THE EFFECTIVENESS OF KAHOOT IN TEACHING VOCABULARY AT THE EIGHTH GRADE OF MTs AL-HIDAYAH PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
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as a Partial Fullfilment of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree

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MOTTO

“The more grateful I am, the more beauty I see”

DEDICATION

"I dedicate this thesis to my beloved parents (Mr. Abibulloh and Mrs. Maspiah) who have been sincere in raising me, educating me, pray for me until I complete this graduating paper, I will never repay until end of my life."

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Purwokerto, 21 September 2023

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ABSTRACT

THE EFFECTIVENESS OF KAHOOT IN TEACHING VOCABULARY AT THE EIGHTH GRADE OF MTs AL-HIDAYAH PURWOKERTO

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Abstract: The students' vocabulary is essential for learning a foreign language, specifically English. However, the challenges discovered in MTs Al-Hidayah Purwokerto were that students' vocabulary still needed to be improved; There are lack of ability and incentive on the part of the students to improve their vocabulary and less interest in learning English Vocabulary. This research aimed to find out the effect of the Kahoot on teaching vocabulary and to know how significant the use Kahoot at eighth grade of MTs Al-Hidayah Purwokerto, Banyumas. This research employed a quasi- experimental design and quantitative approach. The population was eighth-grade students of MTs Al-Hidayah Purwokerto, which consisted of 46 students. The sample was selected using purposive sampling, with VIII-A as the experimental class and VIII-B as the control class. In collecting data, this study used a pre-test and post-test in the multiple choice questions. IBM SPSS V. 25 for windows was used to analyze the data. The result of the paired sample t-test demonstrated a significant difference in experimental class students' vocabulary before and after treatment. In addition, in the independent sample t-test the value of the t_{count} was more than the t_{table} ($2.099 > t_{table}$ 1.686). Based on the value of tcount in the ttable, it was possible to conclude that H0 was rejected and Ha was accepted. Sig. (2-tailed) has a value of $0.042 < 0.05$. Then, the N-gain score was 60%, which can be concluded that Kahoot was effective enough in teaching vocabulary.

Keywords: *Kahoot, Teaching, Experimental Research*

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, clarification of key term, research question, aim and significant of the study, and organization of the paper.

A. Background of the Study

Vocabulary is an important aspect of language learning. The learner needs to learn vocabulary and other abilities like writing, reading, listening, and speaking. This is similar how crucial vocabulary is when learning English. Without vocabulary, students would be unable to listen, talk, read, or write in a foreign language since vocabulary fosters the development of specific language skills (Cahyono & Widiati, 2015). As the learner's vocabulary influences how well they can understand the teacher's explanation, the class discussion, and other discourses when listening. The quality of someone's language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary they mastered, the more vocabulary they mastered, so they easier to develop four language skills (speaking, listening, writing and reading) and learn English as second language generally.

Brown (2001), however, emphasizes the significance of vocabulary to communication by asserting that, in fact, survival level communication can take place quite intelligibly when people simply string words together without applying grammatical rules et all. In this sense, vocabulary is viewed as one of the crucial elements that significantly affect how individuals communicate. In order to increase students' vocabulary mastery, vocabulary should thus be properly placed as a crucial part of language acquisition that needs to be given significant attention in practice.

According to Siddiqua (2010), vocabulary is one of the difficulties students encounter while learning English. The students should concentrate on learning English vocabulary for their practical, real-life needs. So, vocabulary knowledge is crucial in learning English. It is essential that who work with students to encourage and support their development of considerable "word bank" and successful media-based vocabulary learning techniques. According to Yunus (2016) acquiring vocabulary is often a stumbling block for some students due to a variety of determining factors, such as learning disabilities, a lack of exposure to English, a lack of self-confidence, and a lack of awareness about the proper vocabulary tactics, certain students frequently struggle to acquire vocabulary and grow their vocabulary sufficiently. Additionally, In order to solve the issue that occurred in the class, the teacher must be imaginative in how to fill a classroom with engaging activities for students while utilizing the benefits of the digital age to increase the students' vocabulary. Therefore, it is needed an interesting media so that the students can improve their achievement and motivate them in joining the lesson.

Sharma and Unger (2016) stated that applying instruction by using technology can improve students' score in the test. Teachers believe that integrating technology into the classroom will benefit students' learning. When teachers are unable to provide engaging teaching and learning activities, students will become bored. According to Fatihatun and Ulinnu (2013), teachers are expected to integrate technology in the classroom to create pleasurable learning experiences. Students respond differently when smartphones are used in language instruction; they become more excited and engaged in utilizing the phone to update their daily activities rather than as instructional instruments. Ignites (2019) stated that the students are considerably enthusiastic for using application to support learning and

they also view that smartphones bring substantial potentials and should be optimized for learning through systematic and purposeful activities properly designed for school learning-related activities. Learning English via smartphone mobile application, and diverse types of teenager's online activities were discovered, as well area of their English skill improvement.

One of the technologies that have been used is Kahoot. Kahoot is one of online learning application that can help in teaching process. Delloz (2015) stated that was previously mentioned, Kahoot features an interactive response system (IRS) and engages pupils through games like pre-made or spontaneous quizzes. According to Chen et al. (2017)Kahoot encouraged more extensive and active student participation while still giving students the option to stick with their own personal participation style,. In conclusion, using the Kahoot game in place of traditional class activities can make learning English more enjoyable. This program can be used with a connection to the internet and various associated media, such as laptop, computer, and smartphone. It can be accessed at www.kahoot.com.

Some studies have been conducted related to the use of Kahoot in teaching vocabulary. Mansyur and Fadhilawati (2019) apply Kahoot in lower secondary education. The result shows that the use of kahoot as media in teaching and learning vocabulary particulary in "introducing oneself" could improve the students' vocabulary achievement was supported by students' positive attitude toward the use of Kahoot in teaching student learning.

Another study conducted by Handayani (2019) the results indicate that students who were taught using the Kahoot game better than students who did not receive instruction using Kahoot. Kahoot enables teachers and students a tool for assessment while helping in vocabulary memorizing

According to the above description, this study highlighted the processes for using the Kahoot application in order to demonstrate the effectiveness of Kahoot and reinforce the results of earlier studies that applied Kahoot to teach student vocabulary.

B. Conceptual Definition

The definition includes essential vital terms to assist the investigation. In addition, several concepts in this research govern its execution. Indeed:

1. Vocabulary

   The American Heritage Dictionary (2004) defines vocabulary as the total number of words used, understood, or controlled by a given person or group. Alqathani (2015) further emphasized that vocabulary is the total number of words required to convey concepts and the speakers' meaning.

2. Kahoot

   Kahoot is a game-based learning platform that is employed in educational institutions including schools and universities. Kahoot is a learning game that students and teachers play together in the classroom. It can be characterized as the student's response mechanism. Using the Kahoot program, multiple choice questions can be created in a debate format and played with all students (Bicen, 2018).

C. Research Questions

From the background of the study written above, the researcher identifies the research question as follows:

1. "Is there any effect in teaching through Kahoot on 8th grade of MTs Al-Hidayah Purwokerto in the Academic Year 2023/2024?"
2. "How significant is the use of Kahoot in in teaching vocabulary on 8th grade of MTs Al-Hidayah Purwokerto in the Academic Year 2023/2024?"

D. Aim and Significances of the Study

The aim and significance of the study can be formulated as follows:

1. The aim of the study

According to the research question above, this research aimed to find out the effect of the Kahoot on teaching vocabulary and to know how significant the use Kahoot at eight-grade students of MTs Al-Hidayah, Purwokerto in the Academic Year 2023/2024.

2. The Significances of the Study

The researcher assured that this study would contribute to and benefit instructors and other scholars.

a. Theoretically

The result of this study was expected to be useful for the teachers and students to give an alternative way to overcome their problems in the teaching-learning process, especially in vocabulary mastery.

b. Practically

1) For teacher

For the teachers, this research can provide information that related to teaching techniques in mastery vocabulary. They can found out that Kahoot can be used in teaching English, and the element are in Kahoot that can help in teaching English.

2) For other researchers

This research expected to be a reference for further research and can be developing to be more perfect and can

be used as a guide to be applied in English language teaching, especially in vocabulary.

E. Organization of the Paper

To make a systematic study, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of the study, clarification of key terms, research questions, aim and significances of the study and organization of the paper.

Chapter II explains the literature review which is consists theoretical framework, previous study, conceptual framework and hypothesis.

Chapter III will describe the methodology and deal with the research design, research site and participant, population and sample, variable and indicators of the research, data collection techniques and data analysis.

Chapter IV presents the findings and discussions of the study which discusses about the effect of Kahoot game in teaching students vocabulary.

Chapter V presents the conclusion and suggestion of the study. In this chapter, the researcher concludes and gives some suggestions related to the research and give the study limitations.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework, review of relevant studies, conceptual framework, and research hypothesis.

A. Theoretical Framework

1. Vocabulary

This part clearly describes the several meanings and kinds of vocabulary will be described below.

a. Definition of vocabulary

The most important aspect of understanding a language is vocabulary, which is the first skill that is acquired in any language learning process. When someone mentions language, the first thing that comes to mind is that it has to do with words: where they come from, how they develop, how they refer to one another, and how we use them to communicate. According to Lehr et al. (2003), vocabulary refers to the kinds of words children need to be familiar with in order to comprehend texts that get progressively more difficult and do so with comprehension. In order to understand the words they will eventually see created, students utilize the words they have already read. There must be more to vocabulary than just labeling or classifying words. To help kids develop their understanding of word meaning and the concepts that words stand for, however, it is more important to communicate the meaning of the words we use.

Students will gradually build the abilities that will allow them to comprehend vocabulary meaning by comprehending words and their relationships to concepts and facts. For students to connect form to meaning when learning a new vocabulary, the input must transmit meanings and be understandable (Ismail et al., 2017). According to Alqahtani (2015) further emphasized that

vocabulary is the total quantity of words required to convey concepts and the speaker's meaning.

One of the components that aid children in learning language abilities including listening, conversing, reading, and writing is vocabulary. While listening, students are unable to fully understand the discussion. If students lack the necessary vocabulary, they might be unable to speak well. Students might not understand the content when reading it, and they might be unable to express themselves in writing. Many of these problems originate from kids not being able to master vocabulary. In other words, learning the other language abilities requires having a strong vocabulary.

Based on those explanations, it is possible to infer how important vocabulary knowledge is in language acquisition. According to Purnama (2023) learn and communicate effectively in a foreign language, one must start with words. Students can learn other language skills by expanding their vocabulary abilities. Students are unable to communicate, read, speak, or listen to other people's thoughts or ideas if they lack vocabulary skills.

b. Kinds of vocabulary

Hatch and Brown (1995) cited in Susanto (2017: 185) divided two kinds of vocabulary, receptive and productive vocabulary.

a. Repetitive vocabulary : Receptive vocabulary refers to words that students know and comprehend when used in context but cannot generate. It is vocabulary that students recognize when they see or encounter it while reading a material but do not use in speaking or writing.
b. Productive vocabulary is a term used to describe the context children can understand, pronounce correctly, and use effectively in speech and writing. It comprises the ability to

communicate or write at the proper time as well as a receptive vocabulary. Because the learner may come up with words to express their ideas to others, productive vocabulary may be seen of as an active process.

Receptive or passive vocabulary is defined as the context students come across while reading, listening to, or interacting with someone but do not utilize when speaking or writing. Therefore, it is likely that the learners are not familiar with those terms. Additionally, a learner's productive or active vocabulary consists of words they are already familiar with and can use and pronounce correctly in speaking and writing.

c. Teaching Vocabulary

If student want to perform well, vocabulary development is one of the most important areas they should concentrate on. If you spend the majority of your time studying grammar, your English will not become get any better, claims Thornbury (2013:132). You will make more progress if you pick up more vocabulary and expressions. You can say very little with grammar, but you can say almost anything with words.

