THE EFFECTIVENESS OF KAHOOT IN IMPROVING VOCABULARY: THE CASE OF A PRIVATE UNIVERSITY ENGLISH STUDY PROGRAM

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Abstract

The purpose of this research was to find out the effectiveness of Kahoot application in improving the students' English vocabulary. A study was conducted at the English Study Program students of Widya Dharma University Pontianak. The study adopted a mixed method by online using Google form and interviews directly by using zoom. The data were collected via questionnaire and interviews. The findings showed that the majority of the respondents who took part in the study mostly gave the positive responses which showed that Kahoot could help them greatly in improving their English learning vocabulary and could increase their motivation in gaining the knowledge and getting the new vocabularies.

Keywords: kahoot aplication, students' vocabulary

Introduction

In English language learning, the acquisition of vocabulary is a significant phase to improve language skills further especially for students of English Program. According to Ur (1996) that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. The more words students know, the more they will be able to understand what they hear and read; it means that the more students master vocabulary the more they can write, read, listen and speak. In addition, it is supported by Steven (2005) that Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Words are powerful and open up possibilities.

Every student want to know how far their vocabularies' ability eventough it is impossible to fully mastered it, as in Elfrieda and Michael (2005) that Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. According to Norbert (2000) that People are naturally interested in their progress when they are studying a foreign language. Teachers are likewise interested in their students' improvement. Because one of the key elements in learning a foreign

language is mastering the L2's vocabulary, it is probably safe to assume that there has been interest in testing vocabulary from the earliest times in which foreign languages were formally studied.

Today, the application of technology should be considered in English language teaching to improve the students' motivation and interaction in learning (Licorish et al., 2018; Santosa, 2017; Wang & Lieberoth, 2016; Zarzycka-Piskorz, 2016). The challenge for language teachers to use technology as tools for general assessment (Godwin-Jones, 2015). By integrating technology in teaching, the teacher will help students in the learning process. When teachers cannot develop good teaching and learning activities, Students will feel bored. Therefore, teachers are expected to use technology in the classroom to create fun (Placeholder1) learning. In the classroom, The use of smartphones in teaching language has a different sense for the students; they become more enthusiastic and interested in using the phone to update their daily life rather than as educational tools. Applying vocabulary instructions by using technology can improve students' scores in the test (Sharma & Unger, 2016; Yip &Kwan, 2006). One of the technologies that have been used is Kahoot Aplication.

Kahoot is a free web-based program that allows teachers to pose questions to children who then respond from a selection of answers electronically on their own devices. It records the answer each child gives to a question, as well as how quickly they respond, so teachers can use the data to assess their children. It is a game-based learning platform used to review students' knowledge, for formative assessment or as a break from traditional classroom activities. Ultimately, it is a fun and engaging tool that can be used to challenge and assess learners. There are different types of Kahoots available; quizzes, surveys, jumbles, discussions and challenges. Kahoot quizzes could be used to support in English learning. Kahoot allows educators to create surveys and game-based quizzes that they can join using a pin number. The students select answer choices on a personal device such as a Chromebook, laptop, or smartphone that coincide with questions that are displayed on the smartboard (Johns, 2015). Students are able to play the games without needing an account username (Dellos, 2015), and create a nickname that will be displayed during the game (Johns, 2015). Furthermore, Kahoot quiz game questions may include multimedia visuals such as pictures and videos to further engage students (Dellos, 2015) and students get to earn points for answering questions correctly and quickly.

Nowadays in teaching the English language, The use of Kahoot application has been widely recognized by the researchers. The use of Kahoot application improves the students' motivation and attention to English language learning (Coca & Slisko, 2013). Nguyen and Yukawa (2019) found that Kahoot application has a positive impact on English language learning. Thus, in this research, the researcher wants to investigate the effectiveness of kahoot application in improving students' vocabulary as well as to understand how it can influence the students' vocabulary. Since this study aims at verifying whether learners have improved their knowledge specialized vocabulary, the research will focus on the using on Kahoot application in Improving English Learning Vocabulary. The platform is among the most popular within game-based learning, with over 70 million monthly active unique users and used by 50% of US K-12 students (Lunden, 2018) and As 2019, over 2.5 billion people from more than 200 countries have played Kahoot application (Vick, 2019). Many students are interesting and wishing used Kahoot in their break from traditional classroom activities. From the assertion above, the work was conducted to proving that this approach is more beneficial than traditional foreign language teaching courses especially for the students of the English Study Program of Widya Dharma University Pontianak. The purpose of this research was to find out the effectiveness of Kahoot application in improving the students' English vocabulary**.**

Methodology

The methodology of this research is a mixed method research. The objects of this research were basically in the form of qualitative entities such as perceptive, social phenomena, and problems which deal with students' perspective (Creswell, 2012). The purpose of this study was to investigate the effectiveness of Kahoot application in improving students' English vocabulary. To achieve this aim, the study focused on answering the following questions:

