The Use of Kahoot as Teaching Media in Teaching Vocabulary for Grade Eighth Students at a Private Secondary schools in Semarang

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Abstract: In learning English, students are expected to master four essential skills, with each student typically needing to focus on improving their weakest area among these four. These skills encompass various sub-components, notably grammar and vocabulary. This research specifically targets vocabulary acquisition, acknowledging the unique challenges it presents in the learning journey. The study employs Kahoot as the primary instructional tool, as it closely aligns with modern educational practices. Some students lack proficiency in English and have never formally studied vocabulary. Consequently, this study aims to assess the effectiveness of Kahoot in enhancing students' vocabulary skills. The study involves 30 eighth-grade students and utilizes descriptive qualitative methods for data collection, which include observation, administering questionnaires, and conducting interviews. The findings indicate a positive impact of Kahoot on the learning process, particularly in vocabulary acquisition. Most students express agreement regarding the utility of using Kahoot as an alternative method to enhance their English learning, especially in the realm of vocabulary.

Key words: Words, Language, Vocabulary, Kahoot, Media.

INTRODUCTION

In learning English, students are tasked with mastering four essential skills: grammar, vocabulary, speaking, and listening. While grammar ensures precision in communication, vocabulary acquisition presents a significant challenge, as highlighted by Naeem Afzal (2019), due to the extensive number of words and their dynamic nature. Languages evolve continuously, with new words being added regularly. Thus, understanding the productivity of language underscores the importance of ongoing vocabulary expansion for students. Mastery of vocabulary holds paramount importance in English language learning, enabling effective communication and comprehension across various contexts. Educators play a vital role in facilitating vocabulary acquisition by employing diverse and engaging strategies. By fostering a rich and dynamic learning environment, educators empower students to develop the lexical competence necessary for success in both academic and professional spheres.

Another crucial aspect prompting this exploration is the prevalence of scholars encountering difficulties in learning English. Many perceive English learning as tedious and overly complex. Some scholars struggle to comprehend their instructors when they teach in English. Dewi (2021) underscores the significance of vocabulary as a foundational aspect of language learning. A robust vocabulary is indispensable for speaking, reading, listening, and comprehending English. Thus, vocabulary acquisition holds particular importance for high school and vocational students. Additionally, Naeem Afzal (2019) acknowledges that learning vocabulary poses a significant challenge for learners, given the constant evolution of language and the need to continually expand one's vocabulary. Vocabulary learning involves four key

sub-skills: discrimination, understanding meanings, making connections, and extending meanings. Failure to address these challenges could have detrimental effects on English education in Indonesia, especially considering the recent shift from face-to-face to online learning. During this transition, scholars increasingly rely on technology to support their learning endeavors.

In response to the evolving educational landscape, educators are proactively integrating online literacy components into the daily routines of students. This strategic adaptation aims to ensure that students' literacy development remains uninterrupted, particularly in light of potential disruptions caused by recent events. Traditional approaches to game-based literacy, once prevalent in educational institutions, have witnessed a decline in popularity. However, scholars such as Masoud et al. (2020) advocate for the adoption of innovative tools like Kahoot to invigorate vocabulary acquisition.

The utilization of Kahoot as a means to enhance vocabulary skills has garnered attention from researchers and practitioners alike. Numerous studies have delved into the efficacy of Kahoot in educational settings, shedding light on its potential to transform the learning experience. According to Sutirna (2018), a significant majority of educators endorse the integration of Kahoot into classroom activities. Nevertheless, successful implementation of Kahoot necessitates certain prerequisites, including a reliable internet connection and the need for educators to employ creative pedagogical strategies to ensure active student engagement throughout the learning process. Despite the inherent challenges associated with technology-mediated learning platforms like Kahoot, its adoption represents a promising avenue for educators seeking to enhance literacy outcomes. By embracing innovative tools and methodologies, educators can effectively address the evolving needs of contemporary learners while fostering a dynamic and enriching learning environment. Thus, the strategic incorporation of Kahoot serves as a testament to educators' commitment to adaptability and their relentless pursuit of providing high-quality education in an ever-changing landscape..

RESEARCH METHOD

This study adopts a comprehensive Descriptive Qualitative research approach, aiming to meticulously document and analyze various phenomena observed during the research process. Employing a methodological framework that incorporates Triangulation, the study leverages Observation, Questionnaire, and Interview methods to ensure a thorough examination of the subject matter. The research is centered on eighth-grade students attending SMP PGRI 1 Semarang during the Academic Year 2023/2024. The study cohort consists of one class comprising 30 students.

