Kahoot In Teaching English Vocabulary for Junior High School

Amini Luthfi Dimyati[1],Yepi Sedya Purwananti[2]
Students of English Department Universitas Bhinneka PGRI Tulungagung[1]
Lecturer of English Department Universitas Bhinneka PGRI Tulungagung[2]
aminiluthfi@gmail.com[1]

ABSTRACT

Learning vocabulary is one of the obstacles experienced by students in learning English. Thus, the teacher must have some interesting techniques to teach vocabulary to students. One of them is by using games. This research adapted Game-based learning using Kahoot. This research uses *Research and Development (R&D)* method adapted ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The instruments used in this research are observation and interviews. Based on the test results, it can be seen that: the material contained in the application is very feasible and appropriate. Based on the results of interviews, it is known that the learning method using Kahoot can improve the results of learning English vocabulary, the learning process becomes fun and students are also more interested in learning English. Teachers are easier provide material to students using this learning media. Utilizing and developing games as learning media is hoped that it will help the success of a modern and well-targeted teaching and learning process.

Keywords: game-based learning, kahoot, vocabulary

ABSTRAK

Belajar kosakata merupakan salah satu kendala yang dialami siswa dalam belajar bahasa Inggris. Dengan demikian, guru harus memiliki beberapa teknik yang menarik untuk mengajarkan kosakata kepada siswa. Salah satunya dengan menggunakan game. Penelitian ini mengadaptasi pembelajaran berbasis Game dengan menggunakan Kahoot. Penelitian ini menggunakan metode Research and Development (R&D) yang diadaptasi dari model ADDIE (Analysis, Design, Development, Implementation, dan Evaluation). Instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Berdasarkan hasil pengujian dapat diketahui bahwa: materi yang terdapat pada aplikasi sangat layak dan sesuai. Berdasarkan hasil wawancara diketahui bahwa metode pembelajaran menggunakan Kahoot dapat meningkatkan hasil belajar kosakata bahasa Inggris, proses pembelajaran menjadi menyenangkan dan siswa juga lebih tertarik untuk belajar bahasa Inggris. Guru lebih mudah memberikan materi kepada siswa dengan menggunakan media pembelajaran ini. Pemanfaatan dan pengembangan game sebagai media pembelajaran diharapkan dapat membantu keberhasilan proses belajar mengajar yang modern dan tepat sasaran.

Kata Kunci: *game-based learning*, kahoot, kosa kata

INTRODUCTION

Learning vocabulary is one of the obstacles experienced by students in learning English. Vocabulary holds an essential role in communication (Risnawati, Nuhung, & Thamrin, 2014). A student with insufficient vocabulary size will not perform well in every aspect of language itself. Therefore, one of

the ways to the English skills is to acquire a good capability of language learning by mastering the vocabulary because we will be able to deliver ideas and meaning easily. From the observations made, it is known that teachers still rely on the use of blackboards and presentations as the main media in learning activities. The impression obtained from students is that they feel less interested in using the media because learning tends to be monotonous and lacking in variation. Teacher-centered learning not to students. Because the learning approach used by instructors and the delivery of subject matter has not been supported by the right media, it creates boredom for students. The learning process is still done conventionally without any other strategies that can trigger creativity and provoke curiosity and interaction of students in learning English vocabulary. The teacher must have some interesting techniques to teach vocabulary to students. One of them is by using games. Game-based learning has many advantages for language teachers and students. The use of game-based learning is effective to help the teachers in delivering material. Liu, E. Z. F., & Chen, P.-K. (2013) found that game-based learning methods can improve the students' interest in learning. Besides, the teachers have a variety of teaching media in delivering learning material in the classroom. In addition, playing game-based learning applications enables the students to have fun learning and experience. Exploring the use of games can increase the students' critical thinking in learning. Moreover, the game shows the students' curiosity to pay attention to the use of games in the classroom activity. Game-based learning supports the students in the learning process in a fun way. There are some examples of game-based learning applications commonly used by teachers. One of them is Kahoot.

Kahoot! is one of the educational game applications which can be used by teachers in the learning process. Piskorz (2016) stated that Kahoot! is a free online application that is accessible for the teachers to teach all subjects, and it can be used at various levels. Budiati (2017) pointed out that the study of Kahoot, designed as a combination of the use of ICT in education and games, is very applicable in English classes to improve student learning. After using Kahoot in the learning process, students are very interested in joining the class, they are more eager to come to class, they are more attentive to the world of English and they are interested in learning more about what they have learned and can convey to others what they have learned using Kahoot in the classroom. Ismail and Mohammad (2017) mentioned that one of the benefits of Kahoot! is effective for giving feedback and reflective tool. Using Kahoot online media in the learning process can enrich the quality of student learning in the classroom, with the highest influences reporting on class dynamics, involvement, motivation, and improving learning experiences. Finally, implementing Kahoot shows that the use of educational games in the classroom is likely to minimize disruption,

thereby improving the quality of teaching and learning beyond what is provided in conventional classrooms.

