Benefits of Kahoot in Improving 7th Grade Junior Highschool English Vocabulary: Classroom Action Research in SMP Hamong Putera Ngaglik

R. Muhammad Satria Gyas Mustagis[1*], Ramdani Hijayadi[1], Rufiani Rufiani [1], M Teguh Al Mubarok[1], Jamilah Jamilah [1], Dwiyani Pratiwi[1]

[1] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

satriagyas21@gmail.com*

Abstract

This Classroom Action Research investigates the advantages of employing Kahoot, A platform that teaches through games, in expanding one's vocabulary in English among 7th grade junior high school students at SMP Hamong Putera Ngaglik. The study found that Kahoot significantly enhances student improvement, motivation, and learning outcomes. It was observed that the use of Kahoot led to an increase in vocabulary scores, indicating its effectiveness as a learning tool. The study included before being tested, Kahoot! intervention, and a vocabulary post-test. This study examined if Kahoot! could improve 7th-graders' English vocabulary acquisition and retention. The study found that Kahoot! improved pupils' vocabulary scores. Kahoot!'s gamification made learning fun and engaging. The platform's real-time feedback helped students remedy their mistakes, fostering active learning and English language comprehension. Kahoot! may help 7th-grade junior high school students learn English vocabulary, according to one study. To improve vocabulary learning, teachers can use gamification like Kahoot! This study adds to the literature on technology-enhanced learning aids in education.

Keywords: Classroom Action Research, Kahoot, Vocabulary

1. Introduction

Over the past few years, educational technology has been instrumental in improving language and positioning English to be a Foreign Language (EFL) setting. The importance of utilizing digital tools to enhance vocabulary acquisition among 7th-grade students in the junior high school environment cannot be emphasized enough. The incorporation of technology in the educational sphere has led to notable progress in teaching and learning methods. A technological tool that has garnered attention for its potential in enriching vocabulary acquisition among 7th-grade junior high school students is Kahoot. The application of Kahoot as a vocabulary learning platform has garnered attention in numerous academic research endeavors. This introduction seeks to examine the advantages of incorporating Kahoot into the English language classroom

and its influence on enhancing the vocabulary abilities of 7th-grade students at SMP Hamong Putera Ngaglik through Classroom Action Research (CAR).

Kahoot provides a dynamic and captivating learning platform that offers students with interactive and engaging educational experiences. Research findings have shown that incorporating Kahoot into English language classrooms has resulted in favorable outcomes for vocabulary learning and memory. Based on a result study, a significant majority of students (72%) expressed a strong belief in the effectiveness of Kahoot in enhancing their vocabulary learning process (Ayumi & Chan, 2021). In addition, a emphasized the notable improvement in students' vocabulary skills, providing evidence for the efficacy of Kahoot as an educational resource (Kaur & Naderajan, 2019).

Several recent studies conducted in Indonesia have found that the use of Kahoot! in the English as a Foreign Language (EFL) context has significantly impacted the vocabulary skills of 7th-grade students. A recent study discovered that the utilization of Kahoot! games can have a positive impact on both teachers and students. These interactive games create a relaxed and enjoyable atmosphere, enhancing vocabulary acquisition. The study also discovered that incorporating technology-based games into vocabulary instruction improved student vocabulary assessment scores and enhanced focus (Katemba et al., 2022).

In 2023, a study examined EFL students' thoughts on the use of Kahoot! for teaching narrative text and vocabulary. The study discovered that Kahoot! fostered a fresh and advantageous learning environment for vocabulary acquisition (Cahyaningtyas & Chakim, 2023). A comprehensive analysis of studies on the efficacy of utilizing Kahoot to improve students' vocabulary acquisition revealed that Kahoot could be a viable option to infuse a sense of enjoyment into English vocabulary lessons, thereby fostering greater classroom participation. The study also revealed that Kahoot positively impacted students' vocabulary acquisition (Singh et al., 2020).

A study proposed that Kahoot! could be a viable option for educators seeking to teach vocabulary while offering enjoyable learning experiences for their students (Hadijah et al., 2020). A study conducted in a rural area in Indonesia revealed the utilization of Kahoot! during vocabulary lessons had a positive impact on students. It was observed that using Kahoot! helped students comprehend, retain, and develop a genuine interest in learning vocabulary, ultimately enhancing their vocabulary mastery (Surayya et al., 2023). The game-based learning platform improves vocabulary acquisition and boosts student engagement and motivation, making vocabulary learning a more enjoyable and stress-free experience.

To further investigate the impact of Kahoot on students' vocabulary improvement, this study aims to conduct a Classroom Action Research at SMP Hamong Putera Ngaglik. By employing a quantitative and qualitative approach, this research seeks to identify the specific benefits of incorporating Kahoot into the English language curriculum for 7th-grade students. Through the systematic collection of data and analysis of classroom interventions, the study intends to provide insightful information about the efficacy of Kahoot as a supplementary tool for improving English vocabulary skills among learners of the first secondary level.

