THE EFFECTIVENESS OF KAHOOT APPLICATION FOR FORMATIVE ASSESSMENT IN ENHANCING STUDENTS' VOCABULARY COMPETENCE

A Thesis

Submitted As Partial Fulfillment of the Requirements For Getting *Sarjana Pendidikan* Degree of English Language Education Study Program

By

HILAL FARIHAH

21421014

English Language Education Study Program

Faculty of Teacher Training and Education

La Tansa Mashiro University

2025

APPROVAL SHEET

THE EFFECTIVENESS OF KAHOOT APPLICATION FOR FORMATIVE ASSESSMENT IN ENHANCING STUDENTS' VOCABULARY COMPETENCE

By:

Hilal Farihah

21421014

Approved on 29th of September 2025

By the Consultant Team

Primary Supervisor	Co-Supervisor
Fheby Indriyanti Nurpratiwi, M.Pd.	**Yesi, M.Pd.**
NIDN. 0401029403	**NIDN. 0407129206**

RATIFICATION SHEET

THE EFFECTIVENESS OF KAHOOT APPLICATION FOR FORMATIVE ASSESSMENT IN ENHANCING STUDENTS' VOCABULARY COMPETENCE

By

HILAL FARIHAH
21421014

Defended before the Board of Examiners on 29th of September 2025 and Declared Acceptable.

Board of Examiners

Primary Supervisor : Fheby Indriyanti Nurpratiwi, M.Pd. (.....)

Examiner 1 : Hikmah Pravitasari, M.Pd. (.....)

Examiner 2 : Nurul Afiyattena, M.Pd. (.....)

Rangkasbitung, 06th of October 2025
Faculty of Teacher Training and Education
La Tansa Mashiro University

Head of Study Program

Hikmah Pravitasari, M.Pd.
NIDN. 0419119002

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotations and reference, as a scientific paper should.

Rangkasbitung 06th of October 2025

The Writer,



Hilal Farihah

21421014

MOTTO

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease. So, when you have finished [your duties], then stand up [for worship]. And to your Lord direct [your] longing“ **(Al-Insyirah 94:5-8)**

"Whenever you find yourself doubting how far you can go, remember how far you have come. Remember all you have faced, all the battles you have won, and all the fears you have overcome." **- N.R. Walker**

DEDICATIONS

Gratefully and thankfully, I dedicate this proposal to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents: Dede Hanafi, and Yuliyanti thanks for your advice, love, prayer, support, and always encouraging me in finishing my study. My dear sister, Lia Solihah S.Pd, for always cheered me up every time I went home. May Allah always give them health and always take care of them
3. My best supervisors: Fheby Indriyanti Nurpratiwi, M.Pd and Yesi, M.Pd who give me support, input, and advice and help me in finishing this proposal. May Allah bless your efforts.
4. The whole lecturers at English Education Department of La-Tansa Mashiro University.
5. El Karim Islamic boarding school components who are willing to provide research fields.
6. My lovely classmates of English Education Department La-Tansa Mashiro University who have suffered together during four years.

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil ‘Aalamiin, all praise be to Allah subhanahu wa ta’ala who has given me grace, love, opportunity, physical and spiritual health to complete this proposal entitled “*THE EFFECTIVENESS OF KAHOOT APPLICATION FOR FORMATIVE ASSESSMENT IN ENHANCING STUDENTS’ VOCABULARY COMPETENCE*” submitted as a final requirement in completing undergraduate education at *Faculty of teacher training and learning La Tansa Mashiro* in the preparation thesis, many parties have provided motivation, advice, and support to researcher. In this valuable opportunity, the researcher would like to express her gratitude and appreciation to all parties. First, the highest appreciation for the researcher is addressed to my beloved parents, Dede Hanafi and Yuliyanti who always reminded me to continue working on this thesis by never giving up.

The researcher expresses her sincere appreciation and gratitude to the supervisors, this thesis would not have been possible without the help of support and patience and her very important contribution in improving the results of this thesis. My primary supervisor, Fheby Indriyanti Nurpratiwi, M.Pd for her guidance, advice, and direction since the beginning of this research as well as providing extraordinary experiences over the past few years. Then to my co supervisor, Yesi, M.Pd who has helped patiently in completing this thesis by providing suggestions, guidance, and corrections until the completion of this proposal.

Finally, I would like to thank everyone who was important to the successful realization of this under graduate proposal. This proposal is still far from perfect, but is expected to be useful not only researcher, but also for readers. For this reason, suggestions and constructive criticism are most welcome.

Rangkasbitung…….2025

Hilal Farihah

TABLE OF CONTENT

APPROVAL SHEET ..... **ii**
RATIFICATION SHEET ..... **iii**
STATEMENT OF WORK'S ORIGINALITY ..... **iv**
MOTTO ..... **v**
DEDICATIONS ..... **vi**
ACKNOWLEDGEMENT ..... **vii**
TABLE OF CONTENT ..... **ix**
LIST OF FIGURES ..... **xi**
LIST OF TABLES ..... **xii**
LIST OF APPENDICES ..... **xiii**
ABSTRACT ..... **xiv**
CHAPTER I INTRODUCTION **1**
1.1 Background of the Study 1
1.2 Identification of the Problem 4
1.3 Limitation of the Problem 5
1.4 Formulation of the Problem 5
1.5 Objectives of the Study 6
1.6 Significance of the Study 6
CHAPTER II LITERATURE REVIEW **7**
2.1 Vocabulary in Language Learning 7
2.1.1 Definition of Vocabulary 7
2.1.2 Teaching Vocabulary 10
2.1.3 Vocabulary Competence in Junior High School 14
2.2 Formative Assessment 17
2.2.1 Characteristic of Formative Assessment 17
2.2.2 Techniques of Formative Assessment 19
2.2.3 Importance of Formative Assessment in Vocabulary Learning 20
2.3 Kahoot Application 21
2.3.1 Definition of Kahoot Application 22

2.3.2 Feature of Kahoot Application 23
2.3.3 How to Use Kahoot Application 26
2.3.4 How to Play Kahoot in Class 28
2.3.5 How to Create Kahoot Application 30
2.4 The Effectiveness of Kahoot in Enhancing Vocabulary Competence 31
2.5 Review of Relevant Studies 33
2.6 Theoretical Framework 39
2.7 Research Hypothesis 41
CHAPTER III RESEARCH METHODOLOGY 43
3.1 Research Design 43
3.2 Population and Sample 44
3.2.1 Population 45
3.2.2 Sample 45
3.3 Data Collection Technique 46
3.3.1 Instrument 47
3.3.2 Validity 50
3.3.3 Reliability 51
3.3.4 Treatment 53
3.4 Data Analysis Technique 55
3.4.1 Descriptive Statistic 56
3.4.2 Inferential Statistic 57
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 63
4.1 Research Finding 63
4.1.1 The Description of the Research Result 63
4.1.2 The Students' Vocabulary Test Result in Experimental and Control Class 68
CHAPTER V CONCLUSION AND RECOMMENDATION 93
5.1 Conclusion 93
5.2 Recommendation 94
REFERENCES 95
APPENDICES 103

LIST OF FIGURES

Figure 2.1 Feature of Kahoot Application 25

Figure 2.2 How to Use Kahoot Application..... 30

Figure 2.3 Step in Creating Quiz by Using Kahoot Application 30

Figure 2.4 Theoretical Framework..... 40

LIST OF TABLES

Table 3. 1 Administration of Islamic Junior High School in Indonesia Year 2025 45
Table 3. 2 Criteria of Cronbach's Alpha 51
Table 3. 3 The Criteria of Test Difficulty 52
Table 3. 4 Classification Discrimination Index 53
Table 3. 5 Sample Table of Kolmogrov-Sminrov Normality Test Result 58
Table 3. 6 Sample Table of Levene Statistic of Homogeneity Test Result 59
Table 3. 7 The Criteria of Cohen's Effect Size Measurement 61
Table 4. 1 The Result of Reliability Test 60
Table 4. 2 The Result of Item Difficulty 61
Table 4. 3 The Result of Discriminating Power 63
Table 4. 4 The Experiment Group’s Pre-Test Categorization Result 69
Table 4. 5 The Control Group's Pre-Test Categorization Result 82
Table 4. 6 Descriptive Statistic of Pre-Test Score of Both Class 65
Table 4. 7 The Experiment Group’s Post-Test Categorization Result 66
Table 4. 8 The Control Group’s Post-Test Categorization Result 67
Table 4. 9 Descriptive Statistic of Post-Test of Both Class 68
Table 4. 10 The Normality Test Result 90
Table 4. 11 The Homogeneity Test of Post-Test 90
Table 4. 12 Independent Sample T-Test Result 73

LIST OF APPENDICES

Appendix 1 Blueprint Try-out Vocabulary Test 87

Appendix 2 Try-out Vocabulary Test 88

Appendix 3 Analysis of Instrument 93

Appendix 4 The List of Pre and Post-Test Score 100

Appendix 5 Analysis of Normality, Homogeneity and Hypothesis Test of Pre and Post-Test Result 104

Appendix 6 Syllabus and Lesson Plan 115

Appendix 7 Field Note 104

Appendix 8 Students' English Vocabulary Test Sheet 127

THE EFFECTIVENESS OF KAHOOT APPLICATION FOR FORMATIVE ASSESSMENT IN ENHANCING STUDENTS' VOCABULARY COMPETENCE

By

Hilal Farihah
21421014

ABSTRACT

The aim of this research was to find out the influence of using Kahoot application toward students' vocabulary competences of eight grade Islamic Junior High School in Indonesia student in the Academic Year 2025/2026. The research was conducted quantitatively by quasi-experimental design. The sample in this research was 60 students. This research was carried out in two classes, namely controlled class and the experimental class. The data were gathered through tests which consisted of the pre-test and the post-test as the primary instrument and Field note as the secondary instrument. The researcher took VIII-A as the controlled class and VIII-B as the experimental class, each class consisted of 30 students. The collected data were analyzed through descriptive statistics to present the students' vocabulary scores, and inferential statistics to analyzed the data including normality test, homogeneity test, and t-test to verify the hypothesis by using IBM SPSS v.30. The results showed that the statistical calculation at a significance level of p-value (0.025) was lower than sig $\alpha = 0.05$ (5%). This showed there was a statistically significant difference between the two group. The calculation of effect size using Cohen's d revealed a value of 0.59, which falls within the range of a moderate effect. This study implies that game-based learning applications like Kahoot are not just supplementary tools but can play a substantial role in improving language learning outcomes when used thoughtfully in the classroom.

Keywords: Kahoot, formative assessment, vocabulary competence, quasi experimental design, English language learning

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English Vocabulary becomes the basic gate for a language learner to learn a new language. Surayya et al. (2023) in their research found it is a tool that has to be understood in learning English. However, mastering English vocabulary is a difficult thing and needs a long process. Vocabulary is very important. Students need enough vocabulary to understand English lesson. Student with larger vocabulary find it easier to understand the material, while those with a smaller vocabulary may struggle, because of this, teacher should teach vocabulary in an interesting way to encourage student enjoy learning English. The term “vocabulary” refers to a group of words with meaning. This means that vocabulary is not just a collection of letters, but also putting those letters together correctly to create meaning. Vocabulary is an important part of language learning because it helps students understand and able to use the language. English language proficiency has become essential in today’s globalized world, particularly for students (Umami, 2024). In the field of English language learning, the acquisition of vocabulary is a fundamental aspect that supports students’ overall language learning, especially for listening, reading, writing and speaking (Susanto et al., 2020). This shows that vocabulary plays a key role in learning a language, especially for communication.

Moreover, with more or lesser vocabulary mastery will affect students’ vocabulary achievement in language learning. Student’s knowledge of vocabulary

affects their comprehension of the teacher explanation, class conversation, and other discourses. The more words students know, the more they will be able to understand what they hear, read, listen and speak. Furthermore, they use words to express their thoughts and communicate effectively, understand text and also determine how clearly, they express their thoughts to the reader through writing. In brief, this is enough to proof that vocabulary is one among the four skills that student needs to comprehend the most. Vocabulary is a set of meaningful words and is essential for success in language learning (Żammit, 2024). It means that, vocabulary is the foundation in learning English.