From all the backgrounds above, researchers felt interested in developing learning media by using the Kahoot application on learning English vocabulary.

METHODE

This research uses Research and Development (R&D) method adapted ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The data was collected from observation and interviews on the application of the Kahoot online media in English classrooms. As researchers know, Kahoot's online media application is a popular app that is always used by many people in this world. This app is mainly used in assisting the teaching process by teachers in the class to help the learning process run efficiently. The method used in this research is qualitative. Data analysis is an important step of every research. According to Lodico et al. (2010:165), in all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection. In addition, according to Ary (2010:32), a qualitative researcher must organize and categorize or code a large mass of data so that they can be described and interpreted. He also explains that the data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

The research was conducted at SMPN 3 Kedungwaru, Tulungagugung. When the research was conducted in early June 2022. The research subjects in this development research consisted of 1 media expert, 1 material expert, an English teacher, and 12 students in a small-scale field trial at SMPN 3 Kedungwaru. The research subjects were students and also saw responses from students when the teacher provided learning with the help of the Kahoot application. The teachers were involved because they wanted to know how effective the use of Kahoot was in teaching English Vocabulary in the class. The steps of data analysis are using observations and interviews of several students and teachers. Finally, the researchers made conclusions based on the results.

RESULT AND DISCUSSION

In this study, the development model used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) with the following stages:

Analysis

In the analysis stage, the data needed to develop educational games is carried out, at this stage includes analysis of material requirements, functional requirements, software requirements, and hardware requirements. Based on the results of interviews and observations, an appropriate game product is needed, and product specifications are produced are products in the form of learning media that can attract students' attention, and Middle school students are happier with the application of learning while playing, so the suitable learning media is game-based games.

Material needs analysis

The data needed for product development is material with the theme of applying text structure and linguistic elements to carry out social functions, the material entered is by the material being taught.

Functional requirements analysis

1) The product includes the material being taught.
2) The product comes with a value when playing.

Analysis of software and hardware requirements

1) Software requirements
   - Website
2) Hardware requirements
   - Laptops
   - Smartphone
   - Projector

Design

At the design stage, it produces an initial design of the Kahoot game application that will be developed. The steps in the design stage are as follows: a). In the Kahoot design, the result is that the Kahoot game application can be accessed through applications or websites that contain multiple-choice questions and fill-in-the-blank questions with a duration of 20-240 seconds to complete questions depending on the level of difficulty of the questions, where the highest score is 1000 for each questio. b). In the preparation of the test, the researchers arranged data collection instruments through observation and interview from learning outcomes tests in the form of multiple-choice questions and fill in the blank to be distributed to students to know the level of change in student learning outcomes obtained by students before and after using the Kahoot game application as an evaluation medium. c). The choice of format. The questions used in developing the Kahoot application are adjusted to the material presented. After the teacher explains the material, the next students will be asked to log in to Kahoot via the "Kahoot.it" website and then work on the questions contained in Kahoot. The teacher will act as an operator who runs the Kahoot game as long as

students work on questions in the form of quizzes, if all the questions have been solved by students, points will appear for each student, then the teacher can analyze and evaluate student learning outcomes on English vocabulary material.
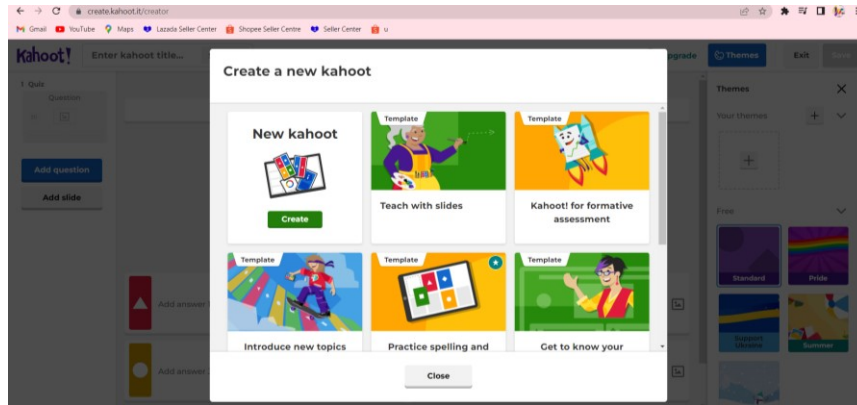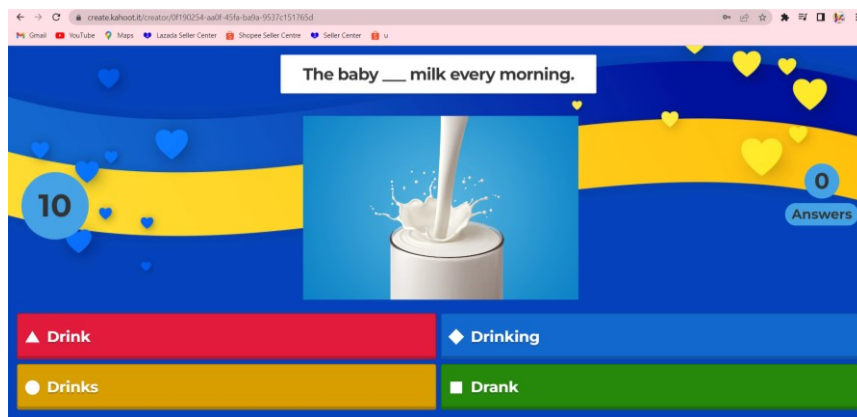