1. How effective is Kahoot application in improving English learner's vocabulary?
2. How does Kahoot application affect learning performance?
3. How does kahoot application impact students' ability in improving the English learning vocabulary

In this study, the researcher distributed the questionnaires to the students aimed to verify and proof the learners using kahoot application. According to Walliman (2011), stated that sample is a small group of cases that is selected out of large group. Nevertheless, it is good to take the whole population as the sample if possible, as stated by Arikunto (2002, p.112). "If the total number of the population is less than 100, it is better for researches to take all of them so it is a population research. "In brief, the number of the English Study Program of Widya Dharma University Pontianak in the Academic Year 2019/2020 is less than 100. The total number of the students is seventy-nine. In fact, the respondents who answer the questionnaire are sixty-one students.

The research work is based on primary and secondary data. Primary data is collected from students' responses used not only questionnaire but also interview; meanwhile the secondary data is collected from books, journals, internet and newspapers. In primary when collecting data:

(a) Questionnaire: in this case, the researchers used questionnaire to find out the students' vocabulary using Kahoot application. The questionnaire consists of 10 statements that must be answered by students by choosing the options strongly agree, Agree, Neural, and Disagree and strongly disagree.

(b) Interview: The interviews to some learners were carried out to find out their opinion about the learning process and the effect of kahoot application for improving their vocabulary.

In this research, the writer collects the data and the interview during the 2020 academic year in eight-week period and also due to the covid-19 problem the researcher continues collecting data by online using Google form. The instrument of the study was applied over an eight-week period before and during the Pandemic Covid-19, that beginning in February 2020 and ending in April 2020 of the class Reading two and Reading Four academic year 2019/2020. The researcher distributed the questionnaire to the subjects of the study. The researcher clarified the objectives of the study and explained the proper way to answer the paragraphs of the questionnaire. Students were assessed on their vocabulary acquisition after reading learning. Students filled in the correct vocabulary term that coincided with each definition provided. Students were also asked about their satisfaction with playing the online game Kahoot.

After collecting the data, the writers analyze the answer of the questionnaire and interview. For the questionnaire answer should be the frequency of answer in every section for each choice (i.e. strongly agree, agree, neutral, disagree and strongly disagree) is calculated first by the writers. Next, the writers count the percentage score of each choice for all section of questionnaire. Then, the result of interview analyzed by the writers and linked with the research problems in order to find out

the real opinion of the students about the effectiveness of kahoot application in improving English learning vocabulary.

Findings and Discussion

The data that have been collected from all of the students at the English Study Program of Widya Dharma University Pontianak in the Academic Year 2019/2020. There are 79 students in this research during the 2020 academic year in a period of one month But after the world problem of covid-19 in fact a total of respondents took part in this study is only sixty one due to the many kinds of problem that the respondents face like the network in the village or economic problem as the questionnaires are spread online by Google form.

The Questionnaire result

The data had been collected from all of the students at the English Study Program of Widya Dharma University Pontianak in the Academic Year 2019/2020 by using google form on Monday, June 15th, 2020. The questionnaire consists of two sections. The first section consists of seven question to answer the first and the third research question which deals with whether the use of Kahoot! To improve students' vocabulary mastery, two themes were identified; students' responses to the use of Kahoot! and practicality of Kahoot! as a vocabulary test. The second section consists of eight questions to answer the research question two wheteher the kahoot application effect the learning performance. The result of the questionnaire that consists of the frequency of the answers in every section for each choice and the percentage score can be found in the table and the explanation below.

Table 1. *Kahoot application impact students' ability in improving English vocabularies*

No	Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%	f	%
1	I think by Kahoot application make us get many new English vocabularies	8	13	28	45	25	41	0	6	0	0
2	I found Kahoot Aplication is very important for practising vocabulary	37	61	18	29	4	6	1	1	1	1
3	Kahoot application is useful for addressing students' questions about vocabulary	9	15	29	47	23	38	0	0	0	0
4	Kahoot application should be used to teach English vocabulary	6	10	24	39	31	51	0	0	0	0
5	Kahoot application is a good way to introduce vocabulary to Language students	6	10	22	36	31	51	2	3	0	0
6	Kahoot allows me to learn vocabulary more meaningfully	5	8	23	38	30	49	2	3	0	0
7	Kahoot application can improve students' ability to think quickly.	8	14	24	39	25	41	2	3	2	3

The table above shows that 13% of the students stated they are strongly agreed and 46% of the students agreed that they learn many new English vocabularies from kahoot application. The other