Given that words are the foundation of all languages, teaching words is an essential component of language learning. Students that have a variety of vocabulary will utilize more words to convey their views. It's important to build and use your vocabulary and skills. Teaching vocabulary is similar to learning a second language because vocabulary is the starting point for mastering the four language skills of speaking, reading, writing, and listening. If students are unable to understand and master the vocabulary, they will find it difficult to learn English. Vocabulary is a crucial element in all languages. Students who do not possess a large vocabulary find it difficult to express themselves verbally and in writing. Adrian Doff (2009:60–73) describes several kinds of

methods for teaching vocabulary. As a model, say the word aloud, write it on the board, have the class repeat it aloud, ask the students to translate it into their own language, draw a picture to illustrate what the word means, provide an English example to illustrate how the word is used, and ask questions using the new word. The effectiveness of teaching vocabulary will be reduced if the teacher is unable to match the technique. A good teaching strategy could encourage students to learn new words and make it easier for them to recall their meanings. Teaching vocabulary, as defined by the aforementioned expert, is a process that makes use of a range of techniques to assist pupils in understanding words in various languages and using them effectively.

2. Kahoot

According to Hadijah, et al. (2020) teachers believe that in teaching English using technology will help students in learning process. The use of technology will certainly make students more interested, enthusiastic, an fun when used as an educational support tool. The teacher use technology to help students learn English, making them more interested, enthusiastic, and fun.

Huang (2011) said that research in the field of design education has shown that game based learning is an effective teaching tool, particularly for maintaining motivation to continue learning. Game-based learning is an effective teahing tool for motivating students to continue learning.

a. Definition of Kahoot

Kahoot is an educational website that was originally initiated by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with Norwegian University of Technology and Science in March 2013. In month September 2013 Kahoot opens publicly. After one year of launch, Kahoot already has more than 1.5 million registered teachers and 49 million students who are

registered as users (Martono et al., 2020). Kahoot is one of the online learning media that contains quizzes and games. Kahoot can also be interpreted as an interactive learning media because of Kahoot can be used in teaching and learning activities such as holding Pretest, Posttest, practice questions, material reinforcement, remedial, enrichment and others.

Kahoot is an interactive game site that presents quizzes relating to education. According to Rafnis (2019) that Kahoot is a form of educational innovation that provide interactive and conducive learning interesting so that it can help the teacher in giving assessment for students such as material reinforcement, exercises, quizzes, daily tests, pretest, enrichment, remedial and so on. In use this application can present a variety of quizzes It is also equipped with a variety of colors, where students can choose one one color is to find the correct answer, other than that we are too can add pictures and videos in it. Uniquely, this media can provide an exciting and tense atmosphere because it is equipped with a duration time and backsound (music) under Kahoot that can support the occurrence interactive learning process.

b. Advantages and disadvantages of Kahoot

The use of Kahoot in the classroom has provided various advantages to both teachers and students. In an effort to improve teaching methods with recent technological breakthroughs, several higher education institutions have started to invest in the adaptation of technology applications like Kahoot in classroom activities (Zhao et al., 2002). According to research, using Kahoot encourages relatively high levels of student engagement and cooperation (Icard, 2014). The engaging and entertaining content of Kahoot encourages student participation in language-based activities. The fact that students compete against their friends in real time gives them a sense of competition. Through the use of

Kahoot quizzes and surveys, teachers may also examine the results and determine whether or not the students have a thorough understanding of the topic.

Using Kahoot, teachers can effectively and efficiently assess students' level of understanding. With the help of Kahoot, teachers may keep tabs on how their students are doing in the games and, in certain cases, reevaluate and alter their teaching strategies accordingly. For their own teaching activities, teachers can also use Kahoot, which was originally created by individuals in the public, or even build their own Kahoot platforms. These Kahoot capabilities and the freedom it offers enable teachers to design engaging, customized lessons for their students while also keeping track of their progress through tests and surveys.

Each learning media must have advantages and disadvantages, the same as with the Kahoot application which is required in its use a strong internet connection in its access where this is not possible applied to locations with little or no access Internet. In addition, this application also requires a projector in its application and every student at least has a technological device such as a smartphone or laptop to access it, this is a problem due to viewing many students who cannot afford it and the existence of several schools which imposes a ban on bringing smartphones to school other than that it doesn't all Teachers can operate technology devices like Kahoot, this thing can cause Kahoot media to be ineffective if there is no internet available and other supporting devices.

c. The procedure to use Kahoot

One of the requirements to access Kahoot is to have a gmail account, Microsoft account, Clever account, Icloud account and others. Kahoots has four features namely games, quizzes,

discussions, and surveys. For game features, types can be made questions and determine the answers as well as the time used for answer the question where the answer will be represented by pictures and colors. Participants were asked to choose a color or image that represents the correct answer. In addition to looking for the right answer, participants must make sure you don't touch (click) wrongly when choosing an answer. Kahoots has two different website addresses namely https://Kahoot.com/ for teachers and https://Kahoot.it/ for students. Currently Kahoot is accessible and usable for free but there are some features that require primary account access (prepaid). The Kahoot platform can be used for several forms of assessment including online quizzes, surveys, and discussions where all three have different methods lots to play with. Internet connection is required to get play this game. The Kahoot application can be accessed via a mobile app or website which consists of two options, namely the teacher as admin and students as a participant. As a teacher the Kahoot application is used with steps as following:

1. For teacher-make account
    a) The first step is making an account by visiting a website or website Kahoot's https://Kahoot.com, and choose Sign up on the top right corner.

Picture 2. 1

b) You will be given four account options, please select as a teacher.

Picture 2. 2

c) After that, there are three options for signing up with Google accounts, Microsoft accounts, and emails. Select according to the account you have. Say a Google account, click a sign up with Google.

Picture 2. 3

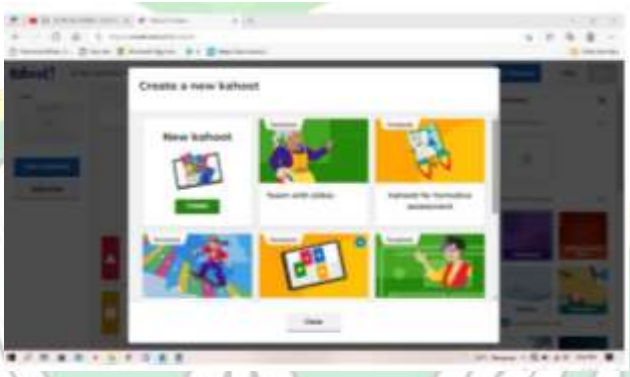
d) You'll be linked to any Google account you have. Then fill in your data.

e) A list of school names and usernames. Now

f) click on the question have you blowing 'Kahoot! game Before and tick off I have read and 17,500 Lastly, join Kahoot!.

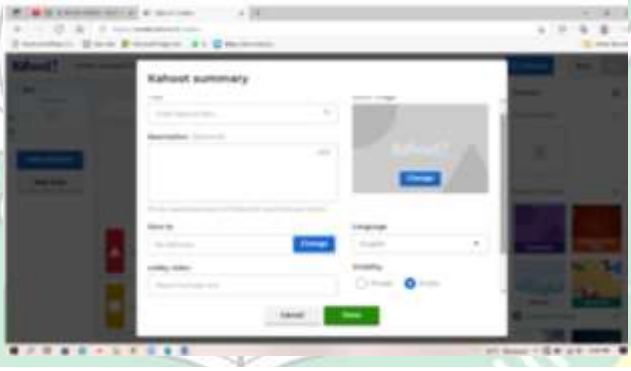
g) The Kahoot account is fired. We can either create an interactive game or quiz on this Kahoot!.

1. For teacher making list of question
    a) After having an account in Kahoot!, check in Go to the Kahoot! website with a proper account Already owned, click log in.
    b) Click new Kahoot! game To start quizzes



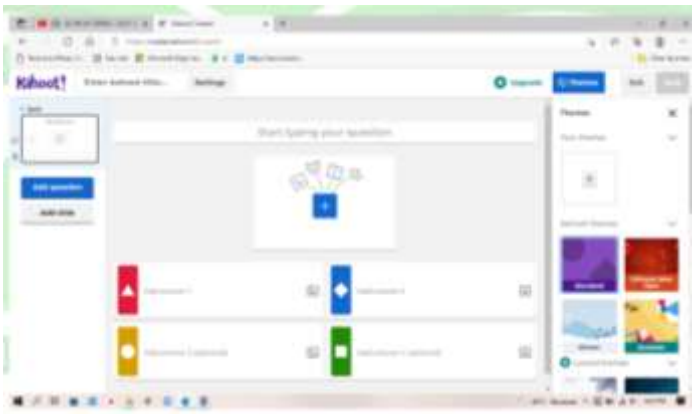
Picture 2. 4

    c) Please click Quizz



Picture 2. 5

    h) After that, Click Ok, go. You can be adding a cover to the cover menu image if necessary.



Picture 2. 6

2. For the teachers and students- starting Quiz

a) First, the teacher opened the Kahoot! website at http://Kahoot.com/ address then logged in with an already established account. If already, click my Kahoots menu and click the play button.

b) Pick a classic for a one-on-one between students! game

c) Then comes the pin game that every student/participant must put in. Instruct students/participants to access the https://Kahoot.it/ with their cell phone and be asked to enter the available pin game. Usually, the teacher presents the game with the help of the LCD projector so that the player can be seen.

Picture 2. 7

d) The names of the students or quiz participants will be shown as shown in the picture above. If every

student/participant is successful Come in, please click the start button! Game

e) Quiz display on the teacher's screen.

f) To begin the quiz, direct students to visit the https://Kahoot.it/ and notify the student's pin game and command to enter the pin. After that the student will fill in the name and command to begin Quiz where all students have successfully enrolled as on step 3. 28

g) Student/participant's cell-screen display following. Students only choose the mark that represents each answer option. The highest value is automatically given to the student/participants who answer by right and at the earliest. Thus there will be competition between participants. The atmosphere will be dynamic.

h) When it's done, it'll show 1-3 complete with the score. Full value of all participants can also be shown by clicking the get desired button.

B. Previous study

Based on several sources related to this research, the researcher presents several previous studies that correlate with this research. Here are the comparison of the results between this research and the previous studies:

First, according to (Putri, 2019)*" The Effectiveness of Using Kahoot Games to Imrove Students Vocabulary"*, the aim of her research is to test the effects of applying the Kahoot Game application in enhancing the vocabulary understanding of students in the seventh grade at SMP Negeri 15 Semarang during the academic year 2019/20120. The data analysis revealed a significant difference between the two groups. The experimental group's pre-test and post-test mean scores grew more (from 74.45 to 86.81) than the control group's (from 72.10 to 81.04). It indicates that the accomplishment of students who were taught using the Kahoot

Game application differs substantially from that of students who were taught using traditional methods of teaching vocabulary for seventh grade students at SMP N 15 Semarang during the academic year 2019/2020. The similarity of this previous with this research is both of them used ‘Kahoot'.The distinction between those studies with research is the population of the research of the study is students in the seventh grade at SMP Negeri 15 Semarang, whereas the researcher chose eight grades at MTs Al-Hidayah Purwokerto.

The second study by Rizky (2022) entitled, *“ The Use of Kahoot Game on Students’ Vocabulary Knowledge”*, the aim of the study is to investigate whether or not the Kahoot! Game has an effect on students‟ vocabulary knowledge at the eigth-grade students of MTs Nur Falaah Parung. The study involved 30 students of the eighth-grade of MTs Nur Falaah Parung as the sample of the research. The method of the study was quantitative method with a quasi-experimental design. To gather the data, this study used pre-test and post-test. For the subjects of this study the writer divided the participants into two groups, the experimental group and the control group. The writer had compared the students‟ vocabulary knowledge before and after the treatment was given. T-test formula was used to analyze the students‟ achievement of students‟ vocabulary knowledge. The result of this study showed that the statistical calculation in the significance degree of the p-value (0.025) was lower than sig α = 0.05 (5%). This finding suggests there is a statistically significant difference in the post-test results between the experimental and control groups. This study's conclusions are similar with what previous studies have found. Kahoot! may be utilized to achieve significant differences in scores when compared to traditional learning techniques.