However, although vocabulary as the foundation of any language, many students still lack of vocabulary. Because, they do not really attentive about the words' meanings. Moreover, based on the researcher observation during teaching practicum at junior high school in Indonesia, students still struggle to retain and recall vocabulary due to passive learning methods used by the English teacher. In addition, how well students can use a language depends on how much vocabulary they know. The teacher has not found the right method to teach vocabulary comprehension. They still implement a conventional method of evaluation, and often fail to engage students effectively leading to boring lesson and low motivation to learn English vocabulary. Especially in this digital era, where the technology plays crucial role in various aspect of human life, including Education. Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between

these components (Harris et al., 2009). Hence, integrating technology is essential not only for teaching method but also for students' evaluation achievement.

The rapid advancement of technology has transformed traditional learning method into technology-based learning, significantly impacting the quality and effectiveness of education. (Pappa et al., 2024) States that technology is frequently related only to informatics, computer science, digital tools and sometimes engineering because the aims and the implementation processes of these subjects cannot be easily distinguished from one another. Seeing this, by integrating technology into education is an important innovation that contributes to the improvement of Indonesian education quality (Mahmood et al., 2024). Using technology to teach vocabulary provides an appealing method of learning that allows for the transition from boring and outmoded dictionary procedures to meaningful exercises. Recognizing these challenges, it is essential to adopt innovative and interactive teaching strategy that engages students in vocabulary learning (Katemba, 2022). One of the alternative methods for increasing students' vocabulary mastery is by using game in teaching, such as Kahoot.

Kahoot is an online game-based platform that teachers may utilize in the real or virtual classroom to help teacher teaching the students through quiz-based learning. Kahoot! purportedly offers a host of benefits and allows educators to be creative and students to be motivated, intrinsically and extrinsically (Lin et al., 2018). Unlike traditional vocabulary learning methods. It provides teachers to make an interactive quiz. Kahoot also can be play individually or in terms, mixing it a flexible and dynamic tool for vocabulary learning. Teacher designs a game to

play, generate a game pin code and share it to the students so they can join to the room to get ready into the quiz. After all the students already entered the room the teacher can get the quiz started. The game-based of Kahoot makes learning more interactive and enjoyable, while also providing immediate feedback to both students and teachers. Kahoot supports social and active learning by engaging students in real-time interaction with content and peers (Latifah & Ningsih, 2024)

In addition, game-based learning using digital tools such as Kahoot shows satisfactory learning outcomes. Kahoot offers immediate feedback to instructors and students which acts as a formative evaluation. Kahoot Promotes formative learning by encouraging interaction, self-assessment, and metacognition key elements of constructivist education (Zulfa, 2024). By using Kahoot, students have the ability to self-assess their success in learning. In addition, teachers can measure their students' success in vocabulary acquisition and provide a fun and engaging means to facilitate vocabulary learning and retention. Based on the explanation, this study aims to investigate the effectiveness of Kahoot as a formative evaluation tool in improving students' vocabulary achievement. This study explores the use of Kahoot, a game-based learning platform, as one of the tools to improve vocabulary acquisition and as a formative evaluation to help teachers carry out more creative and effective learning in a fun way.

1.2 Identification of the Problem

From the explanation of the background of the study above, several problems that researcher can identify are:

1. Many students struggle to retain and recall vocabulary due to passive learning methods.
2. There is a lack of vocabulary lesson implemented during the English class in the eighth grade at Islamic junior high school for vocabulary competence
3. The teacher has not found the right method to teach vocabulary comprehension. The conventional method of evaluation, often fail to engage students effectively leading to boring lesson and low motivation

1.3 Limitation of the Problem

From identifying the problems that arose, the researcher limited the focus to investigate the effectiveness of Kahoot as a formative tool in enhancing students' vocabulary competence in the eighth grade at Islamic junior high school. This research focuses on examining the impact of Kahoot on students' vocabulary scores, especially between classes that use Kahoot and those that do not in the eighth grade at Islamic junior high school in Indonesia.

1.4 Formulation of the Problem

Based on the explanation of the problem in vocabulary competence that has been mentioned in the problem identification and based on the research focus, this research aims to answer the problem formulation as "To what extent does the use of Kahoot Application for formative assessment enhance students' vocabulary competence in the eighth grade at Islamic junior high school?"

1.5 Objectives of the Study

In accordance with the formulation of problem mentioned, the objective of this study is to examine the effectiveness of Kahoot-based formative assessment in improving students' vocabulary competence in the eighth grade at Islamic junior high school in Indonesia.

1.6 Significance of the Study

To provide valuable contribution to the following, the results of study were expected:

1. English teacher: It is expected to be an alternative solution for English teacher in teaching vocabulary comprehension as an innovative formative evaluation tool in engaging the assessment effectively.
2. Students: This study is expected to provide student with more active and innovative learning process, and student may develop their motivation, and improve their understanding in learning vocabulary comprehension.
3. Other Researchers: This study is expected to contribute new insights and knowledge on technology-based learning and formative assessment, serving as a foundation for future researchers interested in conducting further studies on similar topics. Future researchers may also explore the use of Kahoot as a learning tool to enhance not only on vocabulary but also reading and listening skills.
4. Educational Institutions: The findings may encourage school to adopt technology-integrated formative assessment methods, leading to more interactive and effective language learning environment.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary in Language Learning

English is an international language that has been approved all over the world. As Garcia (2013) put it, English language has a spread around the whole world, and very extensively developed as an international language for economic, social, and technological purposes, and predominantly spoken as an international language. From this statement, it can be said that English is a communication tool used by the whole world. In the world of education, both in Indonesia and in other foreign countries, English is taught as an education system that has been taught from elementary school to college. In learning English there are four aspects of skills that must be mastered by students at school, namely Listening, Reading, Speaking, and Writing. To master these four skills, it is important to master the basics of English, namely vocabulary

2.1.1 Definition of Vocabulary

Vocabulary plays a crucial role in language learning, as it directly impacts the four main skills: listening, speaking, reading, and writing. In listening, a broad vocabulary helps students comprehend spoken messages more effectively. In speaking, selecting the right words ensures clear communication and understanding. In reading, a strong vocabulary allows students to grasp the meaning of texts, while in writing, an extensive word bank enables them to express their thoughts clearly and effectively. Limited

vocabulary can hinder all these skills, making communication and comprehension more challenging. Therefore, mastering vocabulary is essential for language proficiency, as it serves as the foundation for all aspects of communication. Naturally, Susanto et al. (2020) as we all know vocabulary is the first position as the most crucial thing to learn for language learners. Vocabulary is one of the tools that has been comprehended in the learning of English. Furthermore, acquiring vocabulary knowledge is a crucial aspect of learning a language. Students' vocabulary knowledge has a major impact on their comprehension of reading material, their ability to write well, and their capacity to interact with others (Supriatna et al., 2024). However, students' vocabulary determines their level of English proficiency in classroom learning or interaction with other.

Vocabulary is the first thing to master in any language learning process, and it is the most important element in mastering a language. The first thing that comes to mind when someone mentions language is that it deals with words; where they come from, how they evolve, how they refer to one another, and how we use them to connect. Every student wants to know how far their vocabularies' ability even though it is impossible to fully mastered it, (Rahmah et al., 2023). 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. Teachers also 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. Vocabulary is one of the aspects that help students learn language skills such as listening, communicating, reading, and writing. According to Nugraheni et al. (2024) say that communication will be difficult and will not be meaningful without mastery of vocabulary and lack of understanding of meaning. Students cannot fully comprehend the discourse while listening. Students may not be able to communicate adequately in speech if they lack of vocabulary. Students may not comprehend the text in reading, also, in writing students cannot express their thoughts. Many of these issues arise as a result of students do not master vocabulary. In other words, vocabulary is needed for mastering the other language skills.

Mastery of vocabulary will also support students' activities in expressing opinions, as well as expressing their intentions and goals. Thus, Dhaifi et al. (2024) Without sufficient vocabulary mastery, ideas cannot be conveyed. Students must know the meaning of the vocabulary, be able to spell the vocabulary correctly, be able to use the vocabulary appropriately in sentences and be able to pronounce it correctly. It is important for students to gain more productive vocabulary awareness and to build their own personal vocabulary learning techniques while they enhance their English fluency and speech. When teaching English, vocabulary is essential because, with it, students can comprehend what is being said to them and articulate their thoughts. Students normally recognize the importance of vocabulary in their language learning.

Sometimes they are more difficult to understand the meaning of words than the grammar of the word itself.

Thus, according to the description above, vocabulary is a collection of words. It is a word of a language and the number of words used by, it is understood by human, it is a word of a language and the sum of words used by, understood by or under the command of a specific person or community, especially vocabulary in English words related to the meaning of the words and how to use them in communication.

2.1.2 Teaching Vocabulary

Teaching English vocabulary cannot be judged as a simple job because vocabulary is a fundamental aspect of language education. Even though the vocabulary is just a meaningful letter range on a piece of the word (Yu, 2020). Thus a teacher has to learn and know vocabulary teaching techniques. Furthermore, teaching English vocabulary is based on three teaching techniques, namely teaching the form, teaching the meaning and teaching use of the vocabulary (Nation, 2001). Vocabulary knowledge in Language Teaching presents three key dimensions: form, meaning, and use. The explanation based on the Nation (2022) also identifies nine aspects of what it means to “know” a word. These aspects are grouped into receptive (recognizing words in reading/listening) and productive (using words in writing/speaking) dimensions, they are:

a. Form: This dimension refers to how a word is recognized and produced, both in its spoken and written forms. It also includes

understanding the morphological structure of a word, such as prefixes, suffixes, and root words, which are essential for decoding and remembering vocabulary. In essence, this aspect covers how a word sounds, how it is spelled, and how it is constructed.

b. Meaning: This dimension involves the learner's understanding of the concept a word represents (also known as referential meaning) and the relationships it has with other words, such as synonyms, antonyms, or words in the same semantic field (associative meaning). Mastery of this aspect supports the development of semantic networks, which facilitate better comprehension and retention of vocabulary.

c. Use: This dimension encompasses knowledge of a word's grammatical behavior (e.g., part of speech, verb tense, countability), typical collocations (words it commonly appears with), and the sociolinguistic constraints that govern when, where, and how the word is appropriately used. This includes considerations of formality/informality, spoken vs. written register, and frequency of use.

These dimensions above are interrelated and develop gradually through a combination of explicit instruction and repeated contextual exposure, making them essential components of effective vocabulary teaching and assessment. Vocabulary learning should go beyond just memorizing definitions. Learners need to develop knowledge across all these dimensions to fully "know" a word and use it appropriately in different contexts. This is especially important in

second language acquisition, where partial knowledge may not be sufficient for fluent communication.

