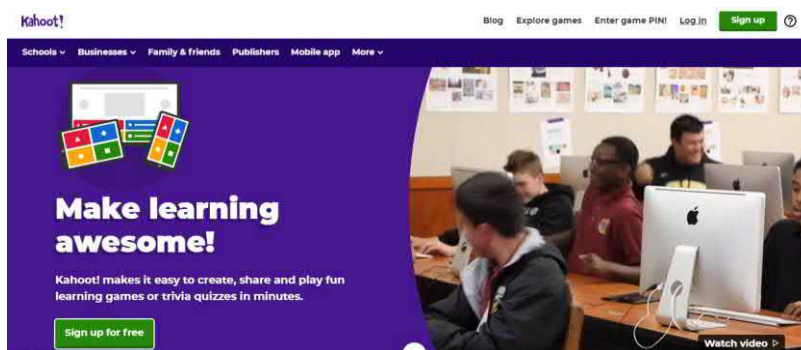
alternative solution to have a class engagement become more fun to learn English vocabulary.

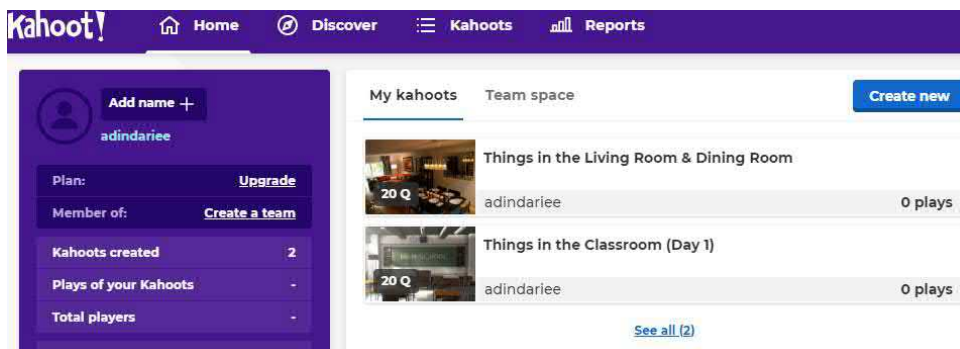Here are some steps how to conduct Kahoot! application:

- Access www.kahoot.com both for teacher and students.
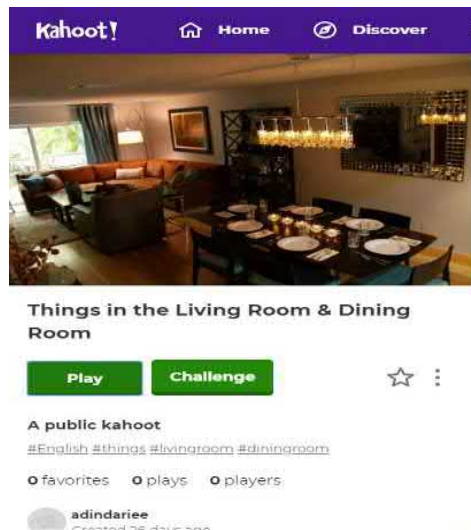

- On teacher's device, click 'Log in'.

- After the teacher has got access to her account, choose which section to be played (e.g: Things in the Living Room and Dining Room)

- Click the game title then click 'Play'.

- Choose players options (Player vs Player 1:1 Devices) or,

- Choose 'Team vs Team Shared Devices' *it depends on students' device availability

- Click 'Player vs Player 1:1 Devices' then from teacher's device will display the game PIN for students' access.

- Each students should access kahoot.it, then enter the game PIN.

