THE USE OF KAHOOT GAME TO ENRICH STUDENTS' VOCABULARY AT SMA NEGERI 2 MAJENE

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Abstract

This research aimed to find out whether or not the use of Kahoot game effects students' vocabulary at SMA Negeri 2 Majene. The research employed quasi-experimental research method. The subjects of this research were two groups, the experimental and control group of tenth grade students at SMA Negeri 2 Mejene. The data of this research were analyzed by calculating the data using SPSS 26. The result of the data showed the mean scores of experimental group pre-test was 43.20 and the control group 39.77. After both groups obtained the treatments, the mean score of both groups increased. The mean score of experimental post-test was 71.09 and the control group was 53.03. It was also supported by the result of the independent t-test. The result showed that the value of Sig. (2-tailed) of 0.000 < 0.05, it means Ho was rejected and H₁ was accepted. After analyzing the data, the researcher 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. As the result, Kahoot Game was effective to enrich students' vocabulary at the tenth grade students of SMA Negeri 2 Majene.

Keywords. *EFL, Kahoot, Vocabulary*

INTRODUCTION

One of the most important things needed for teaching and learning English is vocabulary. Vocabulary is the basic that must be learned first by the learner (Putri, 2010). It is essential for English language learning because, without sufficient vocabulary, students cannot clearly express their communicative needs (ideas, emotions, desires, and thoughts) to someone if they have limited vocabulary. The students cannot read, speak, listen, or write without understanding the meaning of words.

In teaching and learning English, vocabulary serves as a foundation for mastering other skills such as reading comprehension, speaking, writing, and listening. Those skills support each other. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. because If the teaching and learning process takes place, problems would appear to the teacher. They have a problem in teaching students to gain a satisfying results. The teacher should prepare and find out the appropriate techniques, which are implemented for the students (Alqahtani, 2015).

Many problems are faced by students in learning vocabulary, such as having difficulties understanding all the material that the teacher explained. Based on the pre-survey in SMA Negeri 2 Majene, the researcher found out that students were still having difficulties in vocabulary mastery. They asked many questions about the meaning of words during the teaching and learning process. Other problems were related to the teaching method. Teachers only used a monotonous traditional method which is to translate words from English to Indonesian. Most of the students were less interested in the lessons, they tended to be passive when the teacher asked the questions, only a few students could answer the questions from the teacher correctly, and many students looked sleepy due to the English hours at the end of the session.

Therefore, the researcher realize that there must be an attempt to overcome the problems that occurred in the class, the researcher must teach the students with creative and fun methods to improve the student's achievement and motivate them in joining the lesson. One fun way to learn English is through game-based learning. In the researcher's opinion, using the Kahoot game is one of the methods that can be used to enrich students' vocabulary.

Kahoot is a game-based learning platform that purposes a responsive system for students, providing an interesting way for the students to practice vocabulary that they have already learned (Dellos, 2015). It is intended to make learning fun, because using a game in the classroom is more interesting and beneficial to the students' performance (Papastergiou, 2009). Students can participate using any device, such as their smartphone, tablet, or computer. The use of Kahoot in English language teaching has been extensively acknowledged by researchers (Nguyen & Yukawa, 2019).

Based on the problem above, the researcher is very interested in doing research under the title "The use of Kahoot game to Enrich Students' Vocabulary at SMA Negeri 2 Majene".

METHOD

This research applyed a quasi-experimental design that involving two groups of classes. One group treated as the experimental group, and another group treated as the control group. In experimental group, the researcher applyed Kahoot game in learning process and in control class the researcher used traditional method.

The population of this study used all students in tenth grades of SMA Negeri 2 Majene in the Academic Year 2022/2023. The researcher used Cluster random sampling technique and the researcher used two classes as the sample which is divided into two groups, experimental class and control class.

RESULTS AND DISCUSSION

Findings of the students' vocabulary achievement

Table 1. Distribution of students' Pre-test Scores of Experimental and Control Group.

No	Classification	Score	Experimental Group		Control Group	
			F	%	F	%
1	Excellent	95-100	0	0	0	0
2	Very good	85-94	0	0	0	0
3	Good	75-84	0	0	0	0
4	Fairly good	65-74	0	0	0	0
5	Fairly poor	55-65	2	5,7	0	11,4
6	Poor	45-55	12	34,2	7	20
7	Very poor	0-44	21	60	4	68,5
	Total		35	100%	11	100%

Table 1 above shows the rate, percentage, and frequency of the student's test scores of the experimental group before learning vocabulary by applying the Kahoot game and of the control group before learning by applying the conventional method. The table shows that there were 21 students (60%) in the experimental group classified as very poor, 12 students (34%) classified as poor, and two students (5.7%) of them classified as fairly poor.