Teaching vocabulary has remained a central concern in language education due to its direct influence on learners' communicative competence. The process of vocabulary instruction has evolved significantly, moving from traditional rote memorization to more interactive, context-based, and learner-centered approaches. According to Nation (2022, p. 49) effective vocabulary teaching should balance incidental and intentional learning, provide repeated exposure to target words, and encourage active use of vocabulary in meaningful contexts. Nation emphasizes that a principled approach to vocabulary teaching should cover four strands:

a. Meaning-focused input: Learning vocabulary through listening and reading activities where the main goal is to understand the message (not just to learn vocabulary)
b. Meaning-focused output: Using vocabulary through speaking or writing to express meaningful ideas, not just to practice language forms.
c. Language-focused learning: Direct teaching and focused study of vocabulary and language forms (e.g., pronunciation, spelling, collocations, word parts).
d. Fluency development: Helping learners use vocabulary quickly and confidently without hesitation

When students have a wide vocabulary, they will use more words to express ideas. Vocabulary and abilities should be acquired and exercised. Teaching vocabulary is similar to studying a second language since vocabulary is the foundation for mastering the four language abilities of speaking, reading, writing, and listening. Students have difficulty learning English if they do not comprehend and master the vocabulary. In all languages, vocabulary is an essential component. Students who lack an extensive vocabulary are unable to communicate properly or convey their ideas in both spoken and writing form (Zhou and Wu, 2024). For example, say the word clearly and write it on the board, have the class repeat it in chorus, translate the word into the students' native language, ask students to translate the word, draw a picture to show what the word means, give an English example to show how the word is used, and ask questions using the new word (Ismail, 2024). Visual methods include flash cards, photos, chalkboard drawings, wall charts, real objects, mime, and gestures. Meanwhile, for verbal techniques, there are illustrative situations, synonym and definition use, contrast and opposites, scales, and giving examples of the types. If the teacher is unable to match the technique, teaching vocabulary will be less effective. A correct method might stimulate students' interest in acquiring vocabulary and make it simpler for them to remember the meaning. According to the above-mentioned expert's definition of teaching vocabulary, teaching vocabulary is a process that uses various approaches to help students

grasp the meaning of words in different languages and apply them appropriately.

2.1.3 Vocabulary Competence in Junior High School

As a user of English as a foreign language, it is undeniable that English is a frightening specter for students in Indonesia. With minimal knowledge and vocabulary, students often find it difficult to understand the meaning conveyed. Moreover, the meaning may be very different from what is intended, when, on the other hand, English itself is the most widely spoken language in the world. According to (Rashid et al., 2022) vocabulary is a vital element of language proficiency since it determines how well learners listen, talk, read, and write. Vocabulary competence is the knowledge and ability to understand and use words effectively, encompassing aspects like a word's meaning, form, grammar, and frequency, and it is crucial for overall language proficiency, improving reading, writing, and speaking skills. Developing vocabulary competence involves various strategies, such as reading widely, engaging with diverse texts, using new words in context, and utilizing dictionaries and social interaction to learn new words.

In teaching and learning English, vocabulary as an element of language is considered as the most important factor in improving the mastery of four language skills cannot be mastered if students still lack vocabulary. The teacher of English, as a foreign language should know very well how important vocabulary is. They know that students must learn thousands of words the speaker or writer use in their speech and/or writing. Fortunately, both teachers

and students recognize that vocabulary plays a crucial role in language learning and teaching. While grammar provides structural foundation of language, it must be complemented by vocabulary, context, and communicative practice to enable meaningful and effective communication (Davies, 2021). In line with this, Nation & Webb (2011) emphasize that vocabulary is the foundation of all language skills listening, speaking, reading, and writing and that effective vocabulary instruction significantly enhances language proficiency. Therefore, English teachers should continuously develop and apply a range of efficient and engaging techniques to support vocabulary acquisition in the classroom. Besides that, they should establish condition that makes learning vocabulary occur within a reasonable period of time.

Learning vocabulary is one of the important elements in language learning. Vocabulary will help and supports all four language skills. Teaching vocabulary helps students understand and communicate with others in English. Students' vocabulary achievement is the basic element in language acquisition. Students gain students' vocabulary achievement after learning vocabulary or it is the result of a learning process that we can see in the form of behavior change. According to Jin (2024) achievement is defined as "something which someone has succeeded in doing, especially after a lot of effort." This implies that students’ achievement refers to the outcomes they obtain as a result of their learning efforts. An outcome can be considered an achievement when it reflects positive or successful results at the end of a learning process.

The Indonesian junior high school English curriculum (*Kurikulum Merdeka*) emphasizes communicative competence, where vocabulary learning is integrated into four language skills. Vocabulary targets typically include:

- High-frequency words for daily communication.
- Academic vocabulary relevant to school subjects.
- Thematic vocabulary related to specific topics such as hobbies, environment, health, and school life.

Students are expected to master vocabulary through both explicit instruction (e.g., word lists, definitions) and contextualized learning (e.g., reading texts, interactive tasks). Furthermore, in junior high school. The vocabulary learning more focused on the effectivity and practicality. Hence, the required of vocabulary competence for junior high school are from C1 (remembering), C2 (Understanding) to C3 (applying) level of cognitive competence. According to Kemendikbudristek (2022) Indonesian Language and Literature and English Language Education aims to enable students to develop language skills, including listening, speaking, reading, and writing, with an emphasis on the function of language as a means of communication, self-expression, and a tool for acquiring knowledge. This objective highlights the importance of equipping students with comprehensive linguistic competencies that support both academic success and effective participation in a globalized society.

2.2 Formative Assessment

Formative assessment is an evaluation technique used in the learning context to track students' progress over time and gauge their grasp of the material. The process of assessment is used to evaluate a person or group's knowledge, skill, attitude, and many other qualities. The primary goal of the assessment is to gather pertinent data and an objective that can be utilized to measure progress, make decisions, or provide feedback in a particular situation. According to Maqsood et al. (2024), is a collection of measuring tools used to ascertain, collect, and analyze data about a person or group. It can also be used to establish a student's level and achievement in relation to the learning objectives.

2.2.1 Characteristic of Formative Assessment

Formative assessment is an ongoing process that helps teachers monitor student progress and learning development throughout a lesson, unit, or course. Instead of providing a final judgment, Formative assessments offer immediate feedback, allowing teachers to identify areas where students may be struggling and adjust their teaching strategies accordingly. According to Popham (2008), formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Similarly, Heritage (2021) emphasizes that effective formative assessment is embedded in instructional practice and provides real-time insights that enable responsive teaching. Think of it like a coach adjusting the game plan during a match based

on how the team is performing. These assessments are designed to be low-stakes, focusing on improving learning rather than grading it.

The following are characteristics of formative assessment as emphasized by Heritage (2021) :

a. Ongoing process: Unlike final exams or tests, formative evaluation happens frequently during the learning process.
b. Informal nature: It is often informal, with activities like quizzes, class discussions, assignments, projects, or peer reviews. There's no strict grading scale attached.
c. Feedback-driven: The core purpose is to provide feedback that helps students improve their understanding and performance in real time.
d. Focus on improvement: Formative evaluations are aimed at diagnosing areas where students need further support, enabling teachers to adjust their teaching methods.

Formative assessment plays a vital role in supporting student learning through its continuous, informal, and feedback-centered approach. By occurring regularly during the learning process and focusing on real-time feedback rather than final grades, it enables both students and teachers to identify learning gaps early. This allows for timely instructional adjustments, fostering a more responsive and effective learning environment. Ultimately, formative assessment promotes continuous improvement and enhances student achievement by ensuring that teaching strategies align closely with learners' evolving needs.

2.2.2 Techniques of Formative Assessment

Techniques of formative assessment are instructional methods used during the learning process to gather evidence of student understanding, provide real-time feedback, and make informed instructional adjustments. These techniques aim to enhance learning rather than evaluate it summative, supporting both teachers and learners in achieving learning goals. According to Heritage (2021) Formative assessment is an integral part of effective teaching and learning. It involves a set of ongoing strategies that enable teachers to gather evidence of student learning during the instructional process. These techniques aim not only to assess students' current understanding but also to inform the next steps in teaching, with the goal of improving learning outcomes. Unlike summative assessments, which evaluate student performance at the end of a learning cycle, formative evaluations are low-stakes, diagnostic, and embedded within daily classroom activities. The process used by teachers and students to recognize and respond to student learning in order to enhance that learning, during the learning process itself (Wiliam, 2014, p.23), emphasizes that learning is most effective when feedback is immediate and constructive. The outlines of five core strategies of formative assessment that relate directly to classroom techniques:

a. Clarifying learning intentions and criteria for success
b. Eliciting evidence of student learning through effective classroom tasks and questioning
c. Providing feedback that moves learning forward

d. Encouraging students to serve as learning resources for one another (peer assessment)
e. Promoting student self-assessment and ownership of learning

Ensures feedback is constructive and helps students in the learning process. By using these various formative assessment techniques, teachers can help students to monitor their learning progress, identify areas where they need to improve, apply more effective learning strategies, improve their understanding of the material studied, Increase motivation and engagement in learning.

2.2.3 Importance of Formative Assessment in Vocabulary Learning

Formative Assessment plays a vital role in vocabulary learning, as it supports the continuous monitoring of learners' lexical development and promotes long-term retention. According to Nuci et al. (2021) formative assessment strategies such as interactive quiz, digital flashcards, and game-based platforms significantly enhance vocabulary acquisition by providing immediate feedback and allowing learners to reflect on their progress. Their findings support the broader formative assessment theory originally, which emphasizes feedback-driven learning and instructional responsiveness. In the context of vocabulary learning, this theory has been extended to digital environments, where tools like Kahoot, Quizlet, and Google Forms are commonly used to assess and reinforce word knowledge in real-time. Additionally, Nation & Webb (2022) argue that formative assessment aligns with the “language-focused learning strand” of their vocabulary learning

model, as it allows teachers to evaluate depth of vocabulary knowledge including form, meaning, and use while tailoring instruction accordingly. Furthermore, Pinner (2021) highlights that self-assessment and contextual vocabulary tasks promote metacognition, which is essential for learners to internalize and apply new vocabulary effectively. Collectively, these studies suggest that formative evaluation is not only a tool for assessment but also an instructional strategy that enhances learner autonomy, engagement, and vocabulary retention.

2.3 Kahoot Application

In Indonesia, English is the first foreign language studied in school from junior high school to university level as the government wishes to help people to develop good English skills. One of the important aspects is the linguistic aspect including grammar, vocabulary, pronunciation, structure, etc. Besides these aspects, the students also need to master the language skills like listening, speaking, reading, and writing. According to Jamalipour & Farhani (2010, p. 107) vocabulary learning is an important component of language learning. Students' vocabulary knowledge can significantly affect their ability to understand reading material, write effectively and communicate with others. Vocabulary acquisition can be challenging for students, and educators have sought various strategies to make the learning process more engaging and interactive. One such strategy is the use of Kahoot.

2.3.1 Definition of Kahoot Application

Kahoot is an online learning platform that allows educators to create and share interactive quizzes, surveys, and games for their students. A recent study mentioned that Kahoot is designed to be engaging and fun (Awaludin, 2023), making it a popular tool in classrooms around the world. It can be used to teach various subjects, including vocabulary. Students can participate in Kahoot activities using their computers, tablets, or smartphones, and they can compete against each other or work together as a team. Kahoot provides a way for educators to assess their students' understanding of a particular topic and track their progress over time. Several studies have demonstrated its effectiveness in improving students' vocabulary retention and engagement. According to Wang and Tahir (2020), the use of Kahoot enhances classroom dynamics and promotes active learning by creating a fun and competitive environment. Their review of multiple studies concluded that Kahoot significantly improves student engagement, motivation, and retention, particularly when used for low-stakes, formative purposes. For instance, Mawarni (2021) found that integrating Kahoot into classroom routines enhances student engagement and competitiveness, fostering a more effective learning environment. This study emphasized that students participated more actively in class when Kahoot was introduced, as the element of competition motivated them to perform better. Similarly, Hadijah et al. (2020) Her study highlighted that gamification elements such as instant feedback, scoring, and leaderboard rankings contributed to a deeper learning experience.

Kahoot was used as a formative evaluation tool to support vocabulary learning among Grade 8 students. By incorporating real-time quizzes and immediate feedback, the application helped students review and reinforce new vocabulary in an enjoyable and competitive environment. Sibatuara (2021) conducted an experimental study and concluded that using Kahoot Twice a week significantly boosted students' vocabulary scores. This study compared two groups, one using Kahoot for vocabulary learning and another relying on conventional methods. The results demonstrated a substantial improvement in the Kahoot Group, indicating that frequent exposure to interactive quizzes reinforced students' retention of new words. The study also pointed out that students exhibited higher motivation levels, as they were eager to participate in Kahoot based activities, making learning more enjoyable.