- After that, enter the 'Nickname' then click 'OK, go!'.
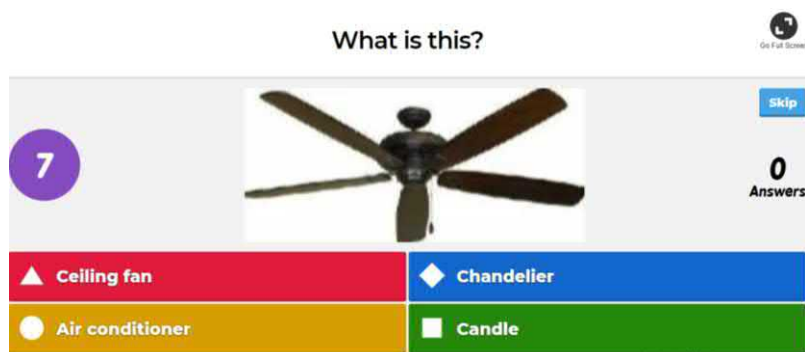

- From teacher's device, student's name who has registered their PIN will be shown on teacher's device; and so the other players.

- From the teacher's device, click 'Start' to conduct the quiz.

- The teacher displays the question one by one.

- Each questions will have time span for about 15 seconds to discuss the correct option.
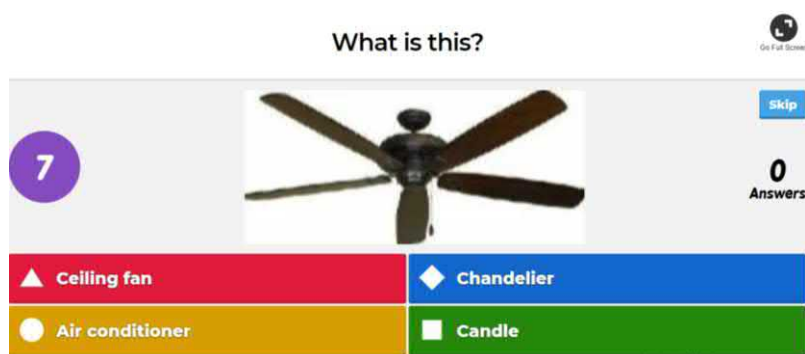
- Each group will answer the question by clicking the correct options (A, B, C, or D) on the screen fast.
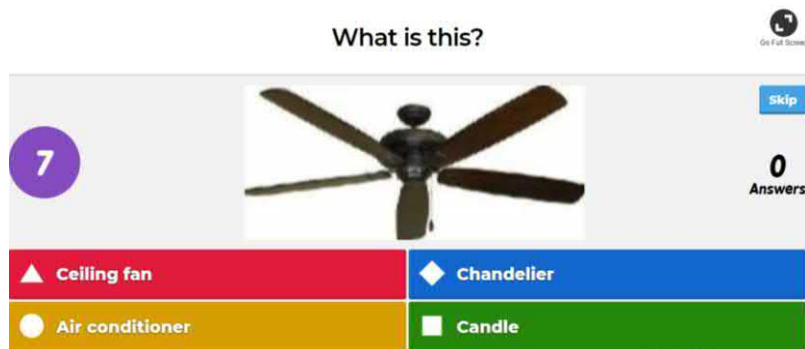
- After each students has submitted their option, the quiz will submit the answers and display the chart which one has answer the question fastest and correct.
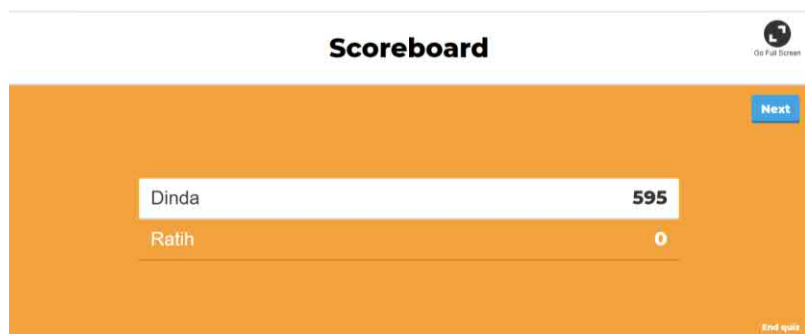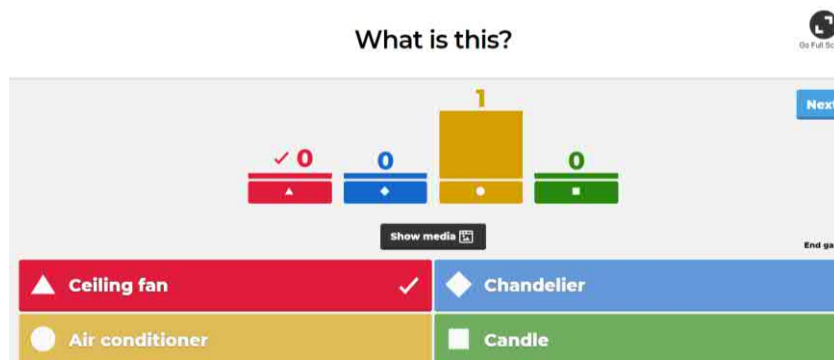
- At the end of the quiz, it will display the result which students have the highest score and be the winner.
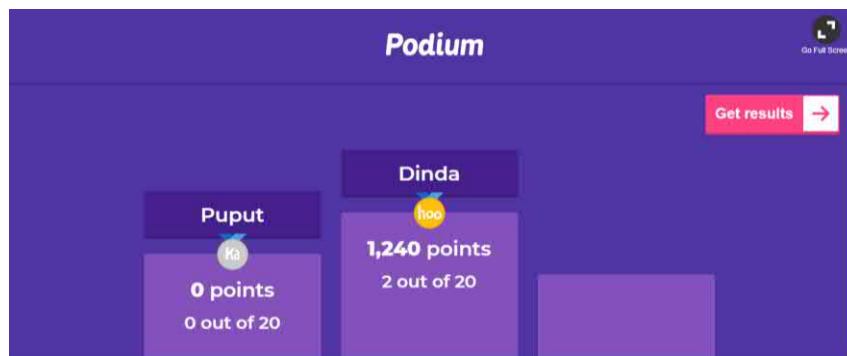
2.2.4 Gamification Learning Approach