Data collection techniques encompass the administration of both questionnaires and tests, providing researchers with multifaceted insights into students' perceptions and experiences with Kahoot media in the context of English learning. The questionnaire, meticulously designed for this purpose, comprises a series of questions strategically crafted to capture students' attitudes, preferences, and experiences related to Kahoot usage. Specifically, the questionnaire features 15 questions aimed at eliciting insights into internal factors influencing students' engagement with Kahoot, followed by an additional ten questions focusing on external factors, such as classroom dynamics and technological accessibility.

The data analysis stage employs rigorous statistical methods, with an independent sample t-test being the primary analytical tool utilized to assess the efficacy of Kahoot media in facilitating the English learning process. Through this quantitative lens, researchers seek to

quantify the impact of Kahoot on students' language acquisition and comprehension, providing valuable insights into its effectiveness as a pedagogical tool.

By integrating multiple data collection methods and employing robust statistical analysis, the study endeavors to offer a comprehensive understanding of the role of Kahoot media in English learning among eighth-grade students. Through triangulation of data from various sources, researchers aim to uncover nuanced insights into the phenomenon under investigation and its implications for educational practice. This holistic approach ensures that the findings of the study are robust, reliable, and informative, contributing to the broader discourse on innovative teaching methodologies and their impact on student learning outcomes.

RESULTS AND DISCUSSION

In line with Munna & Kalam (2021), students express a preference for learning from supportive and humorous teachers who deliver clear instruction and frequently use relevant examples to facilitate comprehension. In the context of this study, the researcher attempted to examine the lesson plans at SMP PGRI 1 Semarang. However, due to the early commencement of the curriculum, teachers may not have yet finalized their lesson plans. Furthermore, teachers will be informed if the latest English teaching syllabus is not yet accessible for some instructors.

Before embarking on the study, the researchers conducted a meticulous two-month observation period at a selected school, designated as the research center. This preliminary phase aimed to provide a thorough and authentic depiction of the English learning dynamics within the classroom setting. Through these observations, it became evident that the predominant instructional method employed by Indonesian language teachers was the traditional lecture approach, often supplemented by reference to textbooks. In contrast, students primarily utilized their textbooks as supplementary materials to aid in completing in-class assignments.

Upon concluding the observation phase, the researchers meticulously selected two to three key categories to elucidate the observed phenomena within the context of SMP PGRI 1 Semarang. The study cohort consisted of 30 students. Initial observations revealed a prevailing pattern wherein students predominantly adhered to the guidance provided by their teachers throughout the learning process. However, a notable deficiency emerged concerning the establishment of a meaningful link between the instructional delivery and student learning outcomes. It became evident that both teachers and students operated without clearly defined instructional objectives, hindering the efficacy of the learning process.

Thus, there arose a pressing need for educators to transcend the traditional role of mere facilitators and adopt a more holistic approach, actively engaging students in a collaborative learning journey.This necessitated a paradigm shift wherein educators are encouraged to allocate ample time and space for students to articulate their thoughts, express their ideas, and address learning challenges. Such an approach not only fosters a more dynamic and participatory learning environment but also empowers students to take ownership of their educational journey.

Drawing upon the insights of Roscoe and Chi (2007), beyond the dissemination of information, questioning emerges as a pivotal pedagogical tool in the instructional process. Teachers are urged to facilitate inquiry-based learning by encouraging students to pose questions, thereby stimulating critical thinking and fostering a deeper understanding of the subject matter. By guiding learners' thought processes and addressing their queries, educators can cultivate an environment conducive to active engagement and knowledge acquisition..

This study is conducted within a qualitative framework, employing a survey approach facilitated by the use of a questionnaire as the primary tool for data collection. This

methodological choice allows for the presentation of data in numerical form, facilitating subsequent statistical analysis. Researchers have opted for this method to explore in depth how students perceive the integration of Kahoot media into their learning experiences and to evaluate its influence on learning outcomes. The questionnaire, serving as the central instrument for data gathering, comprises a series of carefully crafted questions aimed at eliciting students' perspectives on the efficacy of Kahoot media in enhancing their understanding and retention of English vocabulary. It consists of 15 questions addressing internal factors, which delve into students' personal attitudes, beliefs, and experiences related to Kahoot usage, followed by an additional 10 questions focusing on external factors, such as the availability of resources or the classroom environment.

