



IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH COLLABORATIVE KAHOOT MODE IN THE THIRD GRADE OF SMPN 18 MATARAM IN ACADEMIC YEAR 2022/2023

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Abstract: This study aimed to discover how collaborative Kahoot mode can improve students' vocabulary mastery in the third-grade of SMPN 18 Mataram academic year 2022/2023. This research was a Classroom Action Research carried out in two cycles, consisting of four steps: planning, action, observation and reflection. This study was considered successful and the cycle stopped if 70% of the students could reach the minimum score of ≥ 70 . The subjects of this study were the third-grade students of SMPN 18 Mataram who consisted of 15 males and 12 females, 27 in total. The data were collected using observation sheets and tests. The research findings indicated that using collaborative Kahoot mode could improve students' vocabulary mastery. It was proved by the increase in the mean scores in the pre-test, post-test I and post-test II which was 52.01 - 89.14. Moreover, the students' positive attitude towards the implementation of collaborative Kahoot mode in teaching and learning contributed to the improvement of their vocabulary mastery.

Keywords : *Improving, vocabulary mastery, collaborative Kahoot mode*

INTRODUCTION

Vocabulary is one of the necessary language aspects that must be learned and mastered by students. Farih (2018) states that vocabulary is needed in language learning since it is very influential in someone's language development, especially for the four primary English skills; speaking, listening, writing and reading. If students have a wide range of vocabulary, they will be able to use the language effectively. It means that the more vocabulary they have, the more easily they understand the meaning of the language in spoken or written language (Ekayanti et al., 2020). On the other hand, Rasuan (2017) believes that with a limited vocabulary, students will have difficulty in expressing and understanding an idea. It will be challenging for them to have an effective communicate in a language. Thus, mastering vocabulary is crucial for acquiring a target language and cannot be neglected during the teaching and learning process.

However, teaching English vocabulary, especially in the third-grade students of SMPN 18 Mataram, needs to be considered. The researchers found that the students' vocabulary mastery still needed improvement and it was far below the Minimum Learning Completion set by the school, which is equal to 70. Moreover, based on the result of preliminary observations that the researchers had conducted, most of the students were less interested and not motivated during the lesson. It was because the teacher used conventional technique of teaching. The students tended to be passive and looked sleepy.

From the issues above, the researchers concludes that an attempt must be made to resolve the issues that arose in the third-grade students of SMPN 18 Mataram. Lail (2018) believes that English teachers should have additional strategies to motivate the students to improve their vocabulary skills, such as suitable yet fun and innovative media, techniques, or something helpful to build their mood in learning English. To create exciting vocabulary learning in dealing with the problem above, a teacher can use various media to teach English vocabulary that suit students' needs such as game-based learning called *Kahoot*.

Kahoot is one of game-based learning platforms that teachers can utilize in teaching English. By using a device such as a smartphone, tablet or computer, teachers and students can create, access or answer quizzes on Kahoot easily. As it contains quizzes with pictures and videos, the teaching and learning process can be interactive and enjoyable for the students. Therefore, it can increase, students' motivation, interest, and engagement. In line with that, Babar & Panah (2020) states that there are several advantages of Kahoot such as providing collaborative learning, help students to understand the material easily, create fun and competitive classroom, enhances successful learning, gives direct feedback, increase students' motivation, interest, engagement, learning experience, and bravery.

Many educators use Kahoot as game method in their teaching. Kahoot as one of technology-based media has been claimed to be suitable for vocabulary teaching (Hadijah et.al, 2020). Marsa et.al (2021) prove that *Kahoot* have a significant impact on involvement, perception and motivation, as well as a good attitude and students' reading achievement. It means the use of Kahoot is better and more efficient than using a traditional method. In addition, Korkmaz and Öz (2021) proved that use of Kahoot is effective in increasing EFL learners' reading scores and there was a significant positive correlation between the students' attitudes toward Kahoot game and their reading scores. Futhermore, Rofiyanti and Sarri (2017) point out that Kahoot can be an option to foster children's competitive and collaborative side since it has multiplayer mode that enables students to collaborate as well as compete through interactive games.

Regarding to the explanation above, the aim of this research is to find out how collaborative Kahoot mode can improve students' vocabulary mastery in the third grade of SMPN 18 Mataram academic year 2022/2023.