The third study was conducted by Fiqih (2017) entitled, “ *The Use of Gamification to Imrove Students’ Vocabulary Mastery*”, the research was aimed at discovering the use of gamification in helping junior high school students to improve their vocabulary mastery and the students’

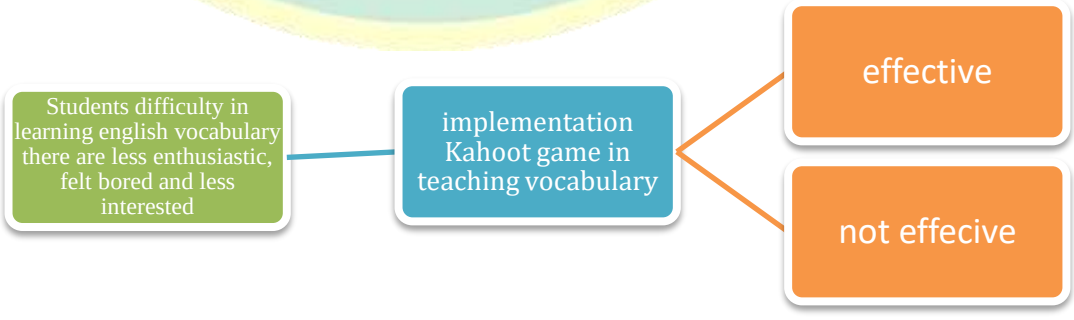
responses to the use of gamification to improve students' vocabulary mastery.Gamification in this research was the implementation of elements of game, namely: points, levels, leaderboard, avatar and challenge in mastering vocabulary. A classroom action research was employed as a research design in this research and it was divided into four phases namely Planning, Acting, Assessing, and Reflecting (as adapted from Kemmis& McTaggart, 1992). The data were collected through several instruments namely: classroom observation, students' assessment, and questionnaire, the data then analyzed by using the theory of qualitative data analysis. The result of the research revealed that the use of gamification has successfully improved students' vocabulary mastery which can be seen from the mean scores of pre-test, post-test in the end of cycle I, and post-test (from 52.87, 69.09, and 87.87). The similarity of this research is both use games to increase students' vocabulary the difference is this research use quantitative approach while the research written by Emier Abdul Fiqih used simple descriptive qualitative.

The last study was conducted by (Puspitaningsih 2017) entitled, *"The Use of Kahoot Games Application to Imrove Students' Vocabulary Mastery*", The objective of this research were 1) to found out the use of Kahoot games application games can improve students' vocabulary mastery, and 2) to found out how the students' learning motivation after using Kahoot games application. The subject of this study was eight grade students of SMP Negeri 1 Simo, especially class 8B consisting of 32 students. This research was used a Classroom Action Research based on Kemmis and McTaggart models by using both of qualitative and quantitative methods. This research adressed in two cycles, where each cycle consist of four phase: planning, acting, observing, and reflecting. The technique of collecting data were test, observation, questionnaire, and documentation. The instruments were test, observation sheet, questionnaire sheet, and documentation. The result of this research showed that the use of Kahoot games application effective to teach them in vocabulary. There

have been a lot of progress in the vocabulary learning using Kahoot games application. It is proven by the results of some data used in this study; observation, student test scores, and questionnaire. The students' score from pre-test to the final test showed a good improvement. In the pre-test, there were only 17 out of 32 students or 53.1% who could exceed the KKM (minimum mastery criterion), and the average score was 76.3. Furthermore, in the first post-test that was conducted after cycle 1, the students who passed the KKM were increased. There were 23 students or 71.9% of all students who exceed the KKM, and the average of students was 78.3. Then, in the second post-test that was adressed after cycle 2, 90.6% students could pass the KKM and achieved the criteria of success. The similarity of this research is both use Kahoot to increase students' vocabulary the difference is this research use quantitative approach while the research written by Ghaida Ayu Puspitaningsih used Classroom Action Research based on Kemmis and McTaggart models by using both of qualitative and quantitative methods

The previous studies above investigated the same problem with this research that was related to the student's vocabulary teaching method. The result of the studies showed that the Kahoot game is effective to be applied in teaching vocabulary for students, so researcher interested to apply in MTs Al-Hidayah Purwokerto.

C. Conceptual Framework



D. Hypothesis

There are two kinds of hypotheses:

Ha : There is significant effect of Kahoot on eighth grade student's vocabulary at MTs Al-Hidayah, Purwokerto in the academic year 2023/2024

Ho : There is no significant effect of Kahoot on eighth grade student's vocabulary at MTs Al-Hidayah, Purwokerto in the academic year 2023/2024.

CHAPTER III
METHODOLOGY

This chapter presents the research design, research site and participant, population and research sample, variable and indicator research, and data collection technique.

A. Research Design

This research was a quantitative approach with a quasi-experimental design since it investigates the influence of playing Kahoot on students' vocabulary mastery.

This research used non-equivalent (pretest and post-test) control group design which was kind of experimental research that divided the research samples into two groups as control group and experimental group were not random. The experimental group given treatment by Kahoot while the control group was not treated. After treatment, researcher made treatment comparison between those control group and experimental group (Creswell, 2018). For clearer description the design can be seen in the table below:

Table 3. 1 Research Design

Intact Group	**Measurement**	**Application independent variable**	**Measurement**
Experimental group	Pre-test	Experimental treatment (Using Kahoot game)	Post test
Control group	Pre –test	Control class (Using the curriculum standard method)	Post test

B. Research site and Participant

This study was conducted at MTs Al-Hidayah, situated in Purwokerto, Banyumas on August 2023. This research was chosen to conduct experiments in MTs Al-Hidayah, specifically in grade 8. The reason for taking the location research is based on the results of observations that have been made that schools have several factors supporting the use of this application, enforces no restrictions on bringing smartphone to school where it can support the use of this application. It made easier for researcher to conduct the research. This study is very interesting, because it is to determine whether to teach English vocabulary using Kahoot or not! will be effective.

C. Population and Research Sample

The population and sample of the research explained as follows:

a. Population

The population of this study was the eight grade students of MTs Al-Hidayah, Purwokerto in the academic year 2023/2024 there were 69 students and they were divided into three classes: VIII-A, VIII-B, and VIII-C. There were 23 students in class VIII-A, 23 students in class VIII-B and 23 students in class VIII-C.

b. Sample

A sample is a group of things that are selected from a larger population in line with predetermined criteria (Johnson & Christensen, 2000). MTs Al-Hidayah eighth graders served as the study's sample population. Purposive sampling was the method of sampling that was implemented in the present research. This method involves choosing participants for the sample depending on the specific objective rather than the level or region they belong to (Arikunto, 2010).

The sample used in this study was grade 8 students who were selected using purposive sampling based on teacher suggestions according to the final score of each class, which was divided into 2 classes, namely class VIII-A and VIII-B. For the experimental class

appointed VIII-A which consist 23 students as the sample that gave the treatment, while other class V-B which consist 23 students was the controlled class of this research.

D. Variable and Indicator Research

This research there are two variable research :

a. Independent Variable

Independent variables are factors that have an effect on or create a change in the dependent variable, or that cause it to exist. In this study, "Kahoot " is the independent variable.

b. Dependent Variable

The dependent variable is the variable that the independent variable influences or determines. This study's dependent variable is “Students’ Vocabulary ” because it was influence by Kahoot that was applied.

E. Data Collection Technique

Data collection was a key aspect of research and essential to its success. It includes collecting actual data for a research project. Proper techniques and enough data are the foundation of good research. The researcher collected data using a pre-test and post-test.

a. Test

According to Maulia (2014), the test was used to evaluate how well something functions. The pre-test and post-test aspects of the study's test have been divided into separate groups. The pre-test and post-test data were statistically examined by the researcher. The researcher employed pre-test and post-test to determine the student's beginning vocabulary ability and last vocabulary mastering ability. The test was used in both the experimental class and the control class to determine the students' level of vocabulary achievement.

1. Pre-test

At the first meeting, a pre-test was administrated to determine the students’ vocabulary prior to the experiment. The

researcher first prepares a pre-test for the students. There are 20 multiple choice questions to assess students' vocabulary knowledge prior the treatment. The researcher instructed the students to collect the pre-test answer sheets as the data. After administering the pre-test, the Kahoot was applied to the class at the following meeting. This examination was administrated on 7 august 2023 for experimental and control class.

2. Post-test

A post-test is administrated after the course of treatment,. It was necessary to see how the Kahoot affected their vocabulary command. After had finished instructing students in class utilizing the Kahoot , post-test were administrated. The post-test result were the answer sheets for the 20 multiple choice that made up the question. For both classes, the post-test was held on 7 of august 2023.

The research checked whether or not the test have some criteria by using validity and reliability.

a) Validity of the test

According Arikunto (2010), states that validity is a measure that indicates the degree of validity or validity of an instrument. An instrument is said to be valid when it is able to measure what you want and can reveal data from the variables studied exactly. The high low validity of the instrument indicates that so far where the data collected does not deviate from the picture of validity in question. In this research, which conducted two kinds of validation such as face validity and item validity. Face validity was done by expert judgment and stated that the instrument was feasible. Then the item was done by pilot testing to the grade level above, grade 9 MTs Al-Hidayah Purwokerto, consisting 24 students.

To know whether it is valid or not, the validation test must be compared with $r_{table,}$ it is known that r_{table} for 24 respondents of pre-test trial with a significant value 0,05 is 0,404. The validity of the problem item calculated using the product-moment correlation formula:

$$rxy = \frac{N \sum XY - (\sum X)(\sum Y)}{2a\sqrt{\{N \sum X2 - (\sum X)\ 2\}\{N \sum Y2 - (\sum Y)\ 2\}}}$$

information:

: Validity of the instrument

X : Item score

Y : Total Scots

∑x : The number of grain number scores that learners answer.

∑y : The number of numbers per problem score

N : The number of participants

The coefficient correlation obtained with the formula compared to n respondents at a significant level of 5%. Items which has a coefficient correlation greater than r tables include items valid, and less than r includes invalid items. Invalids need to be revised or not used. The result of the validity tests have been carried out using IBM SPSS V software for windows.

Table 3. 2 Result of Pre-Test Validity

Number of item	Value of r_{count}	Value of r_{table} (n=24, a=0,404)	Interpretation
1	0,495	0,404	Valid
2	0,620	0,404	Valid
3	0,578	0,404	Valid

4	0,692	0,404	Valid
5	0,577	0,404	Valid
6	0,661	0,404	Valid
7	0,140	0,404	Invalid
8	0,494	0,404	Valid
9	0,562	0,404	Valid
10	0,530	0,404	Valid
11	0,512	0,404	Valid
12	0,529	0,404	Valid
13	0,484	0,404	Valid
14	0,453	0,404	Valid
15	0,594	0,404	Valid
16	0,089	0,404	Invalid
17	0,089	0,404	Invalid
18	0,562	0,404	Valid
19	0,253	0,404	Invalid
20	0,202	0,404	Invalid

Based on the calculation of the validity, it can be seen from the 20 items of multiple choice of pre-test of vocabulary material 5 question do not feel the validity criteria or invalid. Invalid item can be erased, so that the number of valid items that consist 15 items multiple choices can be used as pre-test for the sample class, experiment and control class.