2.3.2 Feature of Kahoot Application

In recent literature, Kahoot has been recognized as a dynamic educational tool that integrates interactive features to enhance student engagement and learning outcomes. According to Devitriana and Wijirahayu (2025), Kahoot effectively transforms traditional vocabulary learning into an engaging experience through its gamified approach and user-friendly interface. The platform's immediate feedback mechanisms and competitive elements foster active participation, facilitating vocabulary retention among students. Moreover, Kahoot has introduced several innovative features to further enrich the learning experience emphasized by Harris (2022):

a. The "Single Screen" mode allows questions and answers to be displayed on students' devices during live sessions, making the learning experience more inclusive and accessible.
b. The "Team Mode" encourages collaboration by enabling students to play Kahoot as a team, discuss answers together, and participate from various locations.
c. Additionally, the integration of AI-powered tools, such as the AI-assisted question generator and PDF-to-Kahoot conversion, streamlines content creation, saving educators' valuable time.

These features collectively contribute to Kahoot's effectiveness in fostering an interactive and personalized learning environment, aligning with contemporary educational needs and preferences. Kahoot Includes interactive features that increase student enthusiasm, such as friendly competition with classmates. A study at the Faculty of Medicine at the University of Science Malaysia conducted by Ismail & Mohammad (2017) finds that Kahoot's visual elements help students stay focused and motivated. Additionally, the game's music feature provides an engaging learning experience that supports vocabulary achievement. The study also shows that students see Kahoot as a useful tool for formative assessment because it gives instant feedback on their learning progress. The platform's simple interface allows students to access it easily on their smartphones, making it a flexible and convenient tool for digital education. The use of Kahoot in educating the English dialect has been broadly recognized by the writers. Nguyen and Yukawa (2019, p. 23) found that

Kahoot has a positive effect on English language learning. However, this consider was constrained in exploring the students' point of view in utilizing an intelligently amusement, Kahoot, as the media of vocabulary assessment. This think about pointed to explore the students' point of view of utilizing Kahoot to evaluate the students' vocabulary abilities, as well as to get it how it can impact the students' vocabulary.

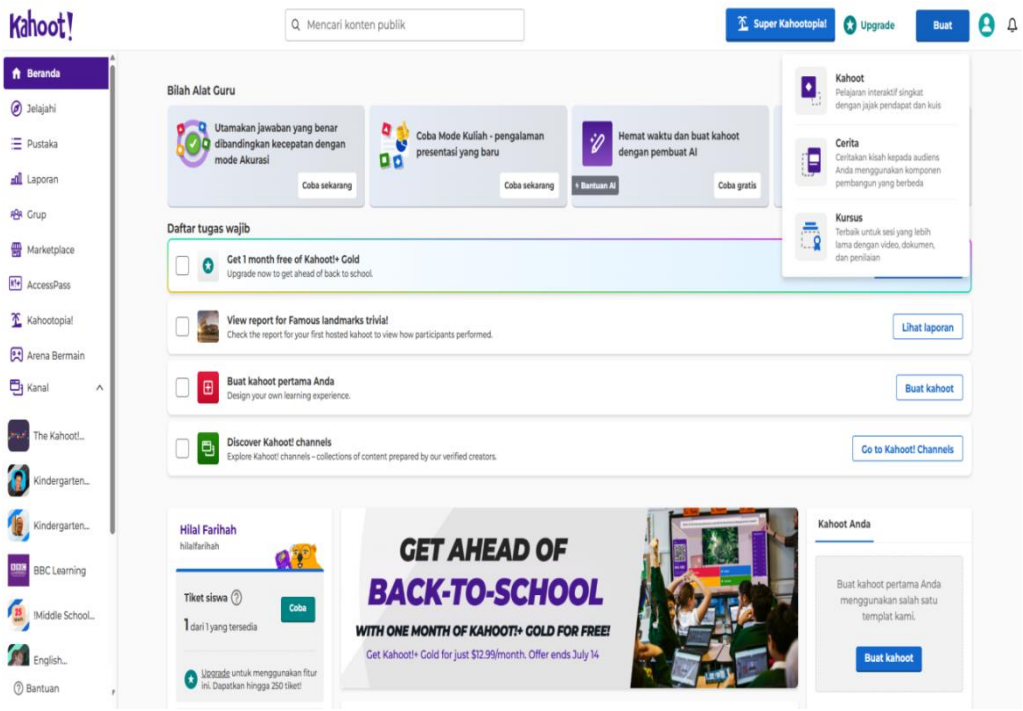


Figure 2.1 Feature of Kahoot Application

This initial view shows the main interface of Kahoot, where users can see various options such as creating a new quiz, joining a quiz, or choosing a game type. Next, we can choose our role as a teacher or student, if the selected as the teacher then the Kahoot display will be shown to create a quiz. On the right there is also a timer feature where we can set the time speed on the questions answered by students. The quiz creation view can be added on the left, for

example the image when creating questions and an answer This view also shows how Kahoot Users can create quiz questions with various formats, such as multiple choices, true false, or quizzes involving images or videos. A view of the quiz being played can be added here, for example an image of the interface when a participant answers a question, for the quiz results view this view shows the results of the quiz, including participant rankings, correct answers, and overall quiz statistics.

2.3.3 How to Use Kahoot Application

The use of the Kahoot application in educational settings has been extensively discussed, highlighting its effectiveness and strategies for implementation. The study conducted by Yıldırım & Sadık (2021), Kahoot serves as a game-based student response system that transforms traditional classroom activities into interactive learning experiences. The application is utilized for various purposes, including assessing students' knowledge, reviewing content, and enhancing classroom dynamics. Its integration into teaching practices has been shown to positively influence students' learning performance, motivation, and engagement. However, challenges such as technical issues and the need for appropriate question difficulty levels have also been noted.

Conventional teaching techniques tend to make learning boring because the atmosphere of the learning process is not attractive and it tends to make it difficult for students to focus on the learning process. According to Lee et al.

(2020) investigated the impact of Kahoot on English as a foreign language (EFL) learners' vocabulary acquisition. The study found that Kahoot was an effective tool for improving EFL learners' vocabulary, as it provided a more engaging and interactive learning experience than traditional classroom instruction. A learning process that is conducive, fun and not boring for students in the world of education is needed so that the aims and objectives of teaching expected in the learning process are easily achieved.in the Industrial Revolution Era, universities must be able to adapt to technological developments, one of which makes it a conducive and enjoyable learning process. Teachers, lecturers, and Learning Technology Developers have an important role in developing innovations, ideas or ideas for the use of technology in learning. The benefits of learning with technology can create an effective learning climate for students who are slow in learning, stimulate students in doing the exercises and can adjust the pace of learning speed according to students' abilities (Made, 2011). It means that, by using technology in education, students will be more active and engage in the learning activities in a fun way.

As a medium of visual learning, Kahoot has attention functions. The attention function is the visual media is the core, interesting and directing the attention of learning to concentrate on the content of the lessons relating to the visual meaning displayed or accompanying the text of the subject matter. In Kahoot contains colors that are interesting and liked by students. According to Wadsworth et al., (2013) pictures and colors that children prefer to show that a

perfect visual presentation of realism is coloring, because coloring in pictures will foster an impression or realistic impression. As a learning media Kahoot has the benefit of increasing students' perception, improve the ability to remember students, improve the ability to transfer knowledge of learning and increase the effectiveness of learning.

2.3.4 How to Play Kahoot in Class

There are some steps to play Kahoot application Based on Muhd Al-Aarifin et al., (2019), there are some steps on how students play Kahoot in the learning process:

1. Go to kahoot.com and login to your account.
2. At the top of menu, click Kahoot tab.
3. In Kahoot quiz page, Select the check box of a Kahoot quiz you want play
4. Choose Classic (player vs. players) or Team mode (team vs. team with shared devices). Note: In “Game Options,” you can customize point bonuses, name generator (auto-generated nickname to maintain student anonymity), randomization of questions and answers, two-step join for extra security (students enter the game pin and select the correct pattern), automatic transitions, and game pin display.
5. The screen will now display the game lobby with the Game Pin # and joining instructions.
6. Students enter the Pin # in Kahoot Mobile app or atkahoot.it on their devices (computer or mobile) and click Enter. Students enter a

nickname and click OK, go! Button, which will populate on your screen in the game lobby. Note: Students also have an option of selecting an auto-generated nickname.

7. You will see students that joined this Kahoot Click Start on your screen to begin the game.
8. The question and answer choices will be displayed on your screen, whereas student screens will display on the answer buttons. Note: Students will select the answer choice corresponding to the button with the same color and shape as the answer choice.
9. Once all the players have answered the question, the correct answer and a bar graph with the overall snapshot of the class responses will be displayed on the instructor's screen.
10. Click Next to move to the next question.
11. At the end of each question, the Leaderboard will display the top five scorers.
12. Once the game is over, winner information will be displayed in the Podium and the student screen will show their personal results and rank.
13. Click Get Results to be able to save an Excel spreadsheet with results of student responses and scores. Note: Students can rate the Kahoot quiz, and you can save those results as well.
14.

2.3.5 How to Create Kahoot Application

There are some steps for the teacher in creating Quiz on Kahoot application based on Arumugam & Prakash (2022):

1. Go to https://kahoot.com, click Log in and enter your Kahoot account.
2. Click the Create button on the top right corner of the screen or click on any of the Kahoot activity types to begin creating.

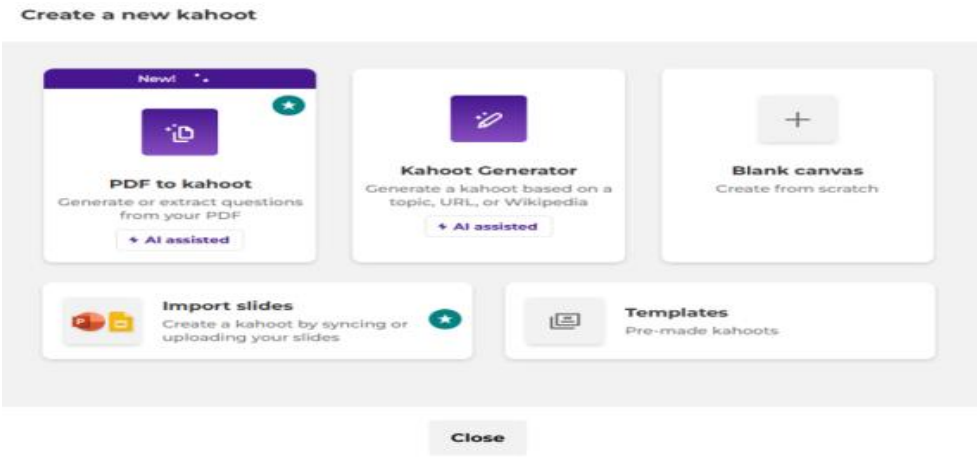


Figure 2.2 How to Use Kahoot Application

The teacher can choose whether to upload prepared file or manually create the quiz in Kahoot Application.

3. Choose the quiz types that you desire and click on it.

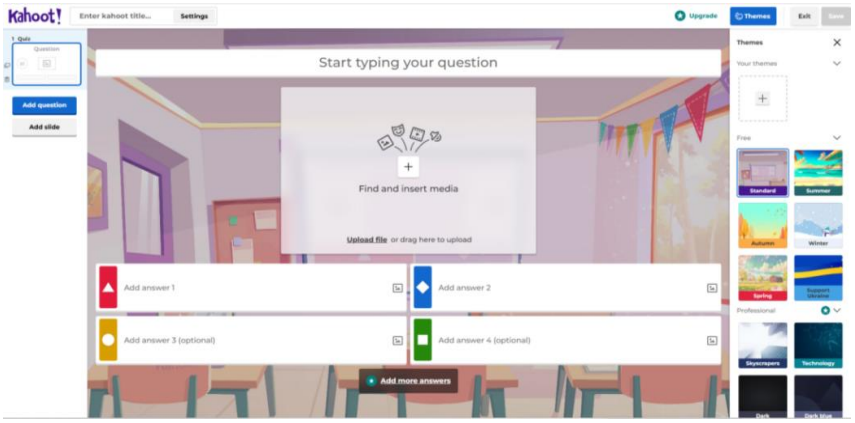


Figure 2.3 Step in Creating Quiz by Using Kahoot Application

For example, when you click on multiple-choice quiz. The teacher is required to fill the question and its choice answer, with the maximum 6 options. They are also able to add picture and sound for more creative quiz. Then, click add question if you want to add another quiz.