In the context of education, the penetration of games to learn activities, also widely known as gamification, refers to the use of pedagogical systems that are developed with gaming designs but implemented within non-game contexts, including education (Deterding et al. In Lin, Ganapathy, & Kaur, 2018). A game-based feedback tools like experience points, progress bars, badges, and achievements are motivating and meaningful to students. Games usually offer more consistent feedback, both immediate and delayed, than does the traditional learning (Perry in Endarto, 2018). A vocabulary learning experience that increases student motivation can be created in a learning environment that uses a gamification approach to assess a competence. The common aim of using gamification is to make the learning process more attractive to learners. The gamification is done by temporarily transforming the classroom into a game show as shown on TV, where the teacher plays the role of a game show host and the students are the competitors. Well-designed video games are said to be learning machines (Gee in Wang, Zhu, and Sætre, 2016). In case of the purpose, Flores (2016) stated that the main objective of gamification is to increase the participation of a person during an

activity and provide motivation by integrating game elements such as prizes or awards and leaderboards. As technologies grow globally, gamification has been proven to be an effective strategy for enhancing learning process an d motivating learners to learn English vocabulary.

2.2.5 Teaching Vocabulary using Game

To learn a language easier, we should have a specific strategy. Students have to use various strategies to be successful in their learning process (Zhelyazova, 2011). Games are used as strategies to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom, such as: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. Drake (2012) added that active learning in education provides some benefits to conceptual development, but only to the extent it facilitates meaningful learning. Active learning techniques should be considered as part of a toolbox that can help facilitate mastery of materials, but only if used appropriately. Another benefits of teaching vocab using game is that games are motivating to learners because most of the learners do not like to memorize techniques because is boring but a game is fun and learners are the break from the usual routine of vocabulary session (Akdogan, 2017). Teaching vocabulary using games can obtain advantageous benefits because we not only learn a knowledge but also having fun with the learning media either.
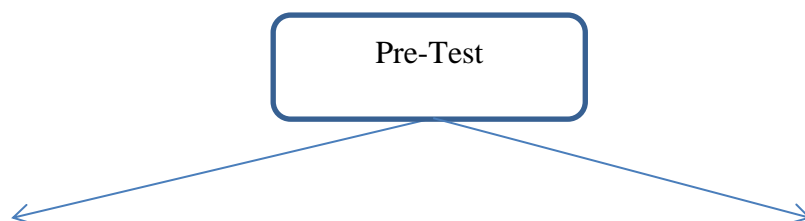
2.3 Theoritical Framework

