



Students' Vocabulary Mastery Using Kahoot Platform Media

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Abstract The objective of the research is to examine the students' vocabulary mastery by playing Kahoot platform media. A quantitative research was employed where the research involved 33 students as samples. The data was obtained through test from third semester students of undergraduate program English Education Department (TBI-2) Teacher Training Faculty IAIN Padangsidimpuan in 2019/2020 academic year. In sum, the students' vocabulary mastery by using the application which names Kahoot platform media included into enough category by getting 43.82 score. The hypothesis formed was rejected based on the proof. Therefore, the students' vocabulary mastery by using Kahoot platform media was not suitable with the researcher's hope.

Keywords: Kahoot Platform; Media; Vocabulary Mastery; Online Media; Online Game.

Abstrak Tujuan dari penelitian ini adalah untuk menguji penguasaan kosakata mahasiswa dengan memainkan media perangkat lunak Kahoot. Media ini merupakan media *online*. Penelitian ini merupakan sebuah penelitian kuantitatif dimana penelitian ini meliputi sampel 33 orang mahasiswa. Data yang didapatkan melalui tes dari mahasiswa semester 3 Fakultas Tarbiyah dan Ilmu Keguruan Program S1 IAIN Padangsidimpuan tahun akademi 2019/2020. Kesimpulannya, penguasaan kosakata mahasiswa dengan menggunakan media aplikasi perangkat lunak yang disebut Kahoot termasuk kedalam kategori cukup dengan nilai 43.82. Hipotesis dinyatakan ditolak berdasarkan bukti data. Maka dari itu, penguasaan kosakata mahasiswa dengan menggunakan media aplikasi perangkat lunak yang disebut *Kahoot* tidak sesuai dengan harapan peneliti.

Kata Kunci: Perangkat Lunak *Kahoot*; Media; Penguasaan Kosakata; Media Online; Game Online

INTRODUCTION

Nowadays, we lived in 21st century or popular by 4.0 era which everything easy to use and communicate with other people in the world. We might say this era as virtual era. All people could get information easily, we just type some keyword then the things that we want appear which a lot of variation. Many studies today claim that children create knowledge when they play (Dau, 1999; Levin 1996). Media -likes game-are very interesting and popular in teaching and learning. Kuo (2008) stated that games and game like activities have always been a popular tool in an English class in order to interest and “wake up” uninterested students. So, it is like we build the interesting environment in our class where the student fell free to explore their knowledge while learning. In addition, making students enjoy the instruction is very important, because they will learn better when they feel happy and fun (Scott & Ytreberg, 2000).

In the way of the explanation above, it is important to provide students with the activity which involves playing. One of the ways to deal with is by using Kahoot as the medium platform in learning English. Based on the illustration above, it is undeniably that vocabulary mastery is necessary for everybody from Elementary up to university in a variety of purposes and needed. Based on the researcher's finding, the third semester students had been good enough in mastering English vocabulary. Siregar (2016; 2017) explained that vocabulary has a significant role in teaching learning language process. Learning vocabulary is an important aspect of language development. The vocabulary subject lecturer said that the students had gotten the good enough score in mastering vocabulary, but she does not have many varieties of media to be applied in the classroom, she usually uses realia includes using object to introduce students about the new vocabulary and sometimes ask the students to open their dictionary or directly asking students to surf on the internet looking for the new vocabulary photo or picture or getting the definition.

Related to the surfing internet, this study will explore the Application of Learning Strategy using *Kahoot*. According to Al-Hadithy (2018) *Kahoot* is an online learning game that can grow students intrinsic motivation. Then he revealed that there was a marked increase in active learning, student involvement, self-efficacy, independent learning and an increase in the results of summative assessment after integrating Kahoot.

Medina (2017) states *Kahoot* as a tool for vocabulary teaching and learning in English classes. Then in the study also provides further evidence that the use of Kahoot in the learning process can increase student learning motivation and increase student vocabulary.

Students satisfaction shows that students enjoy using *Kahoot* in the classroom learning process and this media is easy to use by students. Furthermore, it was revealed that students generally had a positive view of using *Kahoot* in the learning process, and preferred learning using technology. Budiati (2017) pointed out that the study of *Kahoot*, designed as a combination of the use of ICT in education and games, is very applicable in English classes to improve student learning. The results of the research shows that after using *Kahoot* in the learning process, students are very interested in joining the class, they are more eager to come to class, they are more attentive in the world of English and they are interested in learning more about what they have learned and can convey to others what they have learned using *Kahoot* in the classroom. Bicen (2018) claims the *Kahoot* application can be used effectively for gamification lessons. By applying gamification using this media can have an impact on students which makes them more ambitious and motivated to learn. Using *Kahoot* online media in the learning process can enrich the quality of student learning in the classroom, with the highest influences reporting on class dynamics, involvement, motivation and improving learning experiences.