4. In Kahoot! Quiz settings:
    a. Enter the quiz name, a description of what the quiz is about, privacy status, language preference and audience.
    b. You can upload your own cover image or select images from the Kahoot image library.
    c. Click OK, Go and then add Question when the Question screen pops up.
5. Questions can be reordered by dragging to the desired location.
6. Once you're done adding all the questions, click Save.
7. Click I'm Done. Now, you can edit, play or share the Kahoot! Quiz.

2.4 The Effectiveness of Kahoot in Enhancing Vocabulary Competence

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. According to Syafina et al (2025) As an evaluation medium, Kahoot! not only provides a fun learning experience but also increases students' motivation to participate in the

learning process, Ultimately, it is a fun and engaging tool that can be used to challenge and assess learners. There are different types of Kahoot Available; quizzes, surveys, jumbles, discussions and challenges. Kahoot quizzes could be used to support in English learning. It allows educators to create surveys and game-based quizzes that they can join using a pin number. The Student select reply choices on a individual gadget such as a Chrome book, tablet, or smartphone that coincide with questions that are shown on the smart board (Premkumar, 2016). Understudies are able to play the recreations without requiring an account username and make a moniker that will be shown amid the diversion. Besides, Kahoot test amusement questions may incorporate interactive media visuals such as pictures and recordings to advance lock in understudies (Hadijah et al., 2020). Hence, understudies get to gain focuses for replying questions accurately and rapidly.

Nowadays in teaching the English language, the use of Kahoot application has been widely recognized by the researchers. Awaludin (2023) 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). Over 2.5 billion people from more than 200 countries have played Kahoot application. 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.

2.5 Review of Relevant Studies

There were several relevant studies about Review of the previous studies mentions some researchers in the same topic; those researchers used games to teach English vocabulary. They can be used as references in this study. These researchers of current topic as follows:

The First study was conducted by Quiroz et al. (2021) entitled "*Improving English Vocabulary Learning through Kahoot!: A Quasi-Experimental High School Experience*. Utilizing a quasi-experimental post-test approach, this study explores the benefits of using Kahoot! to increase English vocabulary learning in an EFL environment. The study included an experimental and a control group from two 9th grade courses. Conducted over four weeks with two weekly lessons, the research compared an experimental group that used Kahoot! Quizzes with a control group taught through traditional methods Both groups were given a pre- and post-test, and their results were compared to see whether there were any differences. The observations use of inferential statistic and independent samples t-test for comparing mean post-test scores between two groups. The interventions in each group lasted four weeks and consisted of two lessons each week. Their quasi-experimental study provides statistically significant evidence that game-

based learning fosters improved vocabulary acquisition compared to traditional instruction. However, the short-term nature of the study and limited scope mean that outcomes on long-term retention, transfer to communicative use, or comparisons with other tools remain open questions. The study is best understood as one piece of emerging evidence that gamified platforms like Kahoot can enhance classroom engagement and short-term learning results, particularly for vocabulary acquisition.

The Second research by Sari (2022) with the title "*Improving Students' Vocabulary Mastery through Blindfold Game* (A Classroom Action Research with the Eighth Grade Students of SMP Negeri 2 Hulu Gurung in the Academic Year of 2021/2022)". This study used classroom action research (CAR). The subjects of this study were eighth grade students of SMP Negeri 2 Hulu Gurung, with a total of 23 students. This study used observation and measurement as data collection techniques. The observation technique used an observation checklist and field notes, while the measurement technique used a vocabulary test. To assess students' vocabulary mastery through a blindfold game, the researcher used two types of scoring: individual scores and mean scores. The findings of this study revealed that students' vocabulary mastery improved from 61,95 34 to 80,86. The students were more active in the vocabulary learning process when they used blindfolded game. The differences of the research were the topic of the research. In this study, the researcher used the Kahoot games application to improve the students' vocabulary mastery. The findings revealed a significant improvement in vocabulary mastery, as shown by the increase in mean scores from 61.95 to 80.86.

Furthermore, the study highlights how the blindfold game encouraged greater student participation and enthusiasm, which are often key challenges in traditional vocabulary teaching methods.

The Third study was conducted by Rizky (2022) entitled "*The Use of Kahoot! Game on Students' Vocabulary Knowledge*" The aim of the study is to investigate whether or not the Kahoot! Game has an effect on students‟ vocabulary knowledge at the eigth-grade students of MTs Nur Falaah Parung. The study involved 30 students of the eighth-grade of MTs Nur Falaah Parung as the sample of the research. The method of the study was quantitative method with a quasi-experimental design. To gather the data, this study used pre-test and post-test. For the subjects of this study the writer divided the participants into two groups, the experimental group and the control group. The writer had compared the students' vocabulary knowledge before and after the treatment was given. T-test formula was used to analyze the students' achievement of students' vocabulary knowledge. The result of this study showed that the statistical calculation in the significance degree of the p-value (0.025) was lower than sig $\alpha = 0.05$ (5%). This finding suggests there is a statistically significant difference in the post-test results between the experimental and control groups. It was also supported by the result of effect size that was 1.1 at strong effect. In other words, the effect of using Kahoot! game on students‟ speaking skill of narrative was significant. This study provides strong evidence of the positive impact of using Kahoot! on students' vocabulary knowledge. The statistical analysis showed a p-value of 0.025, which is lower than 0.05, indicating a statistically significant difference in vocabulary

improvement for students who used Kahoot! compared to those who did not. This study confirms that Kahoot! Can be a powerful digital tool to enhance vocabulary learning by making the process more interactive and engaging.

The Forth study was conducted by Puspitaningsih (2023)"*The Use of Kahoot Games Application to Improve Students' Vocabulary Mastery*" (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Simo Boyolali). The design of this research is Classroom Action Research (CAR), using Kemmis & McTaggart's cycles (planning–acting–observing–reflecting). And The result of this research showed that the use of Kahoot games application effective to teach them in vocabulary. There have been a lot of progresses in the vocabulary learning using Kahoot games application. It is proven by the results of some data used in this study; observation, student test scores, and questionnaire. The students' score from pre-test to the final test showed a good improvement. In the pre-test, there were only 17 out of 32 students or 53.1% who could exceed the KKM (minimum mastery criterion), and the average score was 76.3. Furthermore, in the first post-test that was conducted after cycle 1, the students who passed the KKM were increased. There were 23 students or 71.9% of all students who exceed the KKM, and the average of students was 78.3. Then, in the second post-test that was addressed after cycle 2, 90.6% students could pass the KKM and achieved the criteria of success. The motivation of students were increased, it is proven by the questionnaire. From the explanation above, it can be concluded that the Kahoot application has a positive impact on students, and encourages students to be more active and motivated in learning English, especially vocabulary. This

study clearly demonstrates the effectiveness of using the Kahoot! games application to improve vocabulary mastery among eighth-grade students at SMP Negeri 1 Simo Boyolali. Conducted as a Classroom Action Research (CAR), the study used observation, test scores, and student questionnaires to gather data. The results showed consistent improvement in students' vocabulary performance from the pre-test to the two post-tests across learning cycles. By the second post-test, over 90% of students had successfully passed the minimum mastery criterion (KKM), showing that the integration of Kahoot was not only effective but also met the criteria for instructional success.

The Fifth study was conducted by Rahmayana (2024) "*The impact of kahoot-based formative assessment on student learning outcomes at a Junior High School in Samarinda"* This study explores the impact of using Kahoot! as a formative assessment tool on student learning outcomes in English at SMPN 22 Samarinda. The research utilized a quasi-experimental design with pre- and post-test measures on Class VII-7 B. Findings revealed that Kahoot! Significantly improved students' understanding of English grammar, particularly tenses. Data analysis was conducted using SPSS software, showing a notable increase in student achievement post-intervention. The study emphasizes the importance of integrating technology like Kahoot! in the classroom to enhance learning. Recommendations for future research and teacher strategies are also provided. The quantitative data, processed with SPSS, demonstrated a significant increase in student achievement after the implementation of Kahoot! Supporting the conclusion that the tool effectively enhances grammar learning.

The Sixth study was conducted by Ahmed et al. (2022)" *An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention*" This study tried to examine the impacts of Kahoot as a game-based learning tool on Iranian EFL learners' vocabulary recall and retention. This study used a quasi-experimental approach with a two-group design, including pre-tests, immediate post-tests, and delayed post-tests. Data analysis was performed using paired t-tests and unpaired t-tests to prove that Kahoot! is more effective than traditional methods in improving students' vocabulary recall and retention. To this end, 50 Iranian intermediate learners were chosen for the participants of the study. After that, the participants were randomly assigned to two equal groups, one experimental and one control. The participants' English vocabulary knowledge was measured by administering a vocabulary pretest. After pretesting process, the participants in both groups received the treatment in two different ways. In the EG, the new vocabulary items were taught using the Kahoot game, while in the CG, the new ones were taught using traditional instruction. After finishing the treatment course, which lasted ten sessions, the two groups took the immediate vocabulary posttest. After three weeks, a delayed vocabulary posttest was ad-ministered to both groups to determine the effects of Kahoot on their vocabulary retention. The results of paired samples and independent samples t-tests depicted that there were significant differences between the immediate and delayed posttests of the EG and the CG in favor of the EG. The implications of this study can tell the teachers that teaching through game-based learning tools may produce better results than

teaching through traditional methods. Also, the implications of this study can encourage students to practice and learn English even outside of the class context

It can be concluded that the use of interactive games such as Kahoot and Blindfold Game has a positive impact on students' vocabulary acquisition. In general, all four studies show that: Kahoot increases students' engagement and motivation to learn through a fun and competitive approach. The use of Kahoot was shown to help strengthen vocabulary retention and create a more engaging learning atmosphere. All studies focused on improving students' vocabulary learning outcomes after intervention using games, with significant results. And the novelty from this research lays in using Kahoot not just a game but as a structured formative assessment tool focused specially on vocabulary competence.