Table 3. 3 Result of Post-Test Validity

Number of item	Value of r_{count}	Value of r_{table} (n=20, a=0,444)	Interpretation
1	0,487	0,444	Valid
2	0,667	0,444	Valid
3	0,499	0,444	Valid
4	0,221	0,444	Invalid
5	0,514	0,444	Valid
6	0,657	0,444	Valid
7	0,487	0,444	Valid
8	0,487	0,444	Valid
9	0,557	0,444	Valid
10	0,545	0,444	Valid
11	0,515	0,444	Valid
12	0,515	0,444	Valid
13	0,545	0,444	Valid
14	0,133	0,444	Invalid
15	0,598	0,444	Valid
16	0,088	0,444	Invalid
17	0,066	0,444	Invalid
18	0,557	0,444	Valid

19	0,088	0,444	Invalid
20	0,460	0,444	Valid

Meanwhile, the result of the post-test validity from 20 item of multiple choice of post-test on vocabulary material 5 question do not feel the validity criteria or invalid. Invalid item can be erased. So, that the number of valid items that consist 15 items multiple choices can be used as post-test for the sample class, experiment and control class.

b) Reliability of The Test

Reliability shows whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. Reliability indicated the instrument was reliable to use as a data gathering tool because it was already good (Arikunto, 2010). The reliability testing used in this research was the alpha Cronbach. The researcher used the program of SPSS V 25 for window to determine whether the test is accurate or not. Here are the criteria of reliability (Guilford).

Table 3. 4 Indicator of Reliability Test

Range	**Description**
>0.90	Very Highly Reliable
0.80-0.90	Highly Reliable
0.70-0.79	Reliable
0.60-0.69	Minimally Reliable
<0.60	Unacceptable Low Reliability

For the multiple choice of the vocabulary material instrument, r_{table} were obtained from 24 respondents of pre-test trial with a significant level of 0,05 is 0,404 and 20 respondents of post-test trial with significance level of 0,05 is 0,444 the result of the reliability test have been carried out using formula of alpha with the aid of IMB SPSS V 25 software for windows, as follows:

Table 3. 5 Result of Pre-Test Reliability

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.744
		N of Items	8[a]
	Part 2	Value	.584
		N of Items	7[b]
	Total N of Items		15
Correlation Between Forms			.865
Spearman-Brown Coefficient	Equal Length		.928
	Unequal Length		.928
Guttman Split-Half Coefficient			.894

Table 3. 6 Result of Post-test Reliability

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.735
		N of Items	8[a]
	Part 2	Value	.683
		N of Items	7[b]
	Total N of Items		15
Correlation Between Forms			.751
Spearman-Brown Coefficient	Equal Length		.858
	Unequal Length		.858
Guttman Split-Half Coefficient			.848

Based on the table above, it can be concluded that the instrument of vocabulary multiple choice in this research both pre-test and post-test are reliable, because $r_{hitung} > r_{table}$. It means that

the instrument was reliable and also showed into very high categories because 0,90<0.894 ≤1,0 and 0,90 <0,848 ≤ 1,0.

F. Data Analysis

The researcher used several techniques to analyse the data. There are testing requirement and statistical hypothesis. The explanation was elaborated below:

1. Testing requirement

a. Normality Test

According to Garth (2008), the normality test is one of the statistical processes that is essential to estimating highly demanding and broad occurrences that are distributed equally and symmetrically. The data were subjected to a normality test to determine was normal or not from the experimental group and control group. If the information from both classes was evenly distributed, it utilized measuring the using parametric analysis (Independent Sample Test) data. Meanwhile, a nonparametric test would be employed if the data from both classes were not distributed normally. Because the sample size from each class was less than fifty individuals, the Shapiro-Wilk test was used to measure the normality test in this study. Before any testing, the following statistical hypothesis was established:

1) H0 = sample comes from the population that was distributed normally.
2) Ha = sample comes from the population that was not distributed normally.

Here the criteria to determine the statistical hypothesis:

a) If the signification (p-value) > α (0.05), it means that H0 was accepted, the comes from the population that was distributed normally.

b) If the signification (p-value) ≤ α (0.05), it means that H0 was rejected,the sample comes from the population that 34 was not distributed normally.

b. Homogeneity Test

The homogeneity test according to Garth (2008), is used to determine whether or not the data from the two groups has the same variant. Levene Statistics, a Levene homogeneity test tool, was used in this research. Here, the criteria to choose the hypothesis are as follows, based on the Levene's Test for Equality of Variances table's Signification score:

1) If the signification (p-value) > α (0.05), it means that H0 was accepted,the variance both of classes was homogeneous.
2) If the signification (p-value) ≤ α (0.05), it means that H0 was rejected, the variant both of classes was not homogeneous.

After getting the result of normality test and homogeneity test, then it was to be continued doing statistical hypothesis test as follows:

a) If the result of normality test showed the population was distributed normally, it would be measured by using Independent Sample T test analysis in SPSS. For the population that was homogeneous, it can be seen in line Equal variances assumed. Meanwhile, for the population that was not homogeneous, it can be seen in line Equal variances not assumed.

b) If the result of normality test showed the population was not distributed normally, it would be measured by using non parametric Mann-Whitney analysis in SPSS.

H0 = the mean score in experimental class less than the mean score of control class.

Ha = the mean score in experimental class higher than the mean score of control class.

2. Statistical Hypothesis

In order to evaluate whether or not there is a significant difference between the averages of two sets of paired samples, the paired sample t-test was used. In this study, the paired sample t-test is used to examine the question of whether or not using Kahoot has an effect on the amount of students' vocabulary. In order to find an answer to this problem, the paired sample t-test was applied to the data from the pre-test given to the experimental class and control class, as well as the data from the post-test given to both the experimental class and the control class. It is calculated using a different test (independent t-test) through the SPSS V 25 for Windows program to test the hypothesis that there is a significant level between the post-test of the experimental class (using Kahoot) compared to the post-test of the control class (not using Kahoot). This is done to test the hypothesis that there is a significant level between the post-test of the experimental class and the post-test of the control class. The statistical hypothesis can be formulated in the same way as the research hypothesis, which is as follows:

$H0 : \mu1 \leq \mu2$

$H1 : \mu2 > \mu2$

$\mu1$ = The mean score of experimental group

$\mu2$ = The mean score of control group

The criteria for hypothesis testing are:

a. H0 (null hypothesis) is accepted if t-test (to) < t-table (tt) in significant degree of 0.05. It means that there is no significant effect of using Kahoot on students' English vocabulary.

b. H0 (null hypothesis) is rejected if t-test (to) > t-table (tt) in significant degree of 0.05. It means that there is significant effect

$H0 : \mu 1 \leq \mu 2$ $H1 : \mu 2 > \mu 2$ 36 of using Kahoot on students' English vocabulary.

3. N-Gain Score Test

The N-Gain score test was used to determine the scale of effectiveness of using a learning method in research that using control and experimental groups. So, the formula of N-gain score could be seen as follow:

$$\text{N- Gain Score} = \frac{\text{Posttest score- pretest score}}{\text{Ideal score – pretest score}}$$

With the effectiveness scale decision making (Hake R, 1999) as follows:

Table 3. 7 N-Gain category Acquisition

N-Gain Score ategory	
Percentage	Criteria
< 40	Ineffective
40-55	Less effective
56-75	Effective Enough
>76	Effective

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings, treatment and discussion.

A. Research Finding

1. Data Description

This research was conducted at MTs Al-Hidayah Purwokerto and was considered to be quasi-experimental design. This research aimed to find out the effect of the Kahoot on teaching vocabulary and to know how significant the use Kahoot at eight-grade students of MTs Al-Hidayah, Purwokerto in the Academic Year 2023/2024. The findings from the pre-test and the post-test need to be compared in order to determine whether or not the use of the Kahoot had any effect. The sample was different from the control class in that the experimental class was given treatment through the using of a Kahoot, but the control group was not given treatment through the using of a Kahoot.

Both the pre-test and the post-test were conducted as a part of the data gathering techniques used. Pre-testing both the experimental class and the control class was the first step in the procedure. The next step for the researcher was administering the treatment to the experimental group. The treatment was carried out in accordance with the strategy of Kahoot, but it also made adjustments to the material and conditions of the class.

The subject was structured in a way that was in line with the existing curriculum at the school. The control class was instructed using the conventional technique, which contained any particular approach, material, methodology, or strategy and simply followed the handbook's instructions, whereas the experimental class received the treatment. Both the experimental class and the control class received

the post-test once the researcher's treatment, which took the form of Kahoot, was finished.

2. Treatment Description

This research was conducted at MTs Al-Hidayah Purwokerto, using a sample of one experimental class (VIII-A) and one control class (VIII-B). The experimental class consist of 23 students, and the control class also consist of 23 students in academic year 2023/2024. This research used quasi-experimental design, giving four treatments for experimental class and control class. The treatment directly applied to the experimental class which was divided into four meetings with material about asking and giving opinion.

The implementation of treatment is as follows:

a. First Meeting

The first meeting was held on Tuesday, 8 August 2023. At the first meeting, students were given a pre-test to know the student knowledge about the material before treatment. After the pre-test, there was a lot of time and then delivered material about descriptive text. Then start introducing Kahoot application to them and try to start the game.

b. Second meeting

The second meeting was held on Wednesday, 9 August 2023. In the second reviewed the last meeting discussion. The one hours used conducted the material of generic structure of descriptive text and the next hour is implementation of Kahoot to the students.

c. Third meeting

The third meeting was held on Tuesday, 15 August 2023. The learning process was begun by reviewing the material about descriptive text. The researcher shown a video on youtube to teach the material of asking and giving

opinion. The Kahoot was applied after the reviewing youtube content.

d. Last Meeting

The last meeting was held on Wednesday, 16 August 2023. The material for this meeting was to describe an image. After that, start giving assignments using Kahoot game application. The question is about 10 multiple choice which contained material according to what has been learned in previous meetings. After learning, the post test was given to the student that was required to see the effect of the Kahoot as treatment for their vocabulary.

3. Result Data of Pre-test and Post-test

There was the result of pre-test and post-test from the experimental class and control class as follow:

a. Pre-test and Post-test data in Control Class

The control class during the whole inquiry was the class VIII-B of MTs Al-Hidayah Purwokerto. 23 students learned asking and giving opinion without using Kahoot, The students received these instructions. The dates August 8, 9, 15, and 16 2023 were chosen for the teaching and learning process that took place during control class. The control class, on the other hand, did not go through the same treatment as the experimental class, resulting in the use of Kahoot.

The pre-test and post-test results were analyzed using IBM SPSS V. 25 for windows. A paired t-test was used to find out the effect of the Kahoot on students' vocabulary, as well an independent sample t-test was also to find out the difference between the experimental class and the control class.

Table 4. 1 The Score of Pre-Test and Post-test in Control Class

Students' Label	Pre-Test	Post-Test
Student 1	47	73
Student 2	60	80
Student 3	60	73
Student 4	53	67
Student 5	60	73
Student 6	60	73
Student 7	67	80
Student 8	73	87
Student 9	53	60
Student 10	67	80
Student 11	53	67
Student 12	60	73
Student 13	60	73
Student 14	53	73
Student 15	60	80
Student 16	60	73
Student 17	60	80
Student 18	60	73
Student 19	60	73
Student 20	67	80
Student 21	60	73
Student 22	73	80
Student 23	60	80
Sum	1386	1724
Mean	60,261	74,957
Max	73	87
Min	47	60

It is clear from the data in Table 4.1 presented that out of the 23 students that participated in the class, the mean score on pre-test was 60,261, whereas the mean score on the post-test was 74, 957. On the pre-test a score 47 was the minimum score, whole the

73 was the most possible. On the other hand, the minimum score the post-test was a 60, and the maximum score was 87.

b. Pre-Test and Post-Test data in experimental Class

The experimental class of this study was class VIII-a of the MTs Al-Hidayah Purwokerto. 23 students were intucted in the subject of asking and giving opinion by using Kahoot, which was implemented in the classroom setting. They received test first before being giving treatment. The experimental class received their treatment on August 8, 9, 15, and 16, 2023 successively.