Furthermore, Kapuler's point of view (2015), "*Kahoot* is one of the top 100 new apps to use in the classroom and it is at number 36 on the list of apps related for educational trends". Then, it is based on Ciaramella's overview that *Kahoot* is also advantages to educational trends including gamification and students engagement (Ciaramella, 2017). After that, Wang details about the only one weakness of online game and the big opposite of online game of *Kahoot*. Both is really different. Wang details as "One possible weakness of the popularity of *Kahoot* is the concern that students will begin to be bored of playing the game" (Wang, 2015) and Wang adds "His study found that the online game played everyday had no effect on the classroom dynamics, student engagement, or student motivation. In fact, his study showed participants like to continue to *Kahoot* after every lecture and they thought that they learned something from playing *Kahoot*" (Wang, 2015). Students like to play game in *Kahoot* because it brings something to learn and their boredom in playing game in *Kahoot* comes when they play daily and lonely. It is meant that *Kahoot* is the alternative media that can attract students' motivation in learning.

The last, implementing *Kahoot* shows that the use of educational games in the classroom is likely to minimize disruption, thereby improving the quality of teaching and learning beyond what is provided in conventional classrooms. So that's why the researchers were interested to use one of newest platform media which is named by *Kahoot* and the researcher would like to conduct the quantitative descriptive research which was finding

out to what extent of students' vocabulary mastery whether the hypothesis would be accepted or rejected or whether they get the very good score category.

METHOD

The methodology given in this study which is the classification of words divided many kinds namely nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, but because of the researcher's time, knowledge and expense, so the researchers limit the problems and only took about the students' vocabulary mastery by using *Kahoot* platform media into nouns and verbs. Then, those nouns and verbs are taken about prefix, suffix, synonym and antonym. Whereas, the researchers formed the hypothesis into the students' vocabulary mastery by using *Kahoot* platform media is categorized into *very good* category then it would be $Z_{count} > Z_{table}$. Then, In order to get clear goal in doing this research result, it is necessary to limit the problems that occur in this research. The researchers limited the vocabulary mastery into prefix, suffix, synonym and antonym which were conducted by *Kahoot* platform media as the media to examine students' mastery.

From above limitation and hypothesis, the researchers used descriptive quantitative in getting the result data. The quantitative research by using descriptive method. L. R. Gay (2000:275) said that quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people. While, The location of the research has been conducted at third semester of 90 undergraduate program students English Department Teacher Training Faculty IAIN Padangsidempuan in 2018/2019 academic year. Then, the population of this research consist of 3 classes with 90 students. The researcher uses simple random sampling technique to select the respondent from the population. The researchers took TBI-2 from the random sampling technique by using lottery trick. The students are 41 people. This research made test as the instrument to collect data which was taken on November 19th, 2019, it was on Tuesday. The researchers made test as the instrument to collect the data of students' vocabulary mastery using *Kahoot* platform media. Finally, the data is analyzed by using Z-Test whether $Z_{count} < Z_{table}$ or $Z_{count} > Z_{table}$ in the research result.

RESULT AND DISCUSSION

1. Result Finding of the Requirement Test

The research result can be seen from the table given by the *Kahoot* platform media itself directly on the report menu. The game was automatically counted the score based on the students' correct, incorrect answer and time speed. The result table can be shown below:

Table 1
***Kahoot* Report**

Vocabulary					
Final Scores					
Rank	Players	Total Score (<i>Kahoot</i> points)	Correct Answers	Incorrect Answers	Manual Researchers' Total Score
1	WP	16491	15	5	75
2	RM	14050	15	5	75
3	II	12939	14	6	70
4	IH	11536	12	8	60
5	YS	11216	13	7	65
6	LA	9519	12	8	60
7	ARN	8628	10	10	50
8	AF	8597	10	10	50
9	NA	8375	10	10	50
10	ANN	8365	9	11	45
11	DS	8314	10	10	50
12	ANE	7936	9	11	45
13	PA	7882	9	11	45
14	IP	7552	8	12	40
15	NU	7450	9	11	45
16	SH	7394	10	10	50
17	PU	7290	9	11	45
18	RA	7066	8	12	40
19	WH	6935	8	12	40
20	SR	6829	8	12	40
21	FA	6816	9	11	45
22	SH	6432	8	12	40
23	NAL	6372	8	12	40
24	AS	6174	7	13	35
25	VV	5967	7	13	35
26	WA	5937	7	13	35
27	HU	5817	7	13	35

Table 1

28	MU	5738	6	14	30
29	RA	5430	7	13	35
30	SP	5109	6	14	30
31	SN	5068	6	14	30
32	PUA	4907	6	14	30
33	IS	2844	4	16	20
34	NW	1655	2	18	10
Total Score					1490
Mean Score					43.82
Median					42.5
Mode					45

Based on the table above, total score based on Kahoot's point counted is different with manual researchers' total point. It is because of the platform media is counted point based on 2 sides; time of answering (20 second) and correct or incorrect answer. Both sides were examined. After doing the game, the total score were showed directly and the researchers could download the report directly in the report menu. While, based on th researchers' total score, it could be reported that the total score from all students; 34 people gotten 1490. The mean score was 43.82, then median was 42.5, the score that was often gotten or mode was 45. Next, the computed of the frequency distribution of the student's score can be applied in to table frequency distribution as follows as Ridwan given in his book (2005: 89):

Table 2
The Criteria Score Interpretation of Mean Score

Percentage	Criteia
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	good
81%-100%	very good

After the researcher found the mean score of all students', it will consult to the criteria as following: (1) If the value of means score 0-20, it can be categorized into very low ability. (2) If the value of mean scores 21-40, it can be categorized into low ability. (3) *If the value of*

mean scores 41-60, it can be categorized into enough ability. The proof was from the mean score. It was 43.82 score. (4) If the value of mean scores 61-80, it can be categorized into high ability. (5) If the value of mean scores 81-100, it can be categorized into very high.