41% chose neutral. The different amount of students which is 61% of them strongly agreed that kahoot is very important for English learning and 29% state agree mean while one student (2%) state disagree. For kahoot is useful for adressing student's question of vocabulary, there are 15% of the students strongly agreed and the about 47% of them agreed that is interesting to learn vocabulary by using kahoot whereas 38% of the students just state neutral. For the students state that Kahoot application should be used to teach English vocabulary are 51% state Neutral, then 39% of the them agreed and the other for 10% strongly agreed. The students showed positive responses that Kahoot application is a good way to introduce vocabulary to Language students 10% of them strongly agree, and there are 36% agreed, and about 48% agree that Kahoot allows to learn vocabulary meaningfully. And for Kahoot application can improve students' ability to think quickly there are 53% state agree. In short, the study could prove that most of the students gave positive response that Kahoot application might help them in improving their English learning vocabulary.

Table 2. *The effectiveness of Kahoot application in improving students' vocabulary*

No	Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%	f	%
1	I like to use Kahoot Appication	19	31	25	41	13	22	4	6	0	0
2	I found Kahoot Aplication is easy	6	10	29	47	26	43	3	4	0	0
3	Kahoot Application is interesting	15	25	28	46	16	26	2	3	0	0
4	Very important to use kahoot in classroom	6	10	27	45	21	35	6	8	1	2
5	I feel happy when I able get the correct answer when answering Kahoot	11	18	29	47	21	35	0	0	0	0

From the table 2, shows that 72 % of the students are agreed that they like using a kahoot application to improve their English learning vocabulary; there are 71 % of students indicate interesting to use kahoot application; in addition 57% students indicate they found easy to use; students agreed that it is very important to use kahoot in the classroom are 55 % Finally, the majority of the students with aproximately 47 % agree and 18 % strongly agree that they feel happy when they able get the correct answer when answering Kahoot. This shows that Kahoot make the learning process more competitive as they really need to click on the right answer to be at the highest rank of the game. These findings are parallel to a study done by Kapuler (2015) who figured that Kahoot is one of the top 100 new apps to use in the classroom. It is at number 36 on the list of apps related to educational trends. In brief, the result of the kahoot section shows that kahoot application is effective in helping the students improve their English learning vocabulary.

From the table 3, it shows that 54 % of the students are strongly and agreed that by playing Kahoot enhances their vocabulary in English. There only 13 % agree that kahoot game is a distraction and most of them agreed that kahoot application help them in in learning vocabulary. Finally, the majority of the students with aproximately 67 % is strongly and agrees that they feel happy when they able get the correct answer when answering Kahoot. This shows that Kahoot make the learning process more competitive as they really need to click on the right answer to be at the highest rank of the game. These findings are parallel to a study done by Kapuler (2015) who figured that Kahoot is one of the top 100 new apps to use in the classroom. It is at number 36 on the list of apps related to educational trends. In brief, the result of the kahoot section shows that

kahoot application affects the learning performance of the students in improving their English learning vocabulary.

Table 3. *Kahoot application and learning performance*

No	Statement	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%	f	%
1.	I find that Kahoot! enhance my vocabulary in English.	10	17	27	44	16	26	8	12	1	2
2.	Kahoot! Game is a distraction.	0	0	8	13	6	10	34	55	14	23
3.	Kahoot Application help me in learning vocabulary	9	15	22	36	18	30	10	16	1	2
4.	I feel happy when I able get the correct answer when answering Kahoot	11	18	29	47	21	35	0	0	0	0

Kahoot application impact students' ability in improving English vocabularies

The data from interview indicated the same with the result of questionnaire as well. The students believed that Kahoot application Improves their Vocabulary Mastery. They also felt that Kahoot is one of the good technologies for making the learning process more enjoyable. During the interview, one of the questions asked was, "Do you think kahoot application help you to improve your English learning vocabulary skill? If the answer is yes, why?" The response of the students was positive. The students believed that the supporting Kahoot helps them mastering the vocabulary.

YN : "I think yes, because when I learn with kahoot application I get some new vocabulary, so it will improve my vocabulary skill from there."

TRK : "Yes, because it is very easy to use and fun, we can learn with friends and lots of material in English we may found in the application."

YK : "Yes, kahoot application helps me to improve my English, especially in vocabulary. In Kahoot application there are a lot of things that we can learn and a lot of new vocabulary in there."

CS : "Kahoot helps me to know several words I have ever heard. It also helps us to understand the meaning of those particular words."

Based on the students' assumption, kahoot aplication help the students to improve their English vocabulary. In fact, all of them answered that kahoot application can help them to improve their English vocabulary with different reasons. One student said that in kahoot application there are a lot of things and a lot of new vocabulary that can improve their English vocabulary; others said that the kahoot application is very useful to get more knowledge about vocabularies, and another stated that they get some new vocabulary and new material and new information when using kahoot application.