RESEARCH METHOD

This research was a classroom action research. According to Sujana (2010), Classroom Action Research (CAR) is a cyclical research which aims to solve teaching problems, improve students' achievement and to be an instrument for teacher's self-reflection. In this case, classroom action was done by the researchers to improve the students' vocabulary mastery through collaborative Kahoot mode. This study was conducted in two cycles consisting of four steps: (1) Planning, (2) Action, (3) Observation and (4) Reflection. Every cycle was held in two meetings. The subject of this study was the third-grade students of SMPN 18 Mataram with 27 students that consisted of 15 males and 12 females.

Pre-test, post-test and observation sheets were used to collect data. Pre-test was intended to find out students' vocabulary mastery before using collaborative Kahoot. Meanwhile, post-tests were used to know students' vocabulary mastery after using collaborative Kahoot. The tests consisted of 15 multiple choice and 5 fill in the blank

questions. The checklist observation sheets with additional note were used to find out the situation in the class during the teaching and learning process, how well the strategy applied and how far the strategy assists the students to improve their vocabulary mastery.

There were two types of data i.e., quantitative and qualitative. The qualitative data collected from observation sheet were analyzed descriptively. The data explain the condition of the classroom in raising indicator achievement every cycle and the implementation of collaborative *Kahoot* mode in improving students' vocabulary mastery. While, the quantitative data were analyzed by using mean statistical formula to know the average of students' score and to check students' improvement in vocabulary mastery in each cycle. All of the result indicated the success or the failure of the classroom action research. The action research was considered successful if it could exceed the criteria which had been determined. The research succeeds when students' vocabulary achievement is improving after using Kahoot and 70% of the students can reach Minimum Learning Completion (KKM) of ≥ 70 .

FINDINGS AND DISCUSSION

FINDINGS

The findings of the study are presented into three parts which are the report of pre-cycle, first cycle and second cycle.

1. Report of Pre-cycle

Before the first cycle was held, the researchers carried out pre-activity such as pre-observation and pre-test. Based on the pre-observation, the situation of the class that was very noisy and uncontrolled. The students did not pay attention and looked bored when the teacher explained the material. In addition, they seemed not interested and motivated in the lesson since they were taught with conventional method without supported media. When the teacher asked them the meaning of certain words, they seemed confused. Some of them said they do not know the meaning, while the other students just kept silent. Due to their limited English vocabulary, it is difficult for them to understand what is being written in the textbooks and their teacher's explanation. This attitude of the students influenced the result of their pre-test of vocabulary mastery. The results of the pre-test show that students' vocabulary mastery is still low.

Table 1. the Result of Students' Pre-test

Score	Category	Frequency	Percentage
90-100	Excellent	-	-
80-89	Good	2	7.41%
70-79	Adequate	5	18.52%
60-69	Inadequate	3	11.11%
0-59	Failing	17	62.96%
Mean Score		52.01	

Table 1 reveals the mean score of students' pre-tests which is 52.01. There were twenty students (74.07%) who did not pass the KKM. However, only seven students (25.93%) passed the KKM. It is concluded that most of the students' vocabulary mastery was still very low or failing.

2. Report of First Cycle

The first cycle was done in two meetings on the 29th October and 3rd November 2022. At the end of the meeting, the post-test was given to the students after using collaborative Kahoot mode. The result of the post-test in this cycle showed the improvement of the students' vocabulary mastery. It is summarized in the table below:

Table 2. the Result of Students' Post-test 1

Score	Category	Frequency	Percentage
90-100	Excellent	2	7.41%
80-89	Good	5	18.52%
70-79	Adequate	3	11.11%
60-69	Inadequate	13	48.15%
0-59	Failing	4	14.81%
Mean Score		68.15	

Table 2 displays that there was improvement of the students' vocabulary mastery compared to the previous test. However, the mean score the students' vocabulary mastery is still inadequate. Based on the table above, the mean score of the students is 68.15. Only 10 (37.04%) students with the range scores of 70-100 get the score above the KKM which is 70. Meanwhile, the target of this research was 70% students need to reach the minimum score ≥ 70 . Therefore, the post-test of cycle I was categorized unsuccessful and the second cycle must be conducted.

By applying collaborative Kahoot mode, the students started to show their interest and engagement by focusing answering the questions. They had a lot fun even though they were not familiar with collaborative Kahoot yet. They were happy and enthusiastic when their groups answered correctly and got the highest score among the others. Nevertheless, there were some students who were passive in the group discussion.