Table 4. 2 The Score of Pre-Test and post-Test in Experimental Class

Students' Label	Pre-Test	Post-Test
Student 1	53	73
Student 2	60	80
Student 3	53	86
Student 4	60	73
Student 5	60	80
Student 6	67	87
Student 7	53	73
Student 8	67	73
Student 9	60	80
Student 10	67	73
Student 11	60	86
Student 12	73	100
Student 13	53	60
Student 14	53	67
Student 15	53	80
Student 16	60	87
Student 17	60	73
Student 18	60	87
Student 19	67	80
Student 20	60	80
Student 21	60	73
Student 22	73	93

Student 23	67	87
Sum	1399	1831
Mean	60,826	79,609
Max	73	100
Min	53	60

It is clear from the data Table 4.2 presented that out of the 23 students that participated in the class; the mean score on pre-test was 60.826, whereas the mean score on the post-test was 79.609. On the pre-test a score 53 was the minimum score, whole the 73 was the most possible. On the other hand, the minimum score the post-test was a 60, and the maximum score was 100.

According the two tables located above, the experimental class and the control class both had an increase in their average score. On the other hand, the score for the experimental class increased by a significantly greater range than the control class. This is demonstrated by the difference in the number of range points acquired by the two groups. The control class went from 60,261 to 74,957 an improvement 14,697. Whereas the experimental class went from 60,826 to 79,609, an improvement of 18,783 points.

4. Data Analysis

a. Testing requirement

In this study, the normality test was performed to determine whether or not data was normally distributed. The data was analyzed by using IMB SPSS V 25 software for windows.

1) Normality Test

The normality test was conducted to know whether the data from two classes have been normally distributed or not. The Shapiro-Wilk was used to do the normality test. SPSS was used to analyze the data.

According to Sugiono (2013), the hypothesis for the normality test formulated as follow:

H0 : the data are normally distributed

Ha : the data are not normally distributed

Normality test criteria are as follow:

Ha is accepted if Sig. α > 0.05

Ha is rejected if Sig. α < 0.05

The result of the test can be seen as follows:

Table 4. 3 Normality Test of Pre-Test and Post-Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest Experimen	.248	23	.001	.868	23	.006
	PostTest Experimen	.162	23	.120	.950	23	.297
	PreTest Kontrol	.299	23	.000	.869	23	.006
	PostTest Kontrol	.241	23	.001	.872	23	.007

a. Lilliefors Significance Correction

The data was normally distributed if the result of the data was higher ($p \geq \alpha$) in a significance $\alpha = 0.05$. The results of the control class showed that the data was normally distributed $p \geq \alpha$ ($0.06 \geq 0.05$), which can be seen in Table 4.3. Also, the results of experimental class showed that the data were normally distributed $p \geq \alpha$ ($0.06 \geq 0.05$). Checking the scores of p can be done by looking at the Sig. in the Shapiro-Wilk columns table.

b. Result of normality test from the post-test

The data was normally distributed if the result of the data was higher ($p \geq \alpha$) in a significance $\alpha = 0.05$. The results of the control class showed that the data was normally distributed $p \geq \alpha$ ($0.07 \geq 0.05$), which can be seen in Table 4.3. Also, the results of experimental class showed that the data were

normally distributed $p \geq \alpha$ ($0.297 \geq 0.05$). Checking the scores of p can be done by looking at the Sig. in the Shapiro-Wilk columns table.

2) Homogeneity of the Test

The homogeneity test was conducted after the normality test was completed in order to determine how similar the samples from the two classes were to one another. The results have been published as follows since the homogeneity test was calculated using the Levene statistic test:

Table 4. 4 Result of Homogenity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Post Test	Based on Mean	2.776	1	44	.103
	Based on Median	3.018	1	44	.089
	Based on Median and with adjusted df	3.018	1	41.702	.090
	Based on trimmed mean	2.742	1	44	.105

The result that can be reached from the data shown in Table 4.4 is that the post-test difference between the experimental class and the control class has a significance level of 0.103. Since it was greater than 0.05, it can be concluded that the pre-test data were homogeneous.

b. Statistical Hypothesis

1) Paired Sample T test of control class

In order to find out whether or not there was a significant difference between the vocabulary levels displayed by the students in the experimental class that used Kahoot as opposed to the students in the control class, a paired sample t-test was conducted. Who didn't employ the Kahoot.

On the following table, we can find the paired sample t test that was performed on control class that calculated by IBM SPSS software for windows:

Table 4. 5 result of paired Sample Statistic in Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60.26	23	6.210	1.295
	Posttest	74.96	23	5.803	1.210

The table with the matched sample statistics performs a detailed descriptive analysis of the processed data. The mean score on the pre-test for the control class was 60.26, while the mean score on the post-test was 74.96, as shown by the information in the table above. The figure of N indicated that there had been a total of 23 observations. The control group's standard deviation, which was 6.210 in the pre-test and 5.803 in the post-test for the control group, was compared to establish the standard of concern. The accuracy with which the average values derived from the sample data could represent the values of the population means for each variable was determined using the standard error mean. In the pre-test, the control class's mean standard error was 1.295 but in the post-test, it was just 1.210 for the control class. The standard error mean can be disregarded because the data have a normal distribution. Given the difference in mean scores between the pre-test and post-test for the control class is possible to assume that the post-test on the data is more trustworthy than the pre-test.

Table 4. 6 Result of Paired Sample T-test in Control Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Posttest	-14.696	4.384	.914	-16.592	-12.800	-16.075	22	.000

The mean of the paired difference is shown to be -14.696 in the table that was just presented. This value represented the difference between the control class's pre-test and post-test average result and may be found in the table above. It can be written out as (60.26-74.96=-14.696), and the difference is somewhere between -16.592 and -12.800 (95% confidence interval of the difference lower and upper). Because the mean value post-test result is higher than the mean value of the pre-test result, the t_{count} value is negative, and its value is -12.800. This negative t_{count} value is the result of the fact that the output table shown above indicate the mean value of the post-test results is higher than the mean value of pre-test result. A negative t count may be beneficial in the given situation. Therefore, the t_{count} variable's value was -16.675. The finding of the t_{table} function, which searches the t_{table} using the df value and the significance value (a), is used as the following step. The value of df 22 and the significance level of 0.05 were used to locate the t_{table} inside the distribution of the t statistical table. The next step is to check up the value of the t_{table} based on de df 22 and the value of 0.05; the t_{table} should be 2.074.

2) Paired Sample test of Experimental Class

Table 4. 7 Result of Paired Sample Statistic of Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	60.83	23	6.257	1.305
	PostTest	79.61	23	8.907	1.857

The descriptive value of each variable included in the paired sample was given in the findings of the Paired Sample Statistics in the experimental class table. The mean score on the pre-test for the experiment class was 60.83, while the mean score on the post-test was 79,61. N might have a value as high as 23. It displays the volume of data. By contrasting the experiment class's pre-test, which had a standard deviation of 6.257, and post-test, which had a standard deviation of 8.907, the amount of risk was calculated. The ability of the average values produced from the sample data to estimate the values of the population means for each variable was determined using the standard error mean. The experimental class pre-test mean of the standard error is 1.305, but the experimental class post-test mean of the standard error is 1.857. The standard error mean can be disregarded because the data have a normal distribution. Given the difference between the pre-test and post-test mean scores in the experiment class, it is safe to believe that the post-test on the data is more accurate than the pre-test.

Table 4. 8 Result of Paired Sampe T-Test of Experimental Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PreTest - PostTest	-18.783	7.261	1.514	-21.923	-15.643	-12.406	22	.000

Based on the table that was just presented, the average matched difference is -18.783. This number represents the change in the class's average score from the pre-test to the post-test, which was taken in the experimental class. It can be represented as (60.83-79.61=-18.783), and the difference can range from -21.923 to -15.643 (the 95% Confidence interval of the Difference's lower and upper). Because the mean value of the post-test findings is higher than the mean value of the pre-test results, the t_{count} value is known to be negative, specifically -12.406, and this negative value of t_{count} is the outcome of the output table that was shown before. In a scenario such as this one, a negative t_{count} can be considered beneficial. The result of this was that the value of t_{count} was 12.406. The next step is to use the found of the t_{table} operation, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 22 and the significance value of 0.05 were used. The next step is to check up the value of the ttable based on the df 19 and the value of 0.05; the t_{table} should be 2074.

3) Independent Sample T-test of Pre-Test

The independent sample T-test was used to compare two unpaired samples in order to see if there was a statistically significant difference in mean between the two groups.

Table 4. 9 Result of Group Statistic of Pre-test

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Sample T-test of Pre Test	Controlled	23	60.26	6.210	1.295
	Experimental	23	60.83	6.257	1.305

According the table of group data that was just shown. The pre-test mean score for the control class is 60.26, whereas the mean score for the experimental class is 60.83, as may be inferred. It has been demonstrated that the mean differences between the two groups are a little bit different from one another. It is reasonable to expect that both classes will succeed in vocabulary to a similar extent because they are thought to be at the same level or to have similar qualities. N indicates the quantity of data, which was a total of 23 in control class and 23 in the experimental class. In the pre-test of the control group's data, the standard deviation, which used to quantify the amount risk, was 6.210, while in the pre-test of experimental class, it was 6.257. It was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could indicate the means of the population. The mean of standard error for the control group is

Table 4. 10Result of Independent Sample of Pre-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. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Sample T-test of Pre Test	Equal variances assumed	.425	.518	-.307	44	.760	-.565	1.838	-4.270	3.139
	Equal variances not assumed			-.307	43.998	.760	-.565	1.839	-4.270	3.139

In output table of Independent Sample T-test of the pre-test, the column "Mean Difference" is equal to -565. This value indicated the differences between the control class's average pre-test scores, which are 60.26-60.83=-565, and the difference is -4.270 to 3.139 (95% confidence interval of the Difference Lower and Upper). A negative value in t_{count} was not considered an error. This negative $t_{count,}$ on the other hand, can be explained by the fact that the control class' post-test result on average scored lower than

those of the experimental group. In the process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and t_{table}. If the value of t_{count} is positive, then the decision was correctly. As a result, the value of t_{count} is transformed into 0,307.

4) Independent T-Test Of Post-Test

Table 4. 11 Result of Group statistic of Post-Test

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Sample T-test of Posttest	Controlled	23	74.96	5.803	1.210
	Experimental	23	79.61	8.907	1.857

According the table of group data that was just shown. The post-test mean score for the control class is 74.96, whereas the mean score for the experimental class is 79.61, as may be inferred. It has been demonstrated that the mean differences between the two groups are a little bit different from one another. It is reasonable to expect that both classes will succeed in vocabulary to a similar extent because they are thought to be at the same level or to have similar qualities. N indicates the quantity of data, which was a total of 23 in control class and 23 in the experimental class. In the post-test of the control group's data, the standard deviation, which used to quantify the amount risk, was 5.803, while in the post-test of experimental class, it was 8.907. It was determined with the use of standard error mean how accurately the average data derived from the sample data of each variable could indicate the means of the population. The mean of standard error for the control class is 1.210, while the mean for the experimental class is 1.857.

Table 4. 12 Result of Independent Sample T-Test of Post-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. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Sample T-test of Posttest	Equal variances assumed	2.776	.103	-2.099	44	.042	-4.652	2.217	-9.120	-.185
	Equal variances not assumed			-2.099	37.826	.043	-4.652	2.217	-9.140	-.164

In output table of Independent Sample T-test of the post-test, the column "Mean Difference" is equal to -4652. This value indicated the differences between the control class's and experimental class average post-test scores, which are 74,957-79,609=-4652, and the difference is -9120 to-185 (95% confidence interval of the Difference Lower and Upper). A negative value in t_{count} was not considered an error. This negative $t_{count,}$ on the other hand, can be explained by the fact that the control class' post-test result on average scored lower than those of the experimental group. In the process of decision making, an independent sample t-test is performed by conducting a comparison between the t_{count} and t_{table}. If the value of t_{count} is positive, then the decision was correctly. As a result, the value of t_{count} is transformed into 0,2099.