Figure 1. Choose Format Question
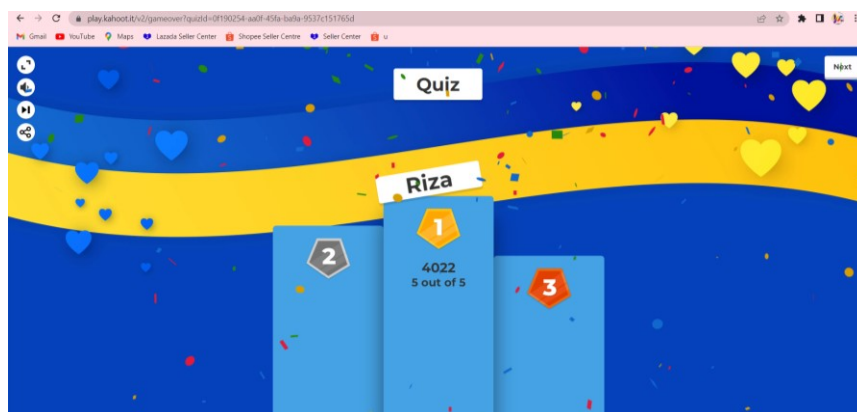

Figure 2. Interactive Quiz

Figure 3. Quiz Result

Development

The development stage produces a final draft of the Kahoot game application development as an evaluation medium that has been through revision after a review in the form of suggestions or input and validation from

the validators, as for the parties who act as validators, namely: material experts and media experts.

Feasibility of Kahoot application

1) Material experts

In this test, the examiner focuses on the suitability of the English vocabulary material being taught. At this stage of testing, it was carried out with a class VIII English subject teacher at SMPN 3 Kedungwaru.

Based on the results of the instrument, the material expert said that the accuracy, completeness, attention, impact for students, and impact for teachers got good results. So it can be concluded that the material is declared "VERY WORTH", this test aims to adjust and measure how accurate the suitability of the material contained in the application is.

2) Media experts

Media testing aims to find out whether the functions of the features made work well or require improvement. This test is carried out by showing the application to media experts, this test is focused on the suitability of the application with the technicality of running all the menus in the application, and at the same time looking for validation results on the validation sheet. This test is carried out by 1 learning media expert.

Based on the results of tests carried out by Media Experts, all the features in this application can function and are declared "VERY WORTH" from the interpretation of the conversion results on the validation sheet used for learning media because every existing feature can function properly.

Implementation

This stage is to be tested on students by conducting a test in the form of an English vocabulary quiz, to determine the quality of the product used for class VIII students. The learning outcomes test is used to support the feasibility of learning media. The test was followed by 6 students with an average score after using Kahoot that was better than the average score before applying Kahoot. This shows that the results of applying Kahoot for English vocabulary subjects are very helpful and powerful.

Evaluation

The last step of ADDIE model is evaluation. There are two kinds of evaluation those are formative and summative evaluations. This research only implements formative evaluations aims to validate the development product and revises in accordance with the input or suggestion given. In accordance with the development of ADDIE mode, formative evaluation has been performed step bystep in every step of ADDIE model.

CONCLUSIONS AND SUGGESTIONS

Kahoot is a game-based learning media that can be used to optimize and improve as well as motivate student interest and independence of students as well as to facilitate the evaluation process and variations in learning.

For the development of the cognitive intelligence side of students, Kahoot content can be created to encourage students to explore each material being taught. Good use of facilities and enthusiasm for learning greatly affect the success of the learning process. Kahoot can be used not only for learning in the classroom but can be used outside the classroom.

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