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2. Method

This research was Study with the application of classes was aimed to improve students' participation in vocabulary learning. It was conducted at the VII Grade of SMP Hamong Putera Ngaglik in the Academic Year 2022/2023 from August 21, 2023 – November 01, 2023. This research was conducted according to the schedule of English lesson.

This study utilized Classroom Action Research (CAR) as the primary research methodology to examine the advantages of incorporating Kahoot into the Vocabulary stages of learning to teach students grade level 7 (Messikh, 2020). Classroom action research aims to enhance pedagogical and learning methodologies within the confines of the classroom environment. The process encompasses the systematic formulation, execution, observation, and contemplation of instructional methodologies to augment student achievements (Manfra, 2019). This research methodology is particularly advantageous for educators seeking to examine and tackle specific educational issues and challenges within their classrooms. The researcher employed a few tools to collect reliable data.

The instruments the researcher used to gather data are listed below:

a. Observation

The researcher uses the need analysis to find the challenges of seventh-grade students in acquiring English. Conducting A requires analysis is a crucial component of Classroom Action Research (CAR). The process entails conducting systematic and structured observations of data in order to comprehend and assess specific requirements within an educational setting comprehensively (Anwar, 2021). The primary objective is to discern recurring themes and patterns that can serve as robust evidence to support the claims derived from your research findings.

b. Interview

Interviews are a commonly employed data collection method in Classroom Action Research (CAR). Using interviews in this research allows a comprehensive understanding of teachers' opinions and perspectives toward the challenges based on the teacher's experiences. This valuable information can then be used to develop and modify educational interventions (Adams, 2015).

c. Test

Testing represents numerical representation with People's aptitude, expertise, or performance in a particular field. Pre- and post-tests were the two tests that were used in this study (Vogelzang & Admiraal, 2017).

d. Reporting the outcomes

Presenting a research report to others was the last stages when processing data results. It is imperative for the researcher to ensure that the report comprehensively covers the major processes of the study and provides examples from the data to bolster the findings and outcomes.

Two cycles of administration were used to carry out the research procedures. The four steps in each cycle were reconnaissance determination, planning, action implementation, observation, and reflection. These steps were described as follows:

Cycle I

a. Planning

The research planning on this cycle is the researchers are utilizing the Kahoot application for the media in facilitating the students while learning English. This school has lack of internet connections and electrical tools. However, the researchers facilitate the students with the internet hotspot to connect within the students smartphones. In the first cycle, we are bringing a topic of discussion about "Kind of Fruits".

b. Action

The purpose of this research was to conduct treatment one at the third meeting. In the main activity, when students completed a repetition drill and recorded expressions of asking and giving directions, the researcher received a participation score. In this action, the researchers were conducting the treatment in two meetings in each cycle. The main activity is students are made easier to watch the video from YouTube about "Kind of Fruits." Then, the students can guess the silhouette that appears on a video.

c. Observation

The researchers and the teacher saw the students enthusiasm while learning with Kahoot application. Then, the researchers and teachers carried out the examined and the outcomes.

d. Reflection

The researchers ask the students to make a reflection after the first cycle finished. Then, students can reflect about their experiences on conducting Kahoot as a media in learning English. Students also can write the suggestions for the next meeting while acting in the second cycles.

Cycle II

a. Planning

In this section, the researchers had the same planning as the first cycle. Nevertheless, the second cycle brings a different topic which discusses the "Wild Animal".

b. Action

The action was the same treatment as the first cycle. The students will see a video that discusses "The Wild Animal" and students also must answer the silhouette that appears on the video.

c. Observation and evaluation

The researcher will see the students' progress after conducting the classes by utilizing the Kahoot application. In this section, the researcher and the students also did the same as in the first cycle was held.

d. Reflection

The students asked to make a reflection. Students also present the weaknesses and strength to utilize Kahoot as the application in Vocabulary learning.

3. Findings and Discussion
3.1 Findings

The results demonstrate that, according to the pre-test data, the most deficient point was 30, and the maximum score was 60. One individual received a score of 30, three students received 35, four students received 40, one student received 45, two students received 50, five students received 55, and two students received 60.. Meanwhile, based on data the Pre-test table can be known namely the lowest score in the final test (post- testing) namely 60, the minimum points and 85, the highest score, where 2 students earned points 60, 4 students earned points 65, 6 students earned points 70, 5 students earned points 75, 1 students earned points 80 and 2 students earned points 85.