3. Report of Second Cycle

In this cycle, the researchers found that all of the students were more active and passionate in the teaching and learning process than the previous cycle. By using collaborative Kahoot mode, it created fun and enjoyable atmosphere during the teaching and learning process. They paid attention more to the researchers and their own teams. Furthermore, they could understand the lesson better when using collaborative Kahoot mode. This can be seen from the improvement of students' vocabulary mastery in the second cycle.

Table 3. the Result of Students' Post-test 2

Score	Category	Frequency	Percentage
90-100	Excellent	12	44.44%
80-89	Good	15	55.56%
70-79	Adequate	-	-
60-69	Inadequate	-	-
0-59	Failing	-	-

Mean Score	89.14
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Table 3 shows that the research performance indicators set at 70% have been achieved. There was a significant improvement in students' vocabulary mastery from the previous cycle. All of the students (100%) got scores above the KKM with the mean score of 89.14. In the second post-test, the students who got the score 80-89 were 15 students (55.56%). Also, the students who got the score 90-100 were 12 students (44.44%). This means that this research was success.

DISCUSSION

This research aimed to find out how collaborative Kahoot mode can improve students' vocabulary mastery in the third-grade students of SMPN 18 Mataram. Through analyzing the data collected from the test and observation, it is evident that collaborative Kahoot mode could be an alternative media for improving students' vocabulary mastery. It was proven by the significant improvement of the mean scores in every cycle after the students had learned English vocabulary using collaborative Kahoot mode.

The pre-activity findings reveal that most of the students' vocabulary mastery was still very low or failing before applying Kahoot in the class. The mean score of students' pre-test was 52.01. After the students were being taught with Kahoot, the mean score of the students' post-test 1 was slightly improved which was 68.15. However, it still had not achieved the performance indicator of the research (70% of the students need to reach the minimum score ≥ 70) so the researchers conducted the next cycle. The reported findings reveal that there was significant increase of the students' mean score compared to the previous cycle. The mean score in cycle 2 (89.14) is higher than in cycle 1 (68.15). The previous statement shows that the students' vocabulary mastery was categorized good and excellent. Hence, the researchers decided to stop the research in cycle 2 because the students' scores had met the performance indicator of this research.

Besides the students' vocabulary mastery improved, the students were also motivated and enthusiastic in new learning technique used in the classroom. By using collaborative Kahoot mode in learning vocabulary, the students' excitement, enthusiasm, attention, focus, engagement and interaction with their friends enhanced in learning English. Therefore, the students could help each other in solving the questions, understand and learn the material easier. This finding was supported by Marsa et al. (2020), who found that the using an application in the teaching and learning process significantly impacted students' participation, perception, motivation, achievement, as well as good attitude.

Furthermore, it was in line with Hadijah et al. (2020), who reported that the advantages of Kahoot greatly affects students' vocabulary. It could draw students' attention, concentration, and make them more enjoyable during the lesson. In addition, the result of this study was in line with Mansur & Fadhilawati (2019) who stated that Kahoot allowed students to collaborate with their groups in a competitive atmosphere. Kahoot has a multiplayer or team mode so that students can work together in group activities.

In short, it is possible to conclude that utilizing collaborative Kahoot mode as a supporting teaching and learning tool could improve students' vocabulary mastery. This media could assist the third-grade students at SMPN 18 Mataram in quickly mastering and

acquiring the vocabulary.

CONCLUSION

This research was about how collaborative Kahoot mode can improve students' vocabulary mastery in third grade of SMPN 18 Mataram. It had been carried out in two cycles that consisted of two meetings. The results of the research reveal that collaborative Kahoot mode could improve the vocabulary mastery of the students in every cycle. It can be proven by the improvement of students' average scores of the pre-test (52.01), post-test I (68.15) and post-test II (89.14). In the pre-cycle, only 7 (25.93%) students passed the KKM with a range score of 70-89. In the first cycle, 10 (37.04) students passed the KMM with a range score of 70-100. For cycle II, there was a significant improvement in the mean score which was 89.14 showing that all students (100%) passed the KKM with range score of 80-100.

Furthermore, the students showed a positive attitude toward the implementation of collaborative Kahoot mode in learning vocabulary. They were more active, enthusiastic and interested in using Kahoot than the conventional method. The use of collaborative Kahoot generated a new and fun atmosphere and increased students' motivation, attention as well as interaction between their friends.

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