The effectiveness of Kahoot Application in improving students' vocabulary

Based on the analysis of the result of the interview conducted in using the aplication, one of the questions asked was, what are your purposes to access kahoot application? Do you use it for learning English vocabulary?".This question was deliberately asked to know the basic understanding of the students. The response of the students was positive. The students believed that the supporting Kahoot helps them mastering the vocabulary.

YN : "For me when I access to the kahoot application I want to learn English while having fun with the application with my friends, because it is make me more interested in learning English."

TRK : "Of course we can learn English in the kahoot application, and make it easier for us to find new vocabulary in the application."

CS : "Kahoot aplication is not only for learning English vocabulary but also making learning activities become more interesting and fun. Having yourself learning and also playing at the same time will relief you from pressure and help you to memorize your learning. Those are why I use kahoot."

The data from participants above clarified about the effectiveness of Kahoot!, kahoot aplication is very efective in improving the students vocabulary. they can learn English vocabulary from kahoot application with friends; to have fun; to find the new material in kahoot application; and make other activities more interesting. Most importantly that all of them use it for learning English vocabulary and make them easier to master it. In brief, all of them have various purposes in using kahoot application; they access kahoot application to learn English that help them to improve their English vocabulary.

Kahoot application affect learning performance

The use of Kahoot! Application affect the learning performance as it makes them more focus, and pay more attention to the learning. While learning, the students can only focus on Kahoot! Since there is no time for them to take a break. They are motivated to prepare themselves in learning the material given by the lecturer. In an interview session, as the question "In your opinion, what is the most noticeable improvement you get from kahoot application? "

TRK : "...what I got from the application is that I learn faster to read, and if we answer quickly, our score on kahoot becomes higher."

YN : "...in learning I can speak more fluently by using kahoot application with more vocabulary that I got from application and braver than before."

YK "In learning English i become more creative and my word choice becomes more variation."

CS "Kahoot helps me to know several words I have ever heard. It also helps me to understand the meaning of those particular words."

In fact, all of them answered that kahoot application can affect them in learning English with different reasons. One student said that while using kahoot application she can speak English fluently with more vocabulary, others said that the kahoot application is very useful to get more knowledge, and another stated that they get some new information when using kahoot application and it really helpful. From the respondents' answers above, it can be concluded that kahoot application surely effective used in learning and it could improve the students English vocabulary even in their skill such as speaking, reading, listening and writing skills. This section deals with the discussion of the findings and provides answers to the research questions. The first research question deals with whether Kahoot application impact students' ability in improving English vocabularies, the second deals with the effectiveness of Kahoot Application in improving students' vocabulary and the third one deals with how Kahoot application affect learning performance. From the finding, it can be deduced that majority of the respondents who took part in the study are mostly give the positive responses ("Agree" and "Strongly agree"). Even From the interview section, all of the students indicate that most of the students believed and realized that kahoot application may improve all of their English vocabulary even the four skill as speaking, reading, writing adn listening. By seeing the description above, the students mostly believed that kahoot application is useful for them to improve their English learning vocabulary skill and useful to improve their speaking, reading, listening and writing skill. The main conclusion is that Kahoot Aplication can have a positive effect on learning compared to traditional learning and other learning tools and approaches and for various contexts and domains. It was found that Kahoot Aplication had a positive effect on learning, as well as for language learning.

Conclusions

Based on the theories, the findings and the analysis, the present study arrives at the conclusions. The results of the study indicated that the use of Kahoot! in learning generates a positive outlook and attitude towards the improving of vocabulary. Students agree that the benefits of Kahoot! greatly affect their learning. Students feel that by using Kahoot!, they are more interested and focused on the new vocabulary. Kahoot also motivates them to be more competitive on the leader board of Kahoot!. In this study, students also think that the questions displayed on Kahoot! are more interesting. With pictures and videos, it is easy for students to understand the question given. Students also think this method is very helpful for them in knowing their abilities on the new vocabulary. Kahoot application could improve the students' English Vocabulary achievement. All students are propensity to use their cell phone or tablets and implement technology into the classroom. These tools supply a positive environment in the classroom; increase the spirit and motivation in learning also the fun. Motivation is one extra element that should be regarded since, according to Malamed (2012), students demonstrate a friendly competition and cooperative learning. In addition, the students gave positive attitude toward the use of Kahoot in vocabulary learning, in this case, they were more motivated and enjoyed learning English especially vocabulary through kahoot application. kahoot application are very effective tools to help all of the students at the English Study Program of Widya Dharma University Pontianak in the Academic Year 2019/2020 in improving their English learning vocabulary. It gives the positive affect that playing Kahoot Aplication improves motivation and the students' satisfaction. For further research, investigating the implementation and effectiveness of other applications on different skills that language needs to develop.

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