From this data, possibly seen that there has been student progress participation in learning by using the Kahoot application following were based on data before and after testing:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	sebelim di lakukan tindakan	45.00	21	9.618	2.099
	sesudah di lakukan tindakan	70.71	21	7.121	1.554

Figure 1 Paired Sample Statistics

Considering information regarding the descriptive statistics of 2 Objects studied were before the test or after the testing. based on the results of the data before the test, the sum of the total data is obtained learning outcome or mean was 45.00. while after testing, the mean value of the educational objectives was 70.71. The total number of students in this study is 21 students. For the value of Std. Deviation (standard deviation) on before testing was 9.618 and the Post-test was 7.121. The value of Std came last. The pre-test average error was 2.099 and the post-test was 1.554.
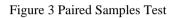
This indicates that, overall, based on the description, there is an inequality of the total number of values learning outcomes, that is, the relationship before and after the exam. Pre-test total points of learning data taught were 43.00<Post-test 70.71. In addition, so that the data is known to be related to the differences was really real (significant) or not, then we need to interpret the results of the paired sample T-Test contained against "in pairs sample testing" results table.

		N	Correlation	Sig.
Pair 1	sebelim di lakukan tindakan & sesudah di lakukan tindakan	21	.493	.023

Figure 2 Paired Samples Correlations

The data describes the correlation and relationship test data be it two results or the relationship to the object before the test and after the test. This data is obtained. It was understood is the correlation coefficient score was 0.439 based on significance points (sig), against 0.023. Because the value of sig. 0.023 > 0.05 Probably, it can be said that there existed no relations be it objects before the test or after the test is done.

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	sebelim di lakukan tindakan - sesudah di lakukan tindakan	-25.714	8.701	1.899	-29.675	-21.753	-13.542	20	<,001

Figure 3 Paired Samples Test

This third table was the most important table in this section to Get feedback on issues in case examples, namely regarding whether There is an impact on usage Kahoot in increasing a repertory list of words before the researcher explains the meaning of the value used. contained in output of the " paired sample testing", you must first understand the study hypothesis question and the guidelines for decision making on paired sample T testing.

Seen from the table data ""paired sample test" above, it was aware of the sig score. (2-object) was 0.000 < 0.05 so HO is not accepted as well H1 was accepted. So so it can be stated that it exists was inequality of the overall value of the total sum, namely Learning results for the pre- and post-tests, which entails was influence on use video podcasts to increase students' vocabulary.

The results above of the "paired sample testing" table contain a message regarding the point "dissimilarity in the number of calculated overall paired values " was -25.714. This point explains the dissimilarity between the value of the total sum of data from before testing and after testing with other names 45.00 – 70, 71 = -25.714 and the variations debate was between -29.675 to -21.753 (Trust data is ninety-five percent different from bottom to top). where the data results show an increase in students' vocabulary after using via Kahoot media.

Based on data this research, it was stated that it is Kahoot media can increase the vocabulary of 7th-grade students of SMP Hamong Putera Ngaglik for the 2023/2024 academic year. This can be proven by the average value before the Kahoot application of 45.00 while overall data points from the total sum, namely Post-test after the use Kahoot Application was 9.618. So the difference in the value obtained was 25.714. As well as good score obtained from paired data T test 0.000 <0.05, It can be stated that there is student achievement vocabulary after the use of the Kahoot Application to 7th-grade students of SMP Hamong Putera Ngaglik.

3.2 Discussions

Several pre- and post-test studies have examined Kahoot!'s vocabulary-learning efficiency. A quantitative study examined seventh-grade students' vocabulary enhancement using Kahoot! games and found a notable distinction between male and female pupils, supporting its effectiveness as a vocabulary-teaching method (Katemba et al., 2022). In another quasi-experimental post-test research, Kahoot! was applied to increase vocabulary in high school

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English. Kahoot!'s vocabulary acquisition effect was considerable and important, with a medium effect size (Flores et al., 2021).

Research supports Kahoot!'s vocabulary-building effects. A study at a South Korean university found that while The Kahoot! experimental group and the conventional control group both gained increased vocabulary! Group showed a significantly higher change in motivation (Reynolds et al., 2021). Kahoot! may be especially effective at motivating vocabulary learners. Literature emphasizes Kahoot!'s function in student engagement and motivation. A study found that using Kahoot! to teach vocabulary increases student involvement and motivation (Katemba et al., 2022). Kahoot! games can help teachers and students learn foreign languages by making it fun and stress-free and improving vocabulary (Rojabi et al., 2022).