In this study, the theoritical framework is carried from the idea that vocabulary is a crucial thing in learning English (Risnawati, Nuhung, & Thamrin, 2014). It is a key to communicate with others. Mastering English vocabulary may help the students to build up their ideas easily. Besides that, motivation also becomes another factor that causes the learning process.

Linse (2016:121) stated "vocabulary is the collection of words that an individual knows". It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people. To communicate with other people, everyone needs to know vocabulary. Without vocabulary, people cannot express their ideas or feelings. Ones who master enough vocabulary will face fewer difficulties than those who have less vocabulary.

Moreover, vocabulary has an important role in teaching learning process. Teaching vocabulary is necessary for teacher especially in English skills. The main problem of vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time (Nation, 2005). Teaching vocabulary should be given in appropriate and interesting ways. The use of media could help teacher in delivering material in the classroom. Selective media properly will be useful to build students" interest and motivation inlearning process. One of media that most students like is games.

In this study, Kahoot Game is expected to be able to improve students' motivation in learning English vocabulary items. According to Chen, et al (2017) stated Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In short, Kahoot game can be an alternative solution to have a class engagement become more fun to learn English vocabulary.

In accordance to the analysis of the improvement, the quasi-experimental research was used in conducting the study. The diagram of the theoritical framework will be shown below:
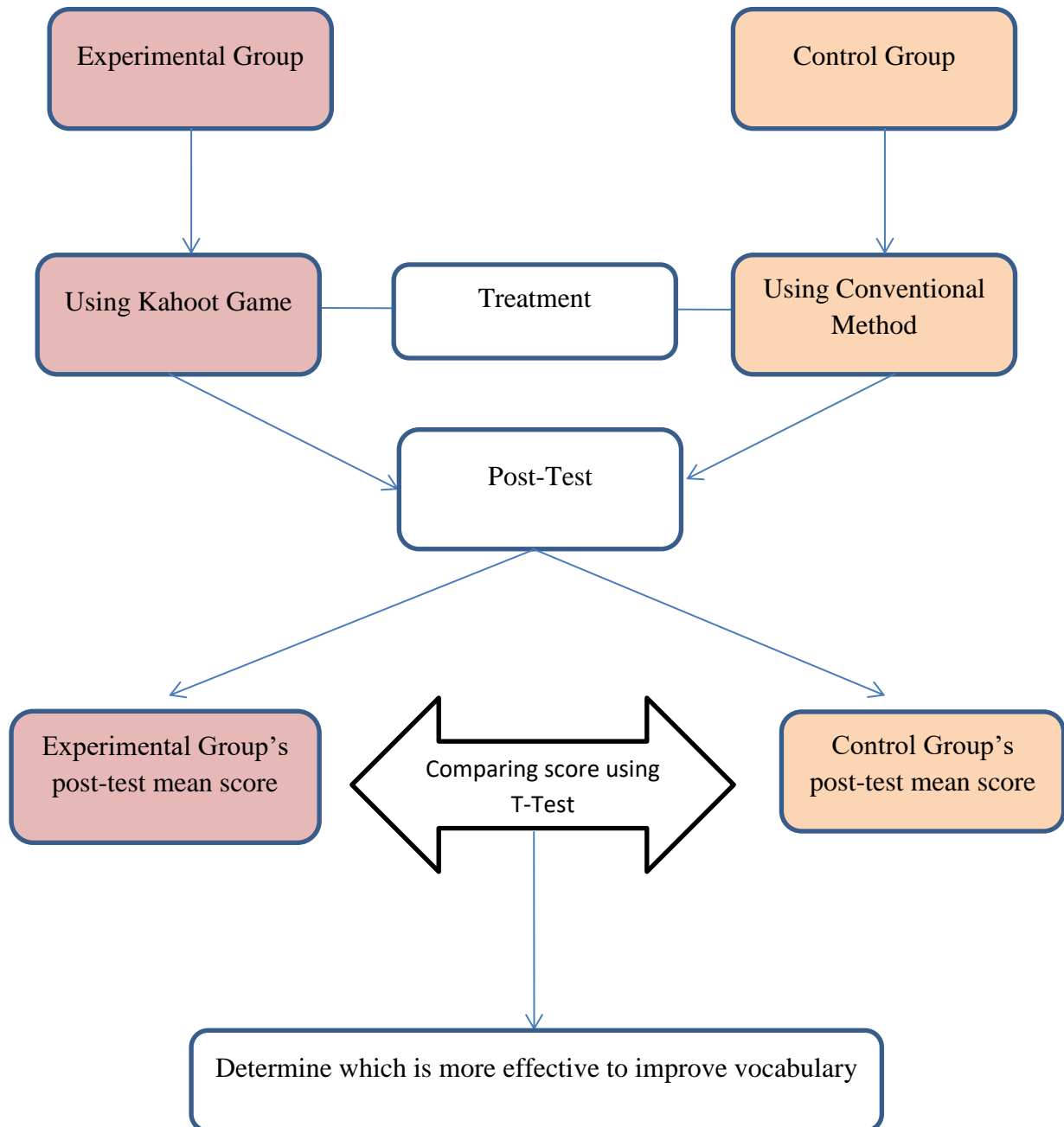
Pre-Test

