

An Evaluation of the use of the *Kahoot* Application for Teaching Vocabulary at Hasanuddin 06 Junior High School Semarang

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ABSTRACT

The research aims to (1) explain the use of the Kahoot for teaching vocabulary, (2) explain students' perceptions of the use of the Kahoot application in learning vocabulary, (3) explain the benefits of the use of the Kahoot application for teaching vocabulary. This qualitative research explores the effectiveness and perceptions of using the Kahoot application for teaching vocabulary in Hasanuddin 06 Junior High School. The participants in this research are the English teacher and the 66 students from 8a, 8b, and 8c at Hasanuddin 06 Junior High School Semarang. The data was collected through in-depth interviews, observation, rubric evaluation and questionnaire. The findings from this research suggest that Kahoot is perceived positively by both students and teachers as a tool for teaching vocabulary. Participants highlight its engaging and interactive nature, ability to foster competition and collaboration, and potential to enhance vocabulary learning outcomes

Keywords: Kahoot Application, Evaluation Learning Media, Teaching Vocabulary

INTRODUCTION

English has been used widely as an international language all around the world. That is why mastering English is particularly important because by using the

international language—English, we will be able to communicate with people from other countries. The Indonesian government has also been aware of the importance of mastering English. In learning English four skills must be learned by students, namely: Reading, Speaking, Writing, and Listening. In addition to those four skills students are also required to master language component such as vocabulary and grammar. Vocabulary is an absolutely necessary element to master those four skills in English. Harmer (2007) emphasizes that in order to succeed in foreign language learning, focusing on vocabulary comprehension is important. Based on Linse and Nunan (2005), when someone knows a collection of words, it is known as vocabulary. In line with the opinion above Alqahtani (2015) explain, vocabulary knowledge is often considered a critical tool for second-language learners, since a limited vocabulary can hinder their ability to communicate effectively. For instance, students with sufficient vocabulary mastery will be able to better understand what others are saying. In reading and writing, having sufficient vocabulary will help students write their ideas smoothly and understand the text they are reading easily. In speaking, having sufficient vocabulary will enable students to express their ideas or communicate with others fluently. Therefore, mastering vocabulary cannot be

ignored by those who are learning English as a second or foreign language.

However, in reality, learning vocabulary, students face many problems. Because in Indonesian curriculum vocabulary is not specifically taught in Junior High School. But in fact, most Indonesian students encounter difficulties in learning vocabulary because when students learn about vocabulary one word can have more than one meaning. Moghadam et al. (2012) also stated that if the reader knows few words in a text, such a condition will hinder the effectiveness and efficiency of text processing. This will lead to difficulties for the reader in understanding the text.

nowadays teaching and learning process is conducted online which makes it more challenging for both teachers and students to do it. Also, online learning is not enjoyable for students, they prefer to play games on their gadgets. Moreover, the students in SMP Hasanuddin 06 Semarang doesn't have the motivation to learn English and faced difficulties in understanding the topic because their vocabulary skill is still low. Hence, using interesting learning media in online learning is important.

However, researchers want to know students' perceptions of the Kahoot application in teaching vocabulary.

MATERIALS & METHODS

The approach used in this research is qualitative due to the analysis was in written form. The type of qualitative research carried out in this research is a case study. According to Creswell (2009), a case study is a strategy of inquiry in which the researcher explores a program, event, activity, process, or one or more individuals in depth. During a sustained period, research is conducted on cases defined by the limitations of time and training. Researchers collect detailed information using a variety of data collection procedures. Data collection techniques were observation, interview, questionnaire, and documentation.

RESULT

The Students' Perception of the use of Kahoot application in Learning Vocabulary

Based on the questionnaire distributed to the 66 students' responses were collected. The result shows that students' perceptions of utilizing Kahoot as media for learning vocabulary are positive, or they agree or strongly agree. The details of the result can be seen in the table below:

The use of Kahoot as a supportive learning media	The Highest Average	Category
Better than the conventional method	90,9%	Highly agree
Enhance technological skill	84,84%	Highly agree
Course materials could be directly accessed by students.	100%	Highly agree
Easy to use.	60,6%	Agree
Game-based learning is more fun.	100%	Highly Agree
Materials delivery is more efficient.	83,3%	Highly agree

DISCUSSION

Based on the perception table and the results table of the percentage of student opinion regarding the use of Kahoot, it can be seen that the statement "Better than the conventional method" scored 90.9% with the criteria "highly agree," which means students strongly agree that the use of Kahoot in teaching and learning activities is better than conventional learning activities. Dolati and Mikaili (2011) stated that the

game is entertaining because it provides an enjoyable way of learning for learners. By using games, students will be motivated to interact, cooperate, and be creative in using the language.

The statement "it enhances technological skill" scored 84,84 by the students with the criteria "highly agree." It means that by using Kahoot, they indirectly learn about the latest technology. Kahoot requires students to navigate digital interfaces, understand

how to use tools, and engage with technology comfortably. This familiarity with digital platforms is a fundamental aspect of technological skill.

The third statement, ‘course materials could be directly accessed by students,’ scored 100% with the criteria “highly agree.” It indicates that all the students can access the materials. Kahoot can facilitate direct access to course materials for students in many ways, such as embedded links and QR codes.

For the statement ‘easy to use’, there were 3 students who disagreed, 3 neutral students, 40 students were agreed, and highly agree were voted by 20 students. The highest average number 60,6% with category “agree”. It means, that more than half of students find Kahoot easy to use.

The statement ‘game-based learning is more fun’ were highly agreed by all the students. It is because they are not feeling pressured to learn English. Dolati and Mikaili (2011) stated that the game is entertaining because it provides an enjoyable way of learning for learners.

The last statement in the questionnaire was ‘materials delivery is more efficient.’ 5 students were neutral, 6 students agreed, and 55 students highly agreed. With the highest average of 83,3%, it was categorized as ‘highly agree.’ Kahoot can be more efficient in delivering materials compared to traditional methods in certain contexts. Its interactive and gamified nature can engage students more effectively, increasing material retention.

In summary, the students in SMP 06 Hasanuddin highly agree with learning vocabulary with the Kahoot application. So, problems of boredom and disinterest in learning English can be solved by using Kahoot as a learning media without

reducing knowledge, content, and quality of learning.

CONCLUSION

Most of the students perceive Kahoot as a valuable tool. They often find it effective in a fun and engaging manner. The competitive aspect of Kahoot can motivate students to participate and strive to answer questions correctly and actively. Additionally, the immediate feedback provided by Kahoot can help students assess their understanding of the vocabulary. Unfortunately, few students are struggling with the technology, so they may prefer different methods for learning vocabulary.

Declaration by Authors

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