Pre- and post-test comparisons show that Kahoot! enhances the acquisition of vocabulary. Students' engagement and motivation increase as the platform promotes vocabulary acquisition. These findings are consistent across educational levels and circumstances, demonstrating Kahoot! is a flexible and useful tool for learning vocabulary. Based on the results, the Kahoot application can improve the students' vocabulary skills which indicates students feel the positive impact in doing the test in Kahoot. Kahoot has been found to enhance student engagement, participation, and motivation, thereby resulting in enhanced academic performance, as reflected in improved grades and test scores. The incorporation of competitive elements within the Kahoot platform serves to mitigate student anxiety while concurrently fostering a heightened sense of confidence when responding to quiz questions and actively engaging in classroom discourse. This outcome, in turn, contributes to students' motivation to acquire proficiency in the English language (Sadeghi et al., 2022; Wang & Tahir, 2020).

Kahoot has the potential to become a valuable tool for vocabulary acquisition. The online application facilitates the creation of interactive quizzes and games by educators, with a specific emphasis on vocabulary acquisition. The utilization of Kahoot as an instructional tool enables students to engage in enjoyable and captivating activities that serve to enhance and consolidate their vocabulary proficiency (Ayumi & Chan, 2021). The data provided suggests that the use of Kahoot! as an educational tool has been studied in various contexts to determine its effectiveness in enhancing students' vocabulary learning. The studies referenced in the search results indicate that Kahoot! can be an engaging and interactive method to improve vocabulary acquisition among students (Ayumi & Chan, 2021; Cahyaningtyas & Chakim, 2023; Katemba et al., 2022; Surayya et al., 2023).

The research indicates that Kahoot! can be a beneficial tool for vocabulary learning, as it increases student engagement and motivation, and can lead to improved learning outcomes. The studies suggest that Kahoot! can be effectively integrated into vocabulary teaching strategies in both urban and rural settings, and across different student demographics. According to the research findings, the utilization of Kahoot in the second cycle of the classroom has been shown to have a significant substantial improvement in pupils' academic performance. According to the report, the students demonstrated a 70% accuracy rate in answering the test questions. The data suggests that Kahoot! has the ability to greatly increase students' understanding of English language.

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The data provided suggests that utilizing Kahoot! as a teaching resource has been studied in various contexts to determine its effectiveness in enhancing students' vocabulary learning. The studies referenced in the According to search results, Kahoot! can be an engaging and interactive method to improve vocabulary acquisition among students. For instance, Ayumi and Chan (2021) explored how Kahoot! helps students in an Intermediate Reading and Writing class increase their vocabulary, finding that the combination of traditional and interactive methods can yield significant results. Additionally, 72% of students in their study believed that using Kahoot! would help them learn more vocabulary.

Katemba et al. (2022) conducted quantitative research using a pre- and post-testing methodology to examine whether Kahoot! Seventh graders' language acquisition could be improved via games. Their Results showed that male and female students significantly differed in their vocabulary growth, indicating that Kahoot! games are a useful teaching tool. Cahyaningtyas and Chakim (2023) investigated students' perceptions of Kahootwhen studying narrative texts in secondary education. Their study found that Kahoot! motivates encourages students to pay closer attention in class, creates a captivating learning environment, and enhances content preparation prior to class.

Surayya et al. (2023) examined the efficiency of the Kahoot! use in vocabulary instruction for English in a rural area. Their study concluded that Students in the eighth grade found that Kahoot! was a very efficient way to teach vocabulary. In summary, the research indicates that Kahoot! can be a beneficial vocabulary-building tool learning, as it increases student engagement and motivation, and can lead to improved learning outcomes. The research suggest that Kahoot! can be effectively integrated into vocabulary teaching strategies in both urban and rural settings, and across different student demographics.

The application of Kahoot as a teaching resource led to a measurable improvement in student achievement in vocabulary, which is a key aspect of language learning. This aligns with the broader subject of the efficiency of learning through games platforms like Kahoot in enhancing educational outcomes, particularly in the context of vocabulary learning and student motivation (Flores et al., 2021; Katemba et al., 2022; Wang & Tahir, 2020).

Kahoot has the potential to enhance English learning outcomes by making the learning process enjoyable and fostering increased student engagement in learning English. In addition to its other benefits, the Kahoot application facilitates the presentation of educational content to students, making it easier for teachers to deliver lessons.

4. Conclusion

This study was carried out based on trials research each component of 21 students 7th grade level SMP Putera Ngaglik Sleman. The goal is to comprehend the impact of using Kahoot implementation of students' vocabulary list knowledge. The 2 levels of space are facilitated with something that is not the same. This means providing post-learning testing on class control using Google Forms, while the trial class uses Kahoot! . Furthermore, Considering the study data, it can be interpreted that the utilization of Kahoot! the influence of this use on students' word list knowledge.

Therefore, Consequently, it may be said that the application of Kahoot! Media can make it easier for students to learn different word lists. This method can be applied through innovative learning methods, constructing the process of teaching and learning seem to have many variations and make the class atmosphere lively. Utilizing digital content for educational purposes is highly recommended in learning, especially with the progress of globalization in the current era.

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