2.6 Theoretical Framework

This study's theoretical underpinnings are predicated on the idea that vocabulary is a crucial component of learning English that needs to be conducted in a suitable and engaging manner not to be restricted. By using Kahoot in the classroom can help educators communicate material and improve students' scores. Hence, this quasi-experimental research is conducted in accordance the theory of using Kahoot as formative evaluation to improve students’ vocabulary achievement. The diagram of the theoretical framework will be shown below:

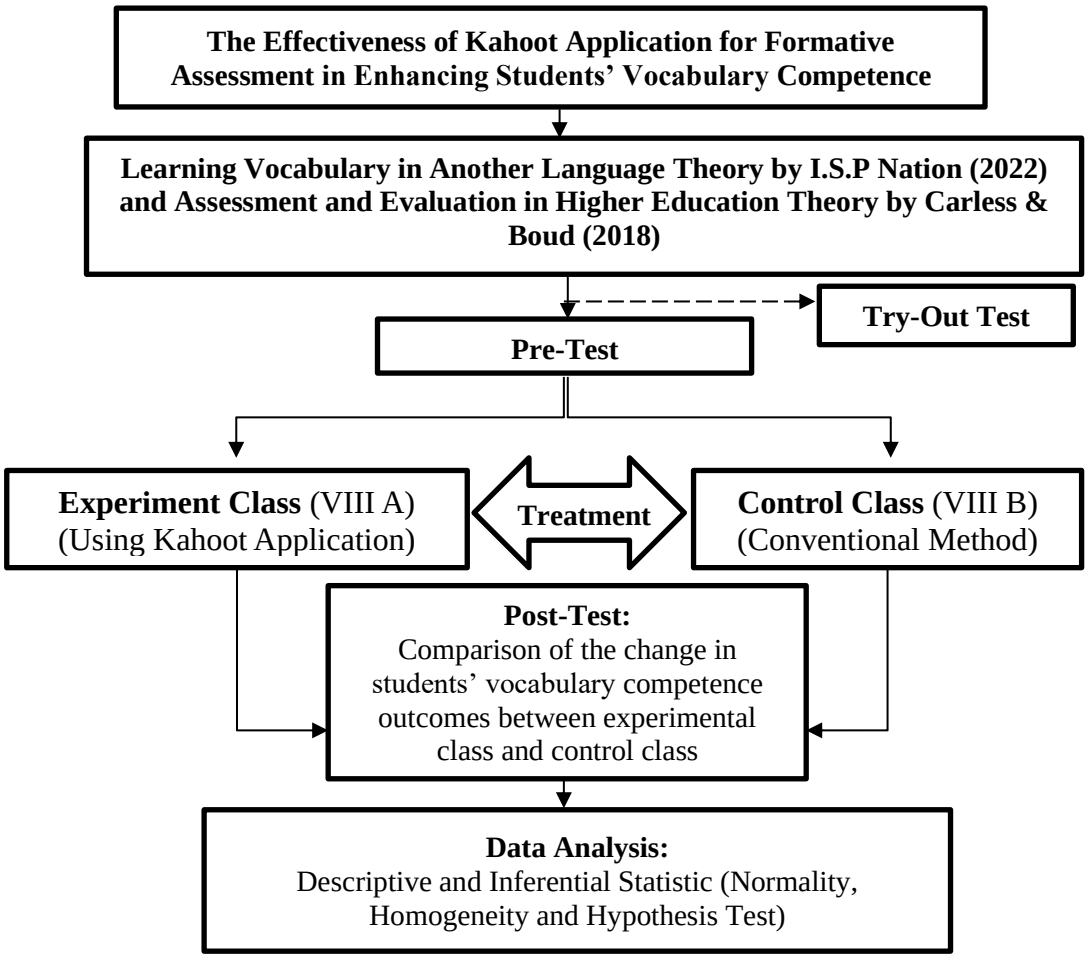


Figure 2.4 Theoretical Framework

Based on the framework above the grounded theory uses in this research are based on Nation (2022) Theory and Carless & Boud (2018) Theory. In this study, Kahoot Game is expected to be able to improve students' achievement in learning English vocabulary items. Licorish et al. (2018) stated Kahoot fostered wider and active student participation, and yet provided students with the opportunity to retain their most desirable personal choice of participation. In short, Kahoot game can be an alternative solution to have a class engagement become more fun to learn English vocabulary. The difference between the current study and previous studies is that this study uses a formative evaluation approach using

Kahoot which has not been explored in depth in previous studies. This is an important scientific contribution, as it combines technology and assessment in improving English vocabulary learning.

2.7 Research Hypothesis

A research hypothesis is a short-term solution to a research problem whose validity has still been empirically shown. According to Creswell (2020) a hypothesis is a prediction or educated guess about the expected relationships among variables." he explains that in quantitative research, hypotheses are used to test relationships or differences between variables. They serve as formal statements that researchers test using statistical procedures. Descriptive, comparative, and associative hypotheses are the three types of study hypotheses (Sugiyono, 2017, p. 103). In this study the researcher used comparative hypotheses to express differences in certain variables. This study also uses the concept of the null hypothesis (H_0) and the alternative hypothesis (Ha). Based on Suryabrata (2016) the null hypothesis is a hy*p*othesis which states that there is no mutual relationship between two or more variables. While the alternative hypothesis is a hypothesis which states that there is a mutual relationship between two or more variables. The research hypothesis of this quasi-experimental research is that the Kahoot Game has a great impact on students' vocabulary knowledge. The research hypothesis of this quasi-experimental study is that Kahoot Game has a great impact on students' vocabulary knowledge. In this quasi-experimental study, the researcher intends to determine the effectiveness of

Kahoot application for formative assessment in improving students' vocabulary achievement. Therefore, the research hypothesis can be formulated as follows:

1. H_0 (Null Hypothesis): There is no significant difference in Vocabulary Competence scores between the eighth-grade students at Junior High School those taught by using Kahoot Application as Formative Assessment and those taught using conventional method
2. H_a (Alternative Hypothesis): There is a significant difference in Vocabulary Competence scores between eighth grade students at Junior High School those taught by using Kahoot Application as Formative Assessment and those taught using conventional method

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research was quantitative research. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can then be measured, typically with instruments, and the resulting numbered data can be analyzed statistically. This study used quasi-experimental design, specifically the non-equivalent control group design, as outlined by Creswell & Creswell (2018, p.253-266) This design allows the researcher to measure the effect of an educational intervention without random assignment. The study involved two intact groups: an experimental group receiving the treatment (formative assessment techniques) and a control group receiving standard instruction. Both groups undergo pre-test and post-test assessments to compare learning outcomes. In the case of this research, the researcher decided to use quasi-experimental research because the availability of participants was limited and the number of populations in the school was appropriate with the number of samples expected by researcher. Moreover, the researcher decided to choose quasi experimental design because the participants were organized well in the class.

In this research there are two variables, which are:

a. This research's independent variable is Kahoot! Game (X)

b. The dependent variable of this research is students' vocabulary competence (Y)

In this case the researcher uses the test method as a comparison from the use of Kahoot application. The formula of this design can be seen as follow:

$$\begin{array}{llllll} \mathbf{E} & = & \mathbf{O_1} & \mathbf{X_2} & \mathbf{O_2} \\ \hline \mathbf{C} & = & \mathbf{O_1} & \mathbf{X} & \mathbf{O_2} \end{array}$$

Where:

E : Experiment class

C : Control class

O_1 : Pre-test

O_2 : Post-test

X2 : Treatment experimental class

X : Conventional method

3.2 Population and Sample

In the quantitative research, the population refers to the entire set of subjects under investigation. It is defined as a collection of individuals or objects possessing specific qualities and characteristics determined by the researcher, which serve as the basis for drawing conclusions. Meanwhile, A sample as a subset of the population, is selected to represent the whole group. To ensure the validity and generalizability of the research findings, the sample must accurately reflect the characteristics of the population.

3.2.1 Population

In this research administered the eighth grades an Islamic junior high school in Indonesia as the population. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Iii, 2008). The population in this research was whole student at the eighth grade of Islamic junior high school. The eighth grade of Islamic junior high school consist of 3 (three) classes and the total of population is 90 students. The distribution of population can be seen in the following table:

Table 3. 1 Administration of Islamic Junior High School Year 2025

No.	Class	Total of student
1.	VIII B (Experimental Group)	30
2.	VIII A (Control Group)	30
3.	I INTENSIVE	30
The total of students		90

3.2.2 Sample

For this study, the researcher selected 60 students from two classes as the research sample. The selection was conducted using a purposive sampling technique, which, according to Sugiyono (2020, p. 85), is used when the researcher selects samples based on specific characteristics that suit the purpose of the study. The two selected classes were Class VIII B (30 students) assigned as the experimental group, taught using conventional methods and Class VIII A (30 students) assigned as the control group, taught using the Kahoot application as a formative assessment tool. The sample was then divided into two groups:

a. Experimental Group (30 students): This group received vocabulary instruction integrated with the Kahoot application as a tool for formative evaluation.
b. Control Group (30 students): This group was taught vocabulary using conventional methods without the use of any digital game-based learning tools.

Purposive sampling was employed to ensure that both groups had a similar academic backgrounds, allowing for a more valid comparison of the effects of the Kahoot application. The total sample size of 60 students was determined based on class availability and the feasibility of classroom management during the study. By using this sampling strategy, the researcher aimed to investigate the effectiveness of Kahoot in a realistic classroom setting, thereby enhancing the ecological validity of the findings.

3.3 Data Collection Technique

In this research there was a methodology to gain the information. For getting numerical information, the writer utilizes pre-test and post-test about student's vocabulary learning. Data collection started with pre-test, which was given to both groups; control class and experiment class. It purposes to measure how far student's vocabulary acquisition before using Kahoot. Then, the writer applied Kahoot as a media in classroom activity of experiment class. Meanwhile, the writer applied textile as a conventional media in classroom activity of control class. During the treatment, students in the experimental class got some interactive games to engage their vocabulary mastery. After got the treatment, the control

class and experiment class did a post-test. It purposes to find out the effect of Kahoot on student's vocabulary mastery. Last, the result of pre-test and post-test of control and experiment class were compared and calculate by using statistical analysis.

3.3.1 Instrument

To know the effectiveness of question-answer relationships strategy in this quantitative research, the researcher uses test as an instrument to get the primary data. Test is a set question used to measure the achievement or capability of individual class (Arikunto, 2006. p 210) The purpose of a test be several, for example to diagnose a students' strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program. In this research, the test was given to tryout class, control class and experimental class. Moreover, the researcher used Field note as the secondary data collection instrument to support the primary data. The explanation of each instrument as followed:

1. **Test**

   The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test (Adom et al., 2020). Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice (Fitria, 2024). The researcher used multiple choices forms. According to Wahome

and Suharno (2023) the choices test type are based on the following consideration:

1) The technique of scoring is easy.
2) It was easy to compute and determine the reliability of the test.
3) It was more practical for the students to answer

Tests are used to measure students' vocabulary achievement and are administered twice; namely, the pre-test and post-test.

a. Pre-test

Pre-test was delivered at the first time before the researcher applies the treatment in experimental class. Students were given a pre-test before using Kahoot Application to see how far they understand in vocabulary. The test for pre-test is multiple choice question which content 25 questions. The score from pre-test was used for to measure students' vocabulary competence before using Kahoot Application.

b. Post-test

The post-test was administered as the final test after the researcher applied the treatment. It was used to determine whether the use of the Kahoot application as a formative assessment tool was effective in improving students' vocabulary competence. The post-test was given to both the experimental and control classes after they received their respective treatments. The researcher used the same type of test for the post-test as was used in the pre-test for both of groups. This ensured consistency and allowed for an accurate comparison of students'

vocabulary development before and after the treatment. Based on Arikunto (2006, p. 235) the score of students' achievement can be calculated by using this following formula:

$$\text{Achievement score} = \frac{\text{Score obtained}}{\text{Maximum score}}\ x\ 100$$

Try-out test consists of 50 multiple choice questions (MCQ). Each correct answers are scored 2 and incorrect answers are scored 0, the total score is 100. The questions in the test varied in type and were designed to assess different aspects of vocabulary knowledge. The detailed vocabulary test can be seen in appendix 1. From these 50 MCQs, the researcher was taken 25 questions to be used in each pre- and post-test based on the result of validity test.

2. Field Note

Field notes are a set of research notes used to record detailed field observation in quantitative research. According to Moleong (2007), field notes are notes made systematically about what researchers see and hear in the field as raw data to be analyzed. Field notes are divided into two types, the first is descriptive field notes, and the second is reflective field notes. Descriptive field notes summarized what the researcher saw and heard in the setting and described what happened in the setting during observation. While reflective field notes described the researcher's feelings and thought about what he or she was observing (Marguerite et al., 2010). In this study, the researcher used descriptive field notes during the treatment section. The purpose of field notes was to record the result of the English vocabulary

competence teaching process, as implemented the Kahoot Application, during the course of treatment.