5) N-Gain Score Test

The N-Gain score test was carried out to determine the effectiveness of Kahoot applied to the treatment in the experimental class. The data of the N-Gain score test was calculated trough IBM SPSS V.25 for windows and displayed in table below.

Table 4. 13 Result of N-Gain Score Test

N-Gain Score Calculation Results			
Respondent	Control class	Respondent	Experimental Class
	N-Gain Score (%)		N-Gain Score (%)
1	60.61	1	72.34
2	49.06	2	50
3	50	3	78.72
4	32.50	4	32.50
5	29.79	5	50
6	32.50	6	60.61
7	32.50	7	42.55
8	39.39	8	60.61
9	51.85	9	75
10	14.89	10	60.61
11	39.39	11	65
12	29.79	12	100
13	32.50	13	57.45
14	32.50	14	42.55
15	36.17	15	57.45
16	50	16	67.50
17	32.50	17	57.50
18	50	18	67.50
19	25	19	39.39
20	32.50	20	50
21	18.18	21	67.50
22	32.50	22	74.07
23	51.85	23	60.61
Mean	36.21	Mean	60.40
Min	14.89	Min	32.50

Max	51.85	Max	100

Based on the result of table of the N-gain score above, it was shown that the average/mean score control was 36.21, while the average/ mean score in the experimental class was 60.40. Then, the minimum score in the control class was 14.89, and in the control class was 32.50. The maximum score in the control class was 51.85, while in the experimental was higher than the control class, which was 100.

B. Discussion

According to the analysis of collect the data, the purpose of this study is find out the effect of the Kahoot on students' vocabulary mastery and to know how significant the use Kahoot at eight-grade students of MTs Al-Hidayah, Purwokerto. The purpose of the paired samples T-test is to determine whether or not there is statistically significant distinction in the result that the student obtain after learning vocabulary items, both before and after they have received treatment that involves Kahoot in learning activity. The paired sample T-test was used to provide a description of the descriptive analysis performed on processed data. The mean table presented the average score, which showed that the pre-test score for the control class was 60.26, whereas the score for the post-test was 74.96. The value of N indicates the quantity of data collected from the control group which may be as many 23 respondents.

The experimental class had an average (mean) pre-test score of 60.83, and their post-test score was 79.61, according to the table of matched sample statistics. There were 23 data points. The pre-test had standard deviation of 6.257, whereas the post-test had a standard deviation 8.907. according to the explanation of the two statistical tables of the paired sample t-test that were conducted in both the control class and experimental class, both groups have practically the same pre-test value of

mean scores, which are 60.26 and 60.83 respectively. This is indicated by the fact that both groups have value 60.26 and 60.83 respectively.

As a result, one can deduce from the mean scores on the pre-test and post-test that was a difference. It is clear to observe that the control class went up by a whole 14. 697 points. During this time, the increase in experimental class was 18.783 points. In other hand words, there was an increase in the mean scores for both classes, and the difference in mean scores between the two groups was 4.106. Which indicates that the mean score for the experimental class was higher than the mean score for the control class. To summarize, the use of Kahoot There is a significant effect on students' vocabulary.

The outcome of the descriptive analysis was shown to be consistent with the statistical hypothesis through the used paired simple T-test. Since the experimental and control classes both received a significant level of 0.307>0.05 for the two tailed test, one can conclude that Ha was accepted while H0 was not. Therefore, there was a significant difference between the average score before and after the treatment between the experimental and control classes, which were not given the treatment.

Widiyanto (2013) it was stated that the independent sample t-test was used to calculate the hypothesis that there was a significant level between the post-test of experimental class (using Kahoot) compared to the post-test of the control class (not using Kahoot). In the pre-test output of independent sample t-test, where the value of sig Levene's test for equality of variances was 0.307>0.05, it was determined that the two valiances were homogeneous. Thus, the pre-test analysis was guided by the value from the "Equal variances Assumed"table. Based on the value of Sig.(2-tailed) being higher than 0.05 as the deciding factor in the independent t-test, H_a is rejected. Consequently, there was no difference between the average pre-test score of the control and experimental classes. By the comparing t_{count} and $t_{table,}$ the result of data analysis could be made more

convincing. T_{count} equaled 0.307. T_{table} was derived from df=44 and alpha of 0.05. Thus, the value of t_{count} was 0.307<t_{table} 1.680. it can be conclude that H_a is rejected, indicating that there was no difference between the average pre-test scores of control and experimental classes.

Moreover, the result of the Independent Sample T-test in the post-test, which obtained the value of sig. Levene's Test of Equality of Variances, was 0.103 > 0.05, indicating that the data variance between the control class and the experimental class was homogeneous. Thus, the pre-test analysis was guided by the value from the "Equal Variances Assumed" table. Based on the value of Sig. (2-tailed) in the independent t-test, which is 0.042 < 0.05, it can be concluded that Ha is accepted. There can be inferred a difference between the average post-test scores of the control and experimental groups. The outcome of the data analysis was supported by a comparison of t_{count} and t_{table}. In the Independent Sample T-test for the post-test, the t_{count} was 2.099. t_{table} was derived from df=38 and an alpha of 0.05. Consequently, t_{count} was higher than t_{table}, which was 2.099 > t_{table} 1.686. The conclusion is that Ha is acceptable. This indicates that there is a difference between the average post-test scores of the control and experimental classes.

Additionally, the N-Gain score test was criteria in table 3.7 can be used as a guide to identify the type of N-Gain acquisition. According to table 4.13 analysis of N-Gain result, the control class class's average score while using the conventional approach was 36.21, or 36%. Thus indicates that the control class's N-Gain was ineffective. The average score for experimental class using the Kahoot was 60.40, or 60% indicating that the class's N-Gain score was sufficient. According to the statistic, the entire Kahoot was sufficient to help students' master language.

When t_{count} and t_{table} were compared in the control and experimental classes, it was found that there was a statistically significant difference between the pre-test and post-test. It is evident that the experimental class

experienced more instances of significant differences or effects than the control class. In line with that, a study by Aninda Reizky Putri (2019) demonstrated that Kahoot was implemented in teaching vocabulary, the result showed the significant improvement of students' vocabulary. It was determined that the experimental group's pre-test and post-test mean scores grew more (from 74.45 to 86.81) than the control group's (from 72.10 to 81.04). It indicates that the accomplishment of students who were taught using the Kahoot ! Game application differs substantially from that of students who were taught using traditional methods of teaching vocabulary. While a study Rizky (2022) concluded that teaching English with Kahoot had significant impact on students vocabulary.

According to Jeanette, et al. (2013) the learners needs to understand the context of the surrounding words and how they connect to the unknown word. To make the students happy and motivated of learning vocabulary, teachers must be creative and use the strategies in teaching vocabulary. When was applied the Kahoot games application, the students feel motivated to learning English, especially in vocabulary. They were interested to play the game because of the application consist of many features; true or false, multiple choices; guessing picture, and fill in the blank. This is in line with Dellos (2015) that Kahoot is a game based learning platform aimed at being a responsive system for students, providing a way that makes students interested in using it in learning vocabulary. From the explanation above, it can be concluded that the Kahoot application has a positive impact on students, and encourages students to be more active and motivated in learning English, especially vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explained about conclusion, limitation and suggestion of this research.

A. Conclusion

The purpose of this study find out the effect of the Kahoot on teaching vocabulary and to know how significant the use Kahoot at eight-grade students of MTs Al-Hidayah, Purwokerto Banyumas Regency. The data were collected by calculating the difference between the pre-test and post-test mean scores using IBM SPSS V 25 for windows after the comparison was made. When the findings of the experimental class and control class were compared, it was shown that the use of Kahoot Had a significant effect on students' vocabulary. Despite the fact that both classes saw their values increase, the value of experimental class was significantly higher than that of the control class.

The following some conclusions that can be reached based on the findings that were discussed in the prior chapter. There was a gap in the level of vocabulary between those students who used Kahoot And those students who not used Kahoot at MTs Al-Hidayah Purwokerto. The finding of the pre-test and post-test comparisons of the experimental class and the control class in the T-test. In addition, the value of the t_{count} was more than the t_{table} (2.099 > t_{table} 1.686) with degrees of freedom and a significance level of 0.05. To put it another way, level significance on the value of Sig. (2-tailed) in the independent t-test, which is 0.042 < 0.05, which was lower than that. Given that t_{count} was more than t_{table} and the p was less than 0.05, it was reasonable to believe that the null hypothesis positing that there was no difference. Moreover, the N-Gain score test result in control class 36% and in the experimental class was 60%. The result means that based on criteria of N-Gain acquisition, the score of control class that used conventional method was ineffective. Meanwhile,

the score of the experimental class that used Kahoot was effective enough on teaching English vocabulary.

After using the Kahoot on teaching vocabulary, the result produced of post-scores were considerably different from the pre-test score. This was demonstrated by the fact there are significant effect the use Kahoot on student vocabulary mastery.

B. Limitation

This research was concentrated in scope as a result of time limitations, most of which result from the limited period of time that it had to work within. The study was confined by the requirement to complete it within the allocated time, which placed some limitations on it. Only four meetings, specifically, that were not completely focused on vocabulary items were included in the research. Consequently, the treatment was not fully perfected, and it needed longer.

C. Suggestion

Based on the research findings, the researcher would like to make the following recommendations for English teacher, students, and other researchers that might be helpful for the future teaching and learning process.

1. For English Teacher

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.

2. For Student

Kahoot could be one of an alternative to help the students especially the eighth grade students of MTs Al-Hidayah to motivate learning English and improve their vocabulary. By using the interesting method for teaching and learning English, especially teaching vocabulary, student will not face difficult in learning English

3. For Other Writer

For upcoming writers, it is hoped that Kahoot 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 researchers and vocabulary strategy development to enhance English vocabulary teaching and learning method.

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UIN PROF. KH. SAIFUDDIN ZUHRI

APPENDICES

Appendix 1 Certificate of The Research

YAYASAN AL-HIDAYAH PURWOKERTO

MTs AL-HIDAYAH PURWOKERTO

Jl. Letjen Pol. Soemarto VI-63 Karangsuci - Kelurahan Purwanegara - Kecamatan Purwokerto Utara - Kabupaten Banyumas
Telp. (0281) 627234 E-mail : mtsalhidayahpwt@yahoo.co.id

SURAT KETERANGAN

Nomor : 06.215/MTs.AH/VIII/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al – Hidayah Purwokerto dengan ini menerangkan bahwa :

Nama Mahasiswa/i	: LUTFIAH
NIM	: 1917404027
SEMESTER	: VIII
Prodi	: TADRIS BAHASA INGGRIS
TAHUN AKADEMIK	: 2023/2024

Telah melaksanakan riset individu di MTs Al – Hidayah Purwokerto dalam rangka memenuhi Tugas PENYUSUNAN SKRIPSI.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar – benarnya agar digunakan sebagaimana mestinya.

Dibuat di : Purwokerto
Tanggal : 28 Agustus 2023

Kepala Madrasah

ADI NUGROHO, S.Pd

Appendix 2 Instrument's Validity Test

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Widhariyati Dyah Kusumawanti, M. A. M. Pd

Jabatan : Dosen

Instansi : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Kahoot in Teaching Students Vocabulary (A Quasi Experimental Study at the Eight Grade of MTs Al-Hidayah, Purwokerto) in the Academic Year 2023/2024"** yang dibuat oleh:

Nama : Lutfiah

NIM 1917404008

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

Validity : Face, Construct, Content, Criterion → sudah di-follow-up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 08 Juli 2023

Validator,

Windhariyati Dyah Kusumawanti, M.A, M. Pd

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Adi Nugroho S. Pd

Jabata : Guru

Instansi : MTs Al-Hidayah Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Kahoot in Teaching Students' Vocabulary (A Quasi Experimental Study at the Eighth Grade of MTs Al-Hidayah Purwokerto) in the Academic Year 2023/2024"** yang dibuat oleh:

Nama : Lutfiah

NIM 1917404027

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- ☑ Layak digunakan
- ☐ Layak digunakan dengan revisi
- ☐ Tidak layak digunakan

Catatan (bila perlu)

.....