Data collection techniques encompass the administration of both questionnaires and tests, allowing researchers to triangulate their findings and gain a comprehensive understanding of students' perceptions and experiences with Kahoot. Through this multi-faceted approach, researchers aim to capture a nuanced picture of how Kahoot is perceived and utilized in the context of English language learning.

During the subsequent data analysis phase, researchers employ sophisticated statistical methods, including the independent samples t-test, to examine the significance of Kahoot media in facilitating the English learning process. By analyzing the collected data through a quantitative lens, researchers can identify patterns, correlations, and trends, providing valuable insights into the potential impact of Kahoot on students' learning outcomes. Overall, this methodological approach underscores the rigor and depth of the study, enabling researchers to explore the complex interplay between technology-enhanced learning tools like Kahoot and students' learning experiences in the realm of English vocabulary acquisition..

Correct Answers	SKOR MAKSIMAL	PERSENTASE
14	15	93.33333
13	15	86.66667
13	15	86.66667
13	15	86.66667
11	15	73.33333
11	15	73.33333
10	15	66.66667
11	15	73.33333
12	15	80
11	15	73.33333
11	15	73.33333
11	15	73.33333
10	15	66.66667
10	15	66.66667
7	15	46.66667
7	15	46.66667
7	15	46.66667
7	15	46.66667
6	15	40
6	15	40
6	15	40
6	15	40
5	15	33.33333
4	15	26.66667
3	15	20
4	15	26.66667
4	15	26.66667
3	15	20
1	15	6.666667
1	15	6.666667

(Figure 1. Table of Questionnaire Results)

This table shows that the leftmost table is the student's original answers to the 15 questions Then, the center table shows the maximum score for all answers, and the third or far right table shows the student's percentage of correct answers divided by the maximum score and multiplied by her 100%, giving her third displayed in the table. If the researcher uses a percentage average score, the score would be 84, and the interval score criterion would be 80% to 100% or exact agreement. From the above data, it is clear whether the students agree to use her Kahoot for media lessons in English, especially vocabulary. Based on observations, students show some differences in their learning processes. If researcher consider the points before using Kahoot, they will not be very interested in what the teacher is talking about and will not be able to enjoy the learning process. Students continue to participate in the teacher's learning process. However, researchers found that there was no link between teaching and learning during this period.

CONCLUSION

In the context of vocabulary acquisition, this study capitalized on the immersive potential of the Kahoot game to enrich the teaching and learning experience for eighth-grade students at SMP PGRI 1 Semarang during the 2023/2024 academic year. The integration of Kahoot as an alternative teaching medium in vocabulary lessons proved to be a compelling and engaging approach. Literacy education took on a new dimension as students enthusiastically embraced the Kahoot games as part of their learning journey. Throughout the study, students demonstrated a remarkable level of enthusiasm and dedication, eagerly immersing themselves in the research process. Their efforts were evident in their ability to articulate and explain each vocabulary term with ease, thereby ensuring the clarity and authenticity of the study's findings. This active engagement enabled students to not only comprehend the meanings of the vocabulary but also to internalize and apply them effectively. The use of Kahoot games injected an element of excitement and enjoyment into the learning environment, fostering a sense of enthusiasm and motivation among the students.

By gamifying the learning process, Kahoot effectively captured students' attention and maintained their focus, thereby facilitating a conducive mental state for language acquisition. Importantly, the interactive nature of the Kahoot game empowered students to take ownership of their learning journey, rendering them less reliant on traditional educator-led instruction. In summary, the integration of Kahoot as a teaching alternative in vocabulary lessons proved to be a resounding success, igniting students' passion for learning and providing a dynamic platform for vocabulary acquisition. Through active participation and engagement with Kahoot, students were able to deepen their understanding of English vocabulary while enjoying a fun and interactive learning experience.

Kahoot significantly impacts students' English learning, particularly in vocabulary acquisition, fostering critical thinking and encouraging active participation. This aligns with Lee's (2016) findings, highlighting students' motivation towards new media technologies and their interest in media literacy. With access to laptops and cell phones, students can explore media-related topics during class discussions. Overall, Kahoot proves to be an effective tool for teaching English, especially in vocabulary instruction, due to its interactive and engaging nature.

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