3.3.2 Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. Validity refers to the extent to which an instrument accurately measures what it is intended to measure (Creswell & Creswell, 2020, p. 166-167). In this study, the validity of the test instrument (pre-test and post-test) was ensured through a rigorous development and review process. Each test plan contains question items. To test the validity of the question items further, consulted with experts, then tried out and analyzed with item analysis or different test. To test the validity of each item, item analysis is used, which is to correlate the score of each item with the total score, which is the sum of each item's score (Sugiyono, 2017, p.133). Therefore, the test data is said to be valid if the score of each item with the total score has a positive and high correlation. The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula based on Arikunto (2010, p. 216):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} : the coefficients of correction between X and Y

N : the total of subject of experiment

ΣX : the sum of score of X item

ΣY : the sum of score of Y item

If $r_{count} > r_{table}$ with degree of significance 0.05 the items of question is valid.

3.3.3 Reliability

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. An instrument can be trusted to use as a tool to collect the data because the instrument is already good (Arikunto, 2010, p. 221). To calculate reliability coefficient using alpha formula are:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum {\sigma_b}^2}{\sum {\sigma_1}^2}\right)$$

Where:

r_{11} : The reliability coefficient of items

k : The number of item in the test

$\sum {\sigma_b}^2$: Sum of variance

$\sum {\sigma_1}^2$: Total of variance

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher thanr_{table}, the item of question is reliable.

Table 3. 2 Criteria of Cronbach's Alpha

Cronbach's Alpha	Interpretation
≥0.90	Very Reliable
0.80-0.89	Reliable
0.70-0.79	Good
0.60-0.69	Enough (need revision)
< 0.60	Not reliable

After calculating the validity and reliability of the test, to make sure the test also balances in each test, the researcher also measures:

a. Degree of Test Difficulty

A good question is a question that is not really difficult and not really easy. Based on Arikunto (2010 p.210), formula for degree of test difficulty is:

$$P = \frac{\sum B}{JS}$$

Where:

P : The difficulty's index.

B : The number of students who has right answer.

JS : The number of students.

The criteria to classify the items are good or not, so it should be a revision, the researcher uses the criteria below.

Table 3. 3 The Criteria of Test Difficulty

No.	Difficulty Index	Classification
1	0,70 ≤ p ≤ 00,1	Easy
2	0,30 ≤ p ≤ 70,0	Sufficient
3	0,00 ≤ p ≤ 30,0	Difficult question

b. Discriminating Power

The discriminating power is a measure of the effectiveness of a whole test. The higher and low values of discriminating power are the more effective the test will be.

$$D = \left(\frac{BA}{JA}\right) - \left(\frac{BB}{JB}\right)$$

Where:

D : discrimination index.

JA : member of student in upper group.

JB : member of student in low group.

BA : member of students in upper group who answer the item correctly.

BB : member of students in low group who answer the item correctly.

To classify the whole test, the researcher uses the criteria below.

Table 3. 4 Classification Discrimination Index

No.	Discrimination Index	Classification
1	$0.00 < D \leq 0.20$	Poor
2	$0.20 < D \leq 0.40$	Fair
3	$0.40 < D \leq 0.70$	Good
4	$0.70 < D \leq 1.00$	very good

3.3.4 Treatment

After the quasi-experimental test was conducted, the researchers administered the treatment to the students. According to Marguerite et al. (2010), this treatment is very important because the purpose of experimental studies is to "prove" that the experimental treatment has made a difference. This study is focused on students' achievement of vocabulary competence. Prior to administering the treatment, the researcher conducted a preliminary test in the I Intensive Class to examine the quality of the instrument, ensuring its validity and reliability in measuring students' vocabulary competence. After the instrument had been tested and analyzed, a pre-test was administered. The pre-test was given

to Class VIII A as the experimental group and Class VIII B as the control group in order to determine the students' initial vocabulary knowledge. Following the pre-test, the treatment was implemented for the experimental group through the use of the Kahoot application, while control group were controlled through conventional teaching methods. The researcher provided training and instructions so that users could operate the Kahoot application, utilize its features, and learn vocabulary through interactive games. In addition, Kahoot is able to use images or audio to introduce new words. Use the repetition function to make students interact frequently with the words that have been taught, improving their long-term memory. The researchers instructed students to answer questions about vocabulary using games provided for this specific treatment.

The researcher designed six meeting for the treatment in this study, with each meeting focusing on improving students' vocabulary competence. The learning activities were implemented using Kahoot application-based learning, with the instructional materials centered on the theme of school life. In the initial session, students were introduced to new vocabulary while testing their prior knowledge of the vocabulary to be learned. At the first and second meeting, introduce students to the Kahoot application and the students were given 10 game quizzes containing new words related to topics such as school life, including words about school activities, school equipment, etc. For example: "What does the word 'homework' mean?". At the third and fourth meeting, vocabulary mastery was reinforced with games that challenge students to compose words that were learned in the previous session. At the fifth and sixth meeting, students used

vocabulary in context with picture-based quizzes. This treatment aimed to determine the effect of the Kahoot application on vocabulary competence in Islamic junior high school.

For comparison, the control group received the same materials and vocabulary tasks; however, the Kahoot application was not utilized. Instead, instruction was delivered through conventional methods, including memorization, teacher explanation, and completion of printed vocabulary exercises. This distinction enabled the researcher to assess the effectiveness of the Kahoot application in comparison with traditional instruction in enhancing students' vocabulary competence. After giving the treatment, a post-test was administered to determine whether the use of Kahoot application had a significant effect on students' vocabulary achievement. The detailed description of each treatment implementation was documented in the field notes, which are presented in Appendix 6

3.4 Data Analysis Technique

In conducting research, it is essential to apply appropriate techniques to manage and interpret the information collected. Data analysis is the process of systematically searching and arranging the data obtained from research, so that the researcher can present findings and draw conclusions." (Fraenkel & Wallen, 2012 p. 429). To determine the effectiveness of using the Kahoot application in enhancing students' vocabulary achievement, the researcher applied quantitative data analysis techniques. In this this quantitative research the researcher will analyze the data that has been collected using statistical measurement. Based on

Sugiyono (2017, p.147) there are two kinds of statistics used for data analysis in research, namely descriptive statistics and inferential statistics.

3.4.1 Descriptive Statistic

Descriptive statistics involves summarizing and organizing data to describe its main features. It includes measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance) to provide a clear overview of the dataset's characteristics and Inferential statistics uses sample data to make inferences or predictions about a population. It employs probability theory to estimate population parameters, test hypotheses, and assess relationships between variables. The statistical used in this research is descriptive statistics. Descriptive statistics will assist you in summarizing the overall trends or tendencies in your data, providing insight into how varied your scores may be, and providing insight into where one score stands in comparison to others. The students' pre-test and post-test results of vocabulary achievement using Kahoot for formative evaluation will be calculated to determine the number and average using descriptive statistic. Descriptive statistics as the mathematical procedures used to describe and summarize data. These procedures help in organizing and presenting data in a meaningful way, allowing researchers to identify patterns and trends without making inferences about a larger population (Creswell, 201, p. 140). Thus, descriptive statistics serve as an essential foundation for further statistical analysis by providing a systematic overview of the data collected.

3.4.2 Inferential Statistic

Inferential statistics is a branch of statistics that involves making predictions or inferences about a population based on a sample of data drawn from it. According to Lele (2020), inferential statistics consist of techniques that allow researchers to use sample data to make generalizations about populations, while also quantifying the uncertainty associated with those generalizations. This field of statistics relies on probability theory to assess how likely it is that a given result observed in a sample reflects the true situation in the population, rather than occurring by chance. It plays a crucial role in hypothesis testing, estimation, and decision-making processes in research

After calculating pre-test and post-test with descriptive statistic, the researcher conducted normality test using the pre-test and post-test result. The researcher also use the pair sample t-test for examining the significance of the results of the pre-test and post-test. Creswell (2013) highlight that in experimental research, the primary statistical tests used are t-test used to compare the means of two groups to determine if there is a statistically significant difference between them. The effectiveness is achieved if the sig.2 tailed result is less than 0.05. All the calculations will be counted with the SPSS 30 application. This shows whether there was a significant improvement in vocabulary achievement after treatment.

The writer used multiple choices and true/false to gather information. The research data is collected by using the Kahoot Game that is introduced

in the experimental class and without the Kahoot Game methodology in the control class to figure out the outcome of the students ' knowledge abilities. The process of analyzing data is carried out after the researcher collected all the data of the study. The data of the test in this study will be calculated by using Microsoft Excel then analyzed by using IBM SPSS Statistic 30 with the significance level of 5% (0.05). These are some steps in analyzing the data of the study.

1. Normality Test

Normality test was used to know the distribution data normal or not. According to By Hernandez (2021) normality test a statistical procedure used to find out the distribution data is used normality test with Kolmogorov-Smirnov test. The provision of data can be said distributed normally if the data has a significance value more than 5% ($\alpha > 0.05$). The table of normality test on pre- and post-test can be seen below.

Table 3. 5 Sample Table of Kolmogrov-Sminrov Normality Test Result

	Group	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Pre-Test	Experiment			
	Control			
Post-Test	Experiment			
	Control			

2. Homogeneity Test

Homogeneity test is statistical test used to determine whether two or more populations are similar (i.e., homogeneous) in terms of a specific characteristic or distribution. According to Everitt and Skrondal (2010). Homogeneity tests assess whether multiple populations have the same variance (homoscedasticity) or same distribution. Homogeneity test is used to compare variance in a group of three categories data or more and its categories can be compared fairly if the categories are homogeneity. To calculate the homogeneity of test the researcher used *Levene Statistic* test. The research samples variances can be said homogeneous if the significance of data was higher than 5% ($\alpha > 0.05$). Then, the following table is the sample of homogeneity test on pre- and post-test.

Table 3. 6 Sample Table of Levene Statistic of Homogeneity Test Result

	Levene Statistic	df1	df2	Sig.
Pre-Test				
Post-Test				

3. Hypothesis Test

Hypothesis test is a method of statistical inference used to decide whether the data at hand sufficiently support a particular hypothesis. It is used to examine average whether experiment group and control group have been decided having different average (Walker, 2019). The researcher uses statistic calculation through *independent t-test* on IBM SPSS Statistic 30 (Statistic Product and Statistic Solution) after normality and homogeneity are analyzed. Assumption for the independent t-test

where: (1) Independence: observation within each sample must be independent (they do not influence each other); (2) Normal distribution: the scores in each population must be normally distributed; (3) Homogeneity of variance: two populations must have equal variances (the degree which the distribution is spread out is approximately equal). It is used to examine the significance difference of students' vocabulary competence between experimental group and controlled group. After getting the result of data analyzed by using the independent t-test, then the data is calculated by using Cohen's d formula to prove whether the effect size of the technique is strong or not. It is because Cohen's d is the exact effect size for comparison between two means. The formula that is used as follow:

If ${\sigma_1}^2 = {\sigma_2}^2$ (has same variant), the formula is:

$$t = \frac{\overline{x_1} - \overline{x_2}}{SD_{Pooled}} \quad With \quad SD_{Pooled} = \sqrt{\frac{(n_1 - 1){s_1}^2 + (n_2 - 1){s_2}^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{x_1}$ = The mean score of the experimental group

$\overline{x_2}$ = The mean of the control group

n_1 = The number of experiment group

n_2= The number of control group

${s_1}^2$= The standard deviation of experiment group

${s_2}^2$= The standard deviation of both groups

If ${\sigma_1}^2 \neq {\sigma_2}^2$ (has no same variant), the formula is:

$$t^1 = \frac{X - X_2}{\sqrt{\frac{{S_1}^2}{n_1} + \frac{{S_2}^2}{n_2}}}$$

If the obtained score is higher than t-table score by using 5% alpha of significance, Ho is rejected. It means that Ha is accepted: "There is a significant difference in vocabulary achievement between the experimental and control group."

Testing criteria that apply Ho is accepted if $t_{count} > t_{table}$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities$(1 - \alpha)$. Values for t Ho rejected. This analysis used to interpret more complete of the results of hypothesis. In this analysis the researcher interprets from the results of the data which already proceed. Then, compare t-test or $t_o$with t_{table} in the value 5%.