Unlike in the experimental group, a greater number of the students in the control group gained fairly poor scores in students' vocabulary shows that four students (11,4%)

classified as fairly poor, and seven students (20%) got as poor category. Moreover, 24 students (68.5%) got a score classified as very poor. None of the students in control and experimental group received fairly good, good, and excellent classifications.

Based on the description above, it can be concluded that all the students have limited vocabulary knowledge. Students' prior knowledge was still in the low category before doing the learning process. To support or strengthen the data description above, the researcher also exemplified the mean scores and standard deviation of the two groups' pre-test scores in the following.

Table 2. The mean score and standard deviation of students' pre-test scores in the experimental and control group

Group		Mean Score	Standard Deviation
tal	Experimen	42.20	10.073
		39.77	11.384
	Control		

Table 2 shows the mean scores and standard deviation of the experimental group and control group before the students were given treatment. The table above shows that the pre-test means score of the experimental group was 42.20 which is classified as a poor category while the pre-test means score of the control group was 39.77 which also classified as poor. The data indicate that the mean score of students' vocabulary achievement in the pre-test was not highly different.

Table 3. The Rate Frequency and percentage Distribution of students' Post-test Scores of Experimental and Control Group

No	Classification	Score	Experimental Group		Control Group	
			F	%	F	%
1	Excellent	95-100	5	14,2	-	0,00
2	Very good	85-94	3	8,5	-	0,00
3	Good	75-84	9	25,7	3	8,5
4	Fairly good	65-74	5	14,2	4	11,40
5	Fairly poor	55-65	4	11,4	6	17,10
6	Poor	45-55	2	5,7	7	20
7	Very poor	0-44	7	20	15	42,8
	Total		35	100%	35	100%

Table 3. above shows the percentage and frequency of the students' post-test scores of the experimental and control group after conducting the treatment. From the table, it shows that there were five students (14,2%) in the experimental group could reach excellent, three students (8,5%) could reached a very good score and no one students (0%) in the control group reached the score. For the students who reached a good score, the data shows there were 9 students (25,7%) who reached a good score in the experimental group and only 3 students (8,5%) in the control group, 5 students (14,2%) reached a fairly good score in the experiment and only 4 students (11,4%) in the control group. The data shows the lowest frequency and percentage of the students in the experimental and control group who reached fairly poor there were 2 of 35 students (11,4%) in the experimental group and 6 students (17,10%) in the control group, 2 students (5,7%) in the experimental group got a poor score and 7 students (20%) in the control group. 7 students (20%) in the experimental group got very poor scores and there were 15 students (42,8) in the control group.

The researcher also presents the mean scores and standard deviation of the students' post-test scores in the following table in order to know the student's vocabulary achievement are more noticeable.

Table 4. The mean score and standard deviation of students' post-test scores in the experimental and control group

Group	Mean Score	Standard Deviation
Experimental	71.09	18.358
Control	53.03	15.922
Difference	18.87	

Table 4 shows the mean score and standard deviation of the experimental and control group. The post-test mean score of the experimental group was 71.09 which was categorized as good while 53.03 was the control group's mean score which was categorized as a poor category. This indicates that the post-test mean score of the experimental group was higher than the post-test mean score of the control group (71.09>53.03) and the difference was 18.87.

Normality test

Table 5. The Result of Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Vocabulary	Pre-Test of Experimental class	.169	35	.113*	.922	35	.269
	Post-Test of Experimental class	.172	35	.131	.931	35	.129
	Pre-Test of control class	.108	35	.200*	.954	35	.146
	Post-Test control class	.154	35	.134*	.955	35	.163

Based on the output above, shows that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05, it can be concluded that the research data was normally distributed.

Paired Sample T Test

Table 6. Paired Sample T Test

Paired Samples Test

		Mean	Paired Differences				t	f	Significance	
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
P	Pre-Test of Experimental - Post-Test of Experimental	-27.886	1 0.515	0.515	-31.498	24.274	15.689	4	000	000
P	Pre-Test of Control-		5					4		

Post-Test of Control	13.257	.567	1.147	17.086	17.086	7.036		000	000

Based on the output of Pair 1, the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there was a difference in the average students' vocabulary for the pre-test of the experimental group and the post-test of the experimental group. Also, based on the output of Pair 2, the value of Sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there was a difference in the average Students' vocabulary for the pre-test control group and post-test of the control group.

In short, based on the result of the output of Pair 1, it can be concluded that there was an influence of using the Kahoot game in enriching students' vocabulary in the tenth-grade of SMA Negeri 2 Majene.

Homogeneity Test

Table 7. The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' vocabulary	Based on Mean	2.225	1	68	.140
	Based on Median	2.247	1	68	.139
	Based on Median and with adjusted df	2.247	1	67.481	.139
	Based on trimmed mean	2.255	1	68	.138

Based on the output above, it was known that the significance value (Sig.) based on the mean was 0.140 > 0.05, so it can be concluded that the variance of the experimental post-test data and control class post-test data was the same as Homogenic. Thus, one of the requirements of the independent sample t-test has been completed.