Figure 2.1 Theoritical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions of the study based on the result of the study and suggestions based on the finding of the analysis

5.1 Conclusions

The objective of this study was to measure the effectiveness of using Kahoot Game application in improving the students' vocabulary comprehension of the seventh grade of SMP Negeri 15 Semarang in the academic year of 2019/20120. By analyzing the data, there was a significant difference of both groups. The result of pre-test and post-test mean scores of experimental group increased higher (from 74.45 to 86.81) than the control group (from 72.10 to 81.04).

Besides, the mean scores comparison of both groups was analyzed by using Independent Sample T-Test. The result showed that the working hypothesis (Ha) was accepted. The value of Sig.(2-tailed) (0.025) was less than the value of $\alpha = 5\%$ (0.05). The t value (3.708) was higher than the t table (2.000).

Moreover, there was a significant difference between experimental and control group. The mean score of pre-test for experimental group was 74.45, and the mean score of pre-test control group was 72.10. After experimental group was taught by Kahoot Game and the control group was taught without using Kahoot Game as the treatment, the score of the group was increased. The result of the post-test of experimental group was also higher than the control group. The mean experimental

group was 86.81 and experimental group was 81.04. It means that the achievement of the students who were taught by using Kahoot Game application differs significantly from those who were taught by using conventional teaching used by teaching vocabulary for the seventh grade students of SMP N 15 Semarang in academic year 2019/2020.

5.2 Suggestions

Based on the conclusions above, I would recommend some suggestions:

1. For students

   Kahoot Game application could be one of an alternative to help the students especially the seventh grade students of SMP N 15 Semarang to motivate learning English and improve their vocabulary. By using the interesting method for teaching and learning English, especially teaching vocabulary, students will not face difficulties in learning English.

2. For teachers

   It is hoped that teachers can give an interesting and attractive method towards students' vocabulary learning in order to make the teaching learning process more fun and enjoyable and the students will be paying more attention to the material. Teachers also should be more creative to provide something brand new to get students away from boredom.

3. For researchers

For the upcoming researchers, it is hoped that Kahoot Game could be as one of the alternative and ideas to conduct another research. And it is hoped that there will be another improvements for further researches and vocabulary strategy development to enhance English vocabulary teaching and learning method.

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