.....

.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 7 Agustus 2023

Validator

Adi Nugroho S.Pd

Appendix 3 Instrument of Pre-Test and Post-Test

Pre-Test

Name:
Class:
Subject:

Score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah masing-masing soal denagn seksama sebelum menjawab soal.
3. Isilah jawaban masing-masing soal dengan benar.
4. Periksa kembali seluruh jawaban sebelum dikumpulkan.

Choose a, b, c or d for the correct answer!

The text is for question 1-3

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. "Peter is interested in sports very much, and at the school he playes football and tennis."
   The underlined phrase can be replaced by….
   a. Dislike sport.
   b. Really like sport
   c. Hate sport very much
   d. Finds sport not really entertaining
2. "He is fourteen years old… than me."
   a. Peter
   b. The writer
   c. The writer's brother
   d. The writer's family

The underlined word refers to….

3. "He has long, straight hair, bright eyes, and a friendly smile."
   The underlined words means…
   a. Poni
   b. Rambut kriting
   c. Rambut lurus
   d. Gundul

The text is for question 4-6

I have a friend, his name is Harry, he is 16 years old student. He comes from Padang and lives in his grandma's house in Solo.Harry is a cheerful and brave boy, he likes playing archery. He wins national archery tournament for two times.Now, I will talk about his appearance. Harry is tall, he has fair skin and oval face. His hair is brunette, it comes from his father, his father is from England. Not only good in sport, but Harry is also good academically. He always gets the top three rankings in class.

4. "Harry is a cheerful and brave boy."
   The underlined word can be replaced by…
   a. Smiling
   b. Depressed
   c. Down
   d. Hopeless
5. "Harry is a cheerful and brave boy."
   The underlined words means…
   a. Takut
   b. Berani
   c. Malas
   d. Rajin
6. "He likes playing archery."
   The underlined words means…
   a. Berkuda
   b. Tennis
   c. Panahan
   d. Golf

The text is for question 7-11

I have a pet. It is a rabbit. Its name is Milky.

I call it Milky because it has white and long fur, from head to toe. Milky is Jersey Wolly breed. Its body is small with black short ears. I got Milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

7. I have a pet. It is a rabbit. Its name is Milky.
   The underlined word means….
   a. Kucing
   b. Anjing
   c. Kelinci
   d. Peliharaan
8. It is a rabbit. Its name is Milky.
   The underlined word means…
   a. Kucing
   b. Anjing
   c. Kelinci
   d. Peliharaan
9. "Milky likes to eat bread so much."
   The underlined word means…
   a. Roti
   b. Kue
   c. Sayur
   d. Buah
10. "I call it Milky because it has white and long fur."
    The underlined word means…
    a. Kaki
    b. Ekor
    c. Bulu
    d. *Telinga*
11. Milky is very **gentle**.
    The underlined word can be replaced by .....
    a. Strong
    b. Calm
    c. Brave
    d. Kind

The text is for question 12-15

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

12. Dimo's eyes are…
    a. Black
    b. White
    c. Brown
    d. Dark brown
13. "He is <u>funny</u> and smart."
    The underlined word can be replaced….
    a. Calm
    b. Brave
    c. Humorous
    d. Kind
14. "He is funny and smart."
    The antonym of the word"smart" is….
    a. *Diligent*
    b. *Clever*
    c. *Intelligent*
    d. *Stupid*
15. "It often plays with my **neighbor**'s dog."
    The underlined word means….
    a. Tetangga
    b. Teman
    c. Keluarga
    d. Saudara

Post-Test

Name:
Class:
Subject:

Score

Petunjuk:

1. Tulislah nama lengkap dan kelas Anda dalam kolom yang disediakan di atas.
2. Bacalah masing-masing soal denagn seksama sebelum menjawab soal.
3. Isilah jawaban masing-masing soal dengan benar.
4. Periksa kembali seluruh jawaban sebelum dikumpulkan.

Choose a, b, c or d for the correct answer!

The text is for question 1-4.

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face. The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

1. ‘It’ is a heavy bird and has large heads.” The word ‘IT’ refers to …
   a. Bird
   b. **Owl**
   c. Eyes

d. head

2. “They are typically solitary.” The word ‘Solitary’ means …
   a. collective
   b. Variety
   c. Social
   d. alone
3. According to the text, a group of owls is called …
   a. Uncommon
   b. Gang
   c. Solitary
   d. parliament
4. “‘It’ is a heavy bird and has large heads.” The word ‘heavy’ means.…
   a. Lebar
   b. Sempit
   c. Kecil
   d. Panjang

The text is for question 5-7.

This giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

5. How the eyes of the giraffe look like?
   a. They are big and black
   b. They are big and brown
   c. They are small and brown
   d. They are small and black
6. “Its tail is long with thick hair…” The antonym of the word “long” is….
   a. beauty
   b. strong

c. short
d. thin

7. “I saw in Ragunan zoo.” The word “zoo” means….
   a. Taman kota
   b. kebun binatang
   c. Ladang
   d. Sawah

The text is for question 8-10.

My room is my favorite place in my house.

My room is in second floor, next to my big sister’s room. My room is painted light grey. There is big bed inside my room where I sleep every day. I put some pictures on my desk. There are my family picture, my picture with my friends, and my pictures with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside. My room is not big, but it is the best place in my house for me.

8. “My room is painted light grey.” The word ‘light grey’ means…
   a. Hitam pekat
   b. Abu-abu muda
   c. Merah muda
   d. Biru muda
9. “I also have drawers where I put all my clothes inside.”
   The word ‘clothes’ means….
   a. Pakaian
   b. Barang-barang
   c. Perhiasan
   d. Makanan
10. “My room is not big.” The antonym of the word ‘big’ means….
    a. Small
    b. Large
    c. Tall
    d. Short

The text is for question 11-15.

Roddy is my friend since we are kid

We are neighbour and we always go to the same school. Roddy is taller than me. He has blonde hair and pointed nose. His favourite food is hamburger with fries and coke. We often playing video games together in my house. But sometime we love swimming in water park near our neighborhood. Roddy and I are best friend forever.

11. “We are neighbor and we always go to the same school”
    The word ‘neighbor’ means….
    a. Teman

b. Tetangga
c. Keluarga
d. Saudara

12. “He has blonde hair and pointed nose.”
The word ‘pointed nose’ means…
a. Hidung pesek
b. Hidung kecil
c. Hidung besar
d. **Hidung mancung**

13. “His favourite food is hamburger with fries and coke.”
The word ‘coke’ means….
a. Makanan
b. Minuman bersoda
c. Jus
d. Kopi

14. “Sometime we love swimming in water park near our neighborhood.”
The antonym of the word ‘near’ is….
a. Far
b. Short
c. Tall
d. Big

15. “Roddy is taller than me.”
The antonym of the word ‘tall’ is….
a. Short
b. Big
c. Small
d. large

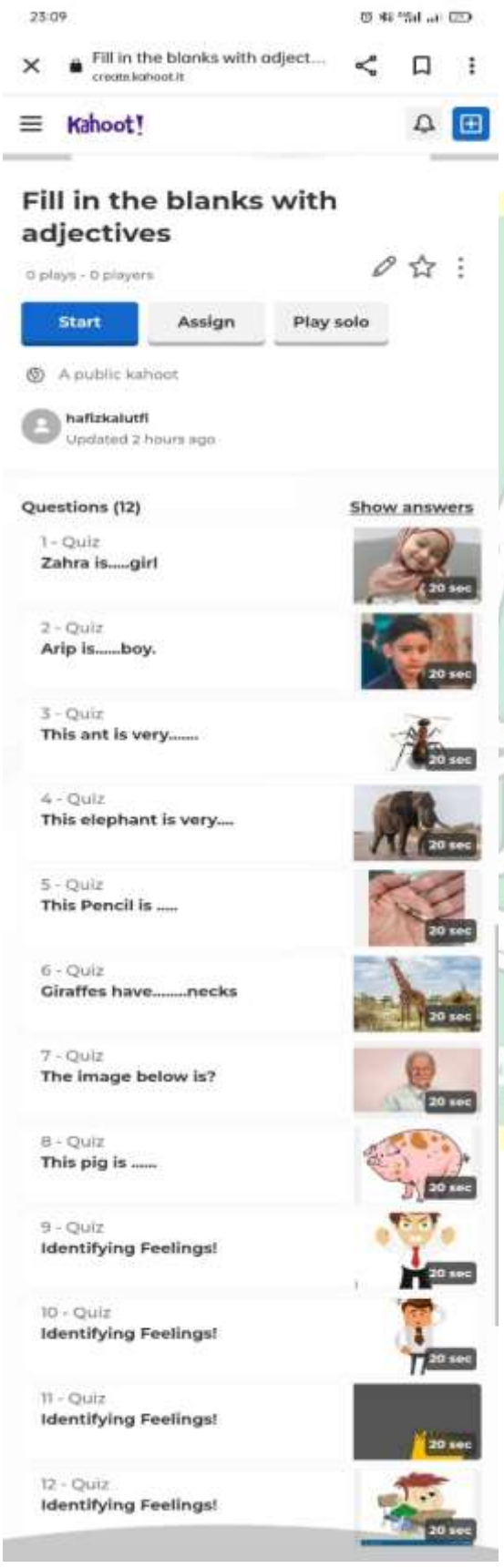
Appendix 4 Result of Pre-Test and Post-Test in Control Class

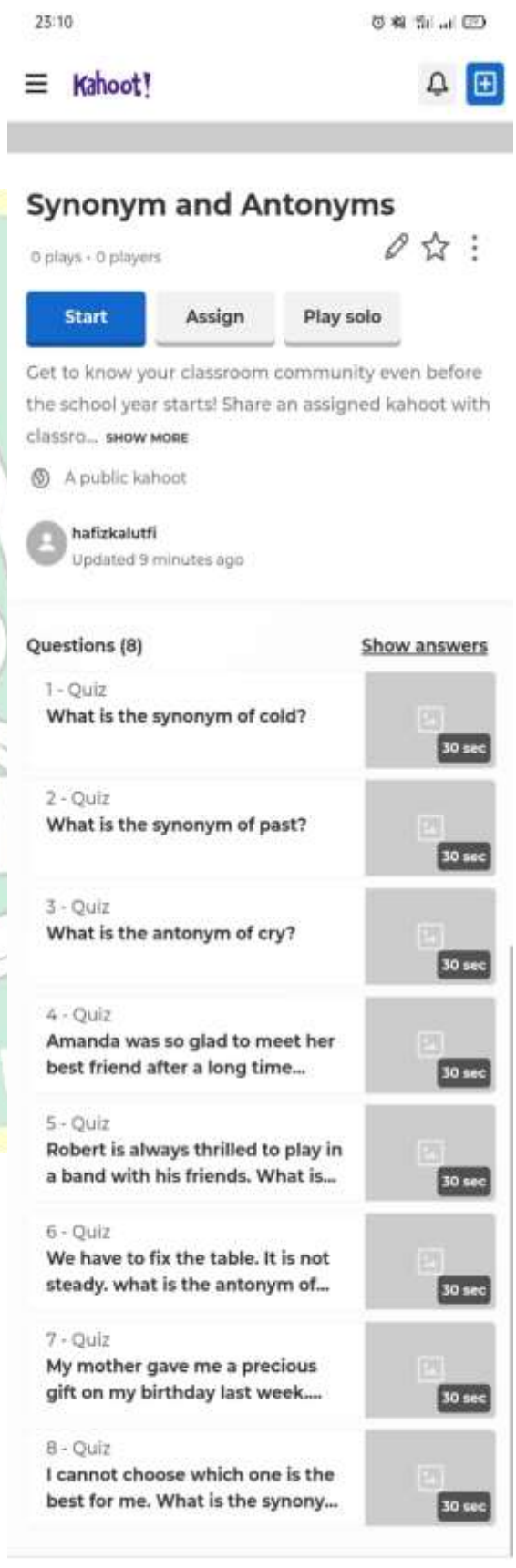
Students' Label	Pre-Test	Post-Test
Student 1	47	73
Student 2	60	80
Student 3	60	73
Student 4	53	67
Student 5	60	73
Student 6	60	73
Student 7	67	80
Student 8	73	87
Student 9	53	60
Student 10	67	80
Student 11	53	67
Student 12	60	73
Student 13	60	73
Student 14	53	73
Student 15	60	80
Student 16	60	73
Student 17	60	80
Student 18	60	73
Student 19	60	73
Student 20	67	80
Student 21	60	73
Student 22	73	80
Student 23	60	80
Sum	1386	1724
Mean	60,261	74,957
Max	73	87
Min	47	60