Based on the explanation above, the researchers are deal with the statement that if the value of mean score 41-60, it can be categorized into enough category. Here, the researchers found 43.82 of mean score. So, it can be concluded that the students' vocabulary mastery using Kahoot platform media was categorized into enough category. Then, the hypothesis formed that the students' vocabulary mastery using Kahoot platform media was very good. In fact, the students got enough category. Therefore, the hypothesis was rejected.

2. Hypothesis Testing

The hypothesis of research is "students' vocabulary mastery using Kahoot platform media is categorized into very good category". According to mean score, the hypothesis was rejected. The students got 43.82 means *enough* category. Then, to prove hypothesis that has been analyzed it is better to prove it by using formula of Z-test. It can be seen as in Calculation Z_{count} below:

Table 3
The Calculation of Z-test Formula

No	Mean Score	The Sum of total score – mean score	The result is made to be square
(1)	(2)	(3)	(4)
1	75	31.18	$(31.18)^2 = 972.1924$
2	75	31.18	972.1924
3	70	26.18	685.3924
4	60	16.18	261.7924
5	65	21.18	448.5924
6	60	16.18	261.7924
7	50	6.18	38.1924
8	50	6.18	38.1924
9	50	6.18	38.1924
10	45	1.18	1.3924
11	50	6.18	38.1924
12	45	1.18	1.3924
13	45	1.18	1.3924
14	40	-3.82	14.5924
15	45	1.18	1.3924
16	50	6.18	38.1924
17	45	1.18	1.3924
18	40	-3.82	14.5924
19	40	-3.82	14.5924
20	40	-3.82	14.5924
21	45	1.18	1.3924

Table 3

22	40	-3.82	14.5924
23	40	-3.82	14.5924
24	35	-8.82	77.7924
25	35	-8.82	77.7924
26	35	-8.82	77.7924
27	35	-8.82	77.7924
28	30	-13.82	190.9924
29	35	-8.82	77.7924
30	30	-13.82	190.9924
31	30	-13.82	190.9924
32	30	-13.82	190.9924
33	20	-23.82	567.3924
34	10	-33.82	1143.7924
		Sum	6752,9416

Based on calculation it can be concluded that $Z_{\text{count}} = -2.6$ was lower than $Z_{\text{table}} = 0.326$ ($Z_{\text{count}} = -0.087 < Z_{\text{table}} = 0.326$) by level 0,05. Therefore, the researchers concluded that the hypothesis was rejected (the result of Z score was gotten minus) by using Z-test because $Z_{\text{count}} = -2.6 < Z_{\text{table}} = 0.99$ in the level 5% is that the students' vocabulary mastery using *KAHOOT* platform media is categorized into enough category mastery.

Considering the importance of mastering vocabulary from junior students up to university, some suggestions are made in this study. For students who are willing to conduct a research on the same topic, it will hopefully give a clear understanding in analyzing students' vocabulary by using *Kahoot* platform media in the syntactical study, they are about prefix, suffix, synonym and antonym examination analysis. It is also hoped that there are other students who will conduct study on related topic from different angle, hoping that there will be new findings dealing with morphological study. Finally, the researchers hope that this research can be used as reference for those who are interested in studying vocabulary study. Of course to add, enlarge and empower the readers' knowledge by learning and understanding vocabulary mastery in the term of prefix, suffix, synonym and antonym which had been applied by the researchers in this study as the limitation of vocabulary that was tested to the students.

CONCLUSION

After treating the collecting data on the result' counted, the researchers concluded that the students' mastery vocabulary mastery using *Kahoot* platform media was categorized into enough category. It can be seen from the value of the percentage from mean score gotten by the students, that is 43.82 mean score. From 34 students, the students got the lowest score 10 score and 75 is the highest score. Then, the mode shows that the students got 45 score,

means the score that more often exist was 45. Next is that the median gotten was 42.5 score. Therefore, the mean score that the students found was not available with the hypothesis, it is said that the students' ability is categorized into very good category. While, the students got enough category. So, the hypothesis was rejected.

Further, based on the Zcount or hypothesis testing, this research hypothesis was also rejected because it can be concluded that $Z_{\text{count}} = -2.6$ was less than $Z_{\text{table}} = 0.99$ ($Z_{\text{count}} = -2.6 < Z_{\text{table}} = 0.99$) by level 0,05. So, from the result above, the researchers concluded that the hypothesis was rejected that is meant the the students' mastery vocabulary mastery using Kahoot platform media was classified into enough category.

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