Independent Sample T Test

Table 8. The Independent Sample T test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig	t	df	Sig(2Tailed)	Men Difference	Std Error Difference	Lower	Upper
Students' Vocabulary	qual variances assumed	.225	140	.395	68	000	18.057	4.108	9.851	26.254
	qual variances not assumed			.395	66.666	000	18.057	4.108	9.858	26.257

Based on the output above, the value of Sig. (2-tailed) of 0.000 < 0.05, it means HO was rejected and H1 was accepted. As a result, it can be concluded that the use of the Kahoot game was effective to enrich students' vocabulary at the tenth-grade students of SMA Negeri 2 Majene.

Discussion

This part discusses the use of the Kahoot game to enrich students' vocabulary at SMA Negeri 2 Majene. The researcher conducted a pre-test both in the control class and the experimental class. The pre-test aimed to know the prior knowledge of the students. The result of the pre-test showed that all the students still have limited vocabulary. Then the researcher conducted the treatment which consists of four meetings.

In the experimental class, the researcher conducted the treatment by using the Kahoot game as game-based learning. The students focused on the explanation given by the researcher during the learning process. After the teacher explained the material, the students were divided into four groups for battle group A, group B, group C, and group D. Group A and B created the questions then groups B and C answered the question and vice versa.

During the game, all the students were enthusiastic and actively participated in the game. The students enjoyed the learning process without feeling stressed. Also, they tend to learn more because they felt challenged to beat other groups. In short, the game can capture student participation and attention. It's supported by Khoshsima, Saed, and Yazdani (2015). They stated games can be a solutive alternative way to avoid boredom while learning English vocabulary. Ait Hajji & Kim (2019) also concluded games provide a good ground for students to practice the target language and can be a good means to enhance EFL learning. Games provide both entertaining activities and an entertaining stimulus to help the students learn vocabulary. Moreover, Dolati & Mikaili (2011) stated that game undoubtedly has high entertainment value because it provides an opportunity for

ESL learners to learn a language enjoyably. They are motivating because they usually involve friendly competition and create a cooperative learning environment, so students have an opportunity to work together (Akdogan,2017). In short, the game can bring good value even if we can applicate it in teaching-learning as the media to improve students' vocabulary mastery.

In contrast, the researcher also did a treatment in the control class. The treatment in the control class was different from the experimental class. In thid group, the researcher used the conventional method. Which was the researcher explained the materials that focused in the textbooks and then give the students some exercises. During the learning process, only a few students were active in the class both when asking and answering the questions. Some of them also feel bored and they did not pay attention to the lesson. This is supported by Susanti & Trisnawati (2019). They concluded students were bored and dissatisfied with the traditional method teaching by explaining the rules and forms and drilling them.

After doing the treatment, the researcher conducted a post-test in the control class and experimental group. The purpose of the post-test was to know the student's achievement and progress after the treatment. The result of the post-test in the experimental class showed that the use of the Kahoot game can enrich students' learning outcomes in vocabulary. The result shows that the gain score of the students in the experimental group increased by 36.83 points. This is in line with Tuan & Doan (2010) that stated games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice in all language skills.

Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement. In the same way, it can be concluded that the use of the Kahoot game as one game-based learning can help the teacher to create more enjoyable learning and improve students' achievement in learning vocabulary significantly.

Furthermore, the result of the post-test in the control group also improved. But the researcher did not find a significant improvement between the pre-test and post-test in the control group. It was indicated by the gain score in the control group. It increased by only 13.257 points while in the experiment group it increased by 27.886 points. It means the gain score in the experimental group was higher than in the control class. It can be concluded that the students who were taught by Kahoot game were more interested in the learning process than students who were taught by the lecturing method.

It is also supported by the result of the independent t-test. The result shows that the value of Sig. (2-tailed) of 0.000 < 0.05, it means H_0 was rejected and H_1 was accepted. As a result, the use of the Kahoot game was effective to enrich students' vocabulary in the tenth grade students of SMA Negeri 2 Majene.

CONCLUSION

Based on the result of using the Kahoot game in teaching vocabulary conducted at the tenth grade students of SMA Negeri 2 Majene, the researcher conclude that there was a significant effect on students' vocabulary ability. It can be seen from the finding shows the difference in mean scores in the pre-test and post-test of the experimental group. The mean score of the post-test was higher than the mean score of the pre-test. The mean score for the pre-test was 43.20 while the mean score for the post-test was 71.09. It was also supported by the result of the independent t-test. The result shows that the value of Sig. (2-tailed) of 0.000 < 0.05, it means H_0 was rejected and H_1 was accepted. As a result, the use of the Kahoot game was effective to enrich students' vocabulary.

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finished. Shalawat and Taslim always poured to the prophet Muhammad SAW who has brought the human from darkness way to the lightness way.

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