Appendix 5 Result of Pre-Test and Post Test in Experimental Class

Students' Label	Pre-Test	Post-Test
Student 1	53	73
Student 2	60	80
Student 3	53	86
Student 4	60	73
Student 5	60	80
Student 6	67	87
Student 7	53	73
Student 8	67	73
Student 9	60	80
Student 10	67	73
Student 11	60	86
Student 12	73	100
Student 13	53	60
Student 14	53	67
Student 15	53	80
Student 16	60	87
Student 17	60	73
Student 18	60	87
Student 19	67	80
Student 20	60	80
Student 21	60	73
Student 22	73	93
Student 23	67	87
Sum	1399	1831
Mean	60,826	79,609
Max	73	100
Min	53	60

Appendix 6 Example of Kahoot Question for Experimental Class





Kahoot!
Choose the picture that matches the statement in each question
Start
Assign
Play solo
Questions (6)
Hide answers

Kahoot!
Answer the questions below correctly
Start
Assign
Play solo
Questions (7)
Hide answers
1 - Quiz
What is the picture below?
Beach
Lake
Zoo
Waterfall
2 - Quiz
Almost 10 million people ....every year.
leave
live
see
visit
3 - Quiz
What does it do?
It flies on the sky
It produces milk
It swim in the sea
It climb on the tree
4 - Quiz
Choose the suitable description from the picture!
She wears plink glasses
She wear black veil
She wear pink veil
She wear blue veil
5 - Quiz
My dad has just bought a .....
blu, big, new sofa
big, blue, new sofa
new, blue, big sofa
new, big, blue sofa
6 - Quiz
Choose the suitable description from the picture!
beautiful face and brown hair
beautiful face and white hair
beautiful face and black hair
beautiful face and red hair
7 - Quiz
have just eaten a piece of....
delicious pizza
sandwich
hamburger
noodle

Appendix 7 . Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Control Class

Nama sekolah : MTs Al-Hidayah Purwokerto

Mata Pelajaran : Bahasa Inggris

Materi pokok : Descriptive Text

Kelas /semester : VIII/ Ganjil

Alokasi waktu : 2x 40 Menit (JP)

Jumlah pertemuan : 4 kali pertemuan

A. Kompetensi inti

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dalam menggunkan ragam bahasa tulis secara akurat lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.

C. Indicator

1. Mengidentifikasi penggunaan simple present tense dalam teks descriptive.
2. Mendeskripsikan tempat sesuai ciri-cirinya dengan bahasa yang benar dalam teks descriptive.
3. Mengidentifikasi kosa kata dan sinonim yang digunakan pada teks descriptive.
4. Mengidentifikasi langkah retorika teks descriptive.

D. Tujuan Pembelajaran

1. Menggunakan simple present tense dalam teks dalam descriptive
2. Siswa dapat menjawab informasi sesuai dengan isi dari descriptive text dengan jujur.
3. Siswa dapat mengidentifikasi generic structure dari descriptive teks.

E. Materi Pembelajaran

Materi : Descriptive Teks

F. Langkah-Langkah Pembalajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pertemuan pertama		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	**10 menit**
Kegiatan inti	• Siswa mendengarkan penjelasan guru tentang teks descriptive. • Guru memandu siswa untuk mengidentifikasi kata-kata yang berhubungan dengan gambar yang ditayangkan didepan. • Guru memberikan contoh cara mendeskripsikan tempat secara tertulis meggunakan kalimat yang benar. • Guru menayangkan video	**60 menit**

	tentang tempat pariwisata. Siswa memperhatikan dengan cermat. • Siswa dipandu guru menyebutkan tempat-tempat pariwisata yang ada di video. Kemudian mengidentifikasi ciri-ciri umum tempat-tempat tersebut.	
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	**10 menit**
Pertemuan Kedua		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan	

	sehari-hari.	
Kegiatan Inti	• Guru memberikan brainstorming kepada siswa terkait materi descriptive teks. • Guru menjelaskan tentang generic structure dari descriptive teks. • Guru membagi siswa untuk berkelompok. • Guru memberikan sebuah teks descriptive kepada setiap kelompok. • Siswa diminta untuk mengidentifikasi generic structure yang ada pada teks tersebut. • Setelah siswa selesai guru menunjuk salah satu kelompok untuk menunjukan generisc structure apa saja yang telah ditemukan dalam teks descriptive tersebut.	**60 menit**
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	**10 menit**
Pertemuan ketiga		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius)	**10 menit**

	• Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	
Kegiatan inti	• Guru memberikan brainstorming kepada siswa terkait materi descriptive teks. • Guru menjelaskan tentang language features dari descriptive teks. • Guru menayangkan video yang berkaitan dengan hewan . • Siswa dipandu untuk mengidentifikasi ciri-ciri umum pada hewan tersebut.	
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	
Pertemuan keempat		
Pendahuluan	• Guru melakukan pembukaan	

	dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	
	• Guru mengulang tentang materi deskriptif teks yang telah diajarkan. • Siswa diberikan beberapa gambar kemudian diminta untuk mendeskripsikan gambar tersebut. • Guru meminta salah satu siswa untuk maju dan membacakan apa yang telah dikerjakan.	
Pentupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	

G. Media dan Alat Pembelajaran

1. Gambar
2. Bahan ajar
3. Laptop

H. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa When English Rings aBells VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Drs. Mukarto, Dkk. 2018. *English on Sky For Junior High School Students Year VIII* (buku 2): Erlangga

Purwokerto, 07 Agustus 2023

Mengetahui,

Guru Mata pelajaran,

Adi Nugroho S.Pd

Mahasiswa

Lutfiah

Mengetahui,
Kepala sekolah,

Adi Nugroho S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Experimental Class

Nama sekolah : MTs Al-Hidayah Purwokerto

Mata Pelajaran : Bahasa Inggris

Materi pokok : Descriptive Text

Kelas /semester : VIII/ Ganjil

Alokasi waktu : 2x 40 Menit (JP)

Jumlah pertemuan : 4 kali pertemuan

I. Kompetensi inti

2. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana descriptive untuk berinteraksi dengan lingkungan sekitar.

J. Kompetensi Dasar

2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dalam menggunkan ragam bahasa tulis secara akurat lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.

K. Indicator

5. Mengidentifikasi penggunaan simple present tense dalam teks descriptive.
6. Mendeskripsikan tempat sesuai ciri-cirinya dengan bahasa yang benar dalam teks descriptive.
7. Mengidentifikasi kosa kata dan sinonim yang digunakan pada teks descriptive.
8. Mengidentifikasi langkah retorika teks descriptive.

L. Tujuan Pembelajaran

4. Menggunakan simple present tense dalam teks dalam descriptive
5. Siswa dapat menjawab informasi sesuai dengan isi dari descriptive text dengan jujur.
6. Siswa dapat mengidentifikasi generic structure dari descriptive teks.

M. Materi Pembelajaran

Materi : Descriptive Teks

N. Langkah-Langkah Pembalajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pertemuan pertama		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	**10 menit**
Kegiatan inti	• Siswa mendengarkan penjelasan guru tentang teks descriptive. • Guru memandu siswa untuk mengidentifikasi kata-kata yang berhubungan dengan gambar yang ditayangkan didepan. • Guru memberikan contoh cara mendeskripsikan tempat secara tertulis meggunakan kalimat yang benar. • Guru menayangkan video	**60 menit**

	tentang tempat pariwisata. Siswa memperhatikan dengan cermat. • Siswa dipandu guru menyebutkan tempat-tempat pariwisata yang ada di video. Kemudian mengidentifikasi ciri-ciri umum tempat-tempat tersebut. • Guru memperkenalkan kahoot kepada siswa, kemudian mulai untuk menggunakan sesuai instruksi guru.	
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	**10 menit**
Pertemuan Kedua		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya	

	dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	
Kegiatan Inti	• Guru memberikan brainstorming kepada siswa terkait materi descriptive teks. • Guru menjelaskan tentang generic structure dari descriptive teks. • Guru membagi siswa untuk berkelompok. • Guru memberikan sebuah teks descriptive kepada setiap kelompok. • Siswa diminta untuk mengidentifikasi generic structure yang ada pada teks tersebut. • Setelah siswa selesai guru menunjuk salah satu kelompok untuk menunjukan generisc structure apa saja yang telah ditemukan dalam teks descriptive tersebut. • Guru menginstruksikan siswa untuk bermain Kahoot • Pemenang game kahoot akan mendapatkan reward dari guru atas kemenangannya.	**60 menit**
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang	**10 menit**

	rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	
Pertemuan ketiga		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	**10 menit**
Kegiatan inti	• Guru memberikan brainstorming kepada siswa terkait materi descriptive teks. • Guru menjelaskan tentang language features dari descriptive teks. • Guru menayangkan video yang berkaitan dengan hewan . • Siswa dipandu untuk mengidentifikasi ciri-ciri umum pada hewan tersebut. • Guru menginstruksikan siswa	

	untuk bermain Kahoot • Pemenang game kahoot akan mendapatkan reward dari guru atas kemenangannya.	
Penutupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	
Pertemuan keempat		
Pendahuluan	• Guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran (PPK: Religius) • Guru memeriksa kehadiran siswa sebagai sikap disiplin • Guru menyiapkan fisik dan psikis siswa dalam mengawali kegiatan pembelajaran. • Guru mempersiapkan siswa dengan melakukan ice breaking • Guru mengajukan pertanyaan terkait pengetahuan sebelumnya dengan materi yang akan dipelajari. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.	
	• Guru mengulang tentang materi deskriptif teks yang telah diajarkan. • Siswa diberikan beberapa gambar kemudian diminta untuk	

	mendeskripsikan gambar tersebut. • Guru meminta salah satu siswa untuk maju dan membacakan apa yang telah dikerjakan. • Guru menginstruksikan siswa untuk bermain Kahoot • Pemenang game kahoot akan mendapatkan reward dari guru atas kemenangannya.	
Pentupan	• Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. • Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. • Menyampaikan informasi tentang rencana • kegiatanpembelajaran selanjutnya. Mengucapkan salam penutup	

O. Media dan Alat Pembelajaran

4. Gambar
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P. Sumber Belajar

3. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa When English Rings aBells VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
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Kepala sekolah,

Adi Nugroho S.Pd

Appendix 8. Documentation of Teaching and Learning Activity

PRE-TEST

TREATMENT USING KAHOOT

RECALLING THE MATERIAL

POST-TEST

BIOGRAPHY

A. Profile
   1. Name : Lutfiah
   2. Students' Number : 1917404027
   3. Place/date of Birth : Ciamis, 08 June 2000
   4. Adress : Desa Cicapar, Kec. Banjarsari Kab. Ciamis
   5. Name of father : Abibbulloh
   6. Name of Mother : Maspiah

B. Formal Education
   1. MIS Tegalsari, graduation year: 2012
   2. SMP Terpadu Dampasan, graduation year: 2015
   3. SMA Terpadu Dampasan, graduation year: 2018
   4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019

C. Organization
   1. –