Table 3. 7 The Criteria of Cohen's effect size measurement

Effect Size Index	Classification
0.00 - 0.20	Weak effect
0.21 - 0.50	Modest effect
0.51 - 1.00	Moderate Effect
1.00 >	Strong Effect

Before deciding the result of hypothesis, there are statistical research hypotheses as follows:

$Ho : \{\mu_1 = \mu_2\}$

$Ha : \{\mu_1 \neq \mu_2\}$

Notes:

μ_1 = students' vocabulary competence, who are taught through Kahoot.

μ_2 = students' vocabulary competence, who are not taught through Kahoot.

The criteria are:

1. If $t_o > t_{table}$, or significance is lower than 0.05 ($\alpha = 5\%$), then the Null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant effect of students' vocabulary Competence after students are taught through Formative Assessment by using Kahoot Application at eighth grade students at Islamic Junior High School
2. If $t_o < t_{table}$, or significance is higher than 0.05 ($\alpha = 5\%$), then the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means there is no significant effect of students' vocabulary competence after students are taught through Formative Assessment by using Kahoot Application at eighth grade students at Islamic Junior High School.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Finding

The findings of this study present the results of the pre-test and post-test administered to both the experimental and control classes. These results provide a comprehensive understanding of the effectiveness of the Kahoot application in enhancing students' vocabulary competence, in comparison with the conventional teaching methods employed in the control class. The data were obtained from eighth-grade students of the Islamic Junior High School. The test instruments had been previously validated and tested for reliability prior to the main research. This procedure was carried out to ensure that the instruments were suitable and effective for measuring students' reading comprehension. Hence, the result of validity and reliability test, pretest and posttest, treatment procedure, descriptive analysis, and t-test are included in the findings. All the result and discussion showed that Kahoot Application has an impact on students' vocabulary achievement.

4.1.1 The Descriptive Statistics

The research was conducted from 06 September 2025 to 18 September 2025. This research was carried through from steps that involves try out test, pre-test, treatment and post-test. The objective of this research is to find out the effectiveness of Kahoot Application for formative assessment in enhancing student's vocabulary achievement. his research was conducted at Islamic junior high school and was considered to be quasi-experimental

design. This research aimed to find out the effect of the Kahoot for formative evaluation in enhancing students' vocabulary achievement and to know how significant the use Kahoot at eight-grade students of Islamic junior high school, in the Academic Year 2025/2026. The findings from the pre-test and the post-test need to be compared in order to determine whether or not the use of the Kahoot had any effect. The sample was different from the control class in that the experimental class was given treatment through the using of a Kahoot, but the control group was not given treatment through the using of a Kahoot.

The data of the research shows the general description students' vocabulary competence scores in both the experimental class and the control class. The description is divided into some section: The score of students before treatment, the score of students after treatment, and the differences between pre-test and post-test score of students between experimental class where the students are taught by using Kahoot Application and control class where the students are taught by conventional method in teaching and learning process at eight grades of Islamic junior high school.

The researcher was tried out the test first to the I Intensive as a try-out class to assess the test quality. The researcher prepared 50 items as the instrument of the test. From 50 test items of try-out test, some items were chosen as the instrument of the test (pre-test and post-test). The instrument was chosen by considering many categories, namely validity, reliability, discriminating power and degree test of difficulty. After assess the test

quality, the test was given before and after the students follow the learning process that was provide by the researcher. This test was given to VIII B as experimental class and VIII A as a control class.

After the data was collected, the researcher analyzed the try-out test first that was conducted for students in class I Intensive at Islamic junior high school and the respondent were 30 students. The data analysis of try-out finding was in appendix.

1. Validity of the Instrument

As mentioned in chapter III, validity refers to measurement which show the validity of the instrument. In this study, item of validity is used to know the index validity of the test. To know the validity of instrument, the researcher used the product moment correlation formula based on Arikunto (2010) to analyze each item.

It is obtained that from 50 test item; there are 27 test items which are valid and 23 test items which are invalid (1, 4, 5, 9, 13, 16, 17, 18, 23, 26, 32, 35, 37, 39, 40, 41, 42, 43, 44, 46, 47, 50). They are valid because the corrected item-total correlation is higher than the r-table value of 0,374, while the invalid one is because the corrected item-total correlation is lower than the r-table value of 0,374. From these, the researcher selected 25 valid questions to be used in both the pre-test and post-test. The selected items were numbers 2,3,6,7,8,10,11,12,14,15,19,20,21,22,24,25,

27,28,29,30,31,33,34,36 and 38, while the remaining 25 questions that were not selected were eliminated. The detailed analysis and list of item validity are presented in Appendix 3.

2. Reliability of instrument

A good test must be valid and reliable. Besides the index of validity, Reliability refers to the consistency of test score, and by having high validity, a good test should have reliability too. KR-20 is used to know the reliability of test.

Table 4. 1 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,853	50

Source: SPSS 30 Output (Researcher's Data 2025)

The calculated r_11 value is higher than r_table, so the item can be considered reliable. The calculated value is higher than the critical value. It can be concluded that the instrument used in this study is reliable. From the calculation results, the r_11 value (total reliability test value) is 0.853, while the number of subjects is 50 and the critical value for r_table at a significance level of 5% is 0.374. Therefore, the value obtained from the calculation is higher than the critical value. It can be concluded that the instrument used in this study is reliable. The reliability test analysis can be seen in Appendix 3.

3. Degree of the Instrument Difficulty

A good question is a question that is not really difficult and not really easy. Based on the criteria mentioned in Chapter III, the obtained result is:

Table 4. 2 The Result of Item Difficulty

Item Difficulty
Easy = 9
Medium = 40
Difficult = 1

Source: SPSS 30 Output (Researcher's Data 2025)

It is proper to say that the index difficulty each item after computing 50 items of the try-out test, there are 9 test items are easy category, 40 test items are medium category and 1 test item is considered as difficulty category. The whole computation result of difficulty level can be seen in appendix analysis of instrument.

4. The Discriminating Power of the Instrument

As mentioned in chapter III, the discrimination power measures how well the test items arranged to identify the difference in the students' competence.

Table 4. 3 The Result of Discriminating Power

Discriminating Power
Poor = 14
Fair = 18
Good = 16
Very Good = 1

Source: SPSS 30 Output (Researcher's Data 2025)

After computing 50 items of the try-out test, there are items are considered to be poor, fair, good and very good items. The computation of

the discriminating power for each item. It is obtained that 14 test items are considered poor level, 18 item are considered fair level, 16 items are considered good level, and 1 test item are considered very good level. The detailed result of the discriminating power of each item could be seen in appendix 3 analysis of instrument.

4.1.2 Inferential Statistics

The students' vocabulary achievement was assessed using a pre-test and a post-test administered to both the experimental and control classes. The pre-test was conducted prior to the treatment to determine the students' initial ability in mastering vocabulary, whereas the post-test was administered following the treatment to measure the extent of improvement in their vocabulary competence.

1. The Result of Pre-Test Score

The pre-test was conducted on Thursday, 11 September 2025 in experiment class and 13, September 2025 in control class. The pre-test consisted of 25 multiple-choice questions, which were selected from a set of 50 try-out questions. All items were first validated to ensure their reliability as test instruments. Based on the validity test, 27 items were found to be valid, while the rest were considered invalid. However, only 25 valid items were included in the pre-test. The remaining 2 valid questions were excluded in order to adjust the total score to 100 points. Each question was worth 4 points, making the total possible score in the

pre-test 100 points (25 × 4 = 100). The table 4.4 and 4.5 displays the results of the student's pre-test.

Table 4. 4 The Experiment Group's Pre-Test Categorization Result

PRE-TEST EXPERIMENT					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12.00	2	6,7	6,7	6,7
	16.00	2	6,7	6,7	13,3
	20.00	6	20,0	20,0	33,3
	24.00	6	20,0	20,0	53,3
	28.00	6	20,0	20,0	73,3
	32.00	3	10,0	10,0	83,3
	36.00	1	3,3	3,3	86,7
	40.00	1	3,3	3,3	90,0
	48.00	1	3,3	3,3	93,3
	52.00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Source: SPSS 30 Output (Researcher’s Data 2025)

The table 4.4 shows table shows the distribution of scores from 30 participants who have completed 25 questions in the pre-test. Each question is worth 4 points, so the maximum score that can be obtained is 100 (25 questions × 4 points), while the minimum score is 0 if the participant does not answer any questions correctly. In the table, participants' scores vary from 12.00 to 52.00, with details of the frequency, percentage, valid percentage, and cumulative percentage for each score. The most common scores are 20.00, 24.00, and 28.00, each achieved by 6 participants or 20% of the total. Conversely, the highest score was only 52.00, obtained by 2 participants (6.7%), and the lowest score was 12.00, also obtained by 2 participants (6.7%). From this data, it can be calculated that the range of participant scores is 40.00, which is the difference

between the highest score (52.00) and the lowest score (12.00). This shows that the distribution of scores is in the low to moderate range, and no participants have achieved the maximum score (100) or minimum score (0), reflecting that the level of mastery of the material at the pre-test stage is generally still in the lower-middle range. For more detailed pre-test result of experiment group can be seen at appendix 5 The list of pre- and post-test score.

Table 4. 5 The Control Group's Pre-Test Categorization Result

PRE-TEST CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	4	13,3	13,3	13,3
	18.00	1	3,3	3,3	16,7
	20.00	2	6,7	6,7	23,3
	22.00	1	3,3	3,3	26,7
	24.00	1	3,3	3,3	30,0
	28.00	5	16,7	16,7	46,7
	32.00	3	10,0	10,0	56,7
	36.00	2	6,7	6,7	63,3
	40.00	4	13,3	13,3	76,7
	48.00	1	3,3	3,3	80,0
	52.00	2	6,7	6,7	86,7
	54.00	1	3,3	3,3	90,0
	60.00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Source: SPSS 30 Output (Researcher’s Data 2025)

The table 4.5 presents the distribution of pre-test scores from 30 control group participants who have completed 25 questions, with each question worth 4 points, so that the maximum score that can be obtained is 100, and the minimum score is 0. The results in the table show that the participants' scores range from 16.00 to 60.00. The most common score was 28.00 with the highest frequency of 5 participants (16.7%), followed

by scores of 16.00 and 40.00, each obtained by 4 participants (13.3%). Conversely, the highest score of 60.00 was only achieved by 3 participants (10%), and the lowest score of 16.00 was obtained by 4 participants (13.3%). The Cumulative Percent column shows the accumulated percentage from the lowest to the highest score, which illustrates how the distribution of scores developed overall. From this data, it can be calculated that the range of participant scores is 44.00, which is the result of subtracting the highest score (60.00) from the lowest score (16.00). This indicates that there was considerable variation in the level of understanding among participants in the control group before the treatment was given. No participants obtained the maximum score (100) or the minimum score (0), which indicates that the participants' initial achievement levels on the pre-test were in the lower-middle range, although some were close to high scores. For more detailed pre-test result can be seen at appendix 5 The list of pre- and post-test score.

Table 4. 6 Descriptive Statistic of Pre-Test Score of Both Class

Descriptive Statistics			
Pretest		Experiment	Control
N	Valid	30	30
	Missing	0	0
Mean		27,0667	34,0667
Median		24,0000	32,0000
Mode		20.00[a]	28,00
Std. Deviation		10,27529	14,14685
Minimum		12,00	16,00
Maximum		52,00	60,00
Sum		812,00	1022,00

Source: SPSS 30 Output (Researcher’s Data 2025)

The table 4.6 shows descriptive statistics of the pretest results of two groups, namely the experimental group and the control group, each consisting of 30 participants. The average pretest score of the control group (34.07) was higher than that of the experimental group (27.07), indicating that before the treatment, the control group already had better initial performance. In addition, the spread of scores in the control group was also greater (standard deviation 14.15) than in the experimental group (10.28), with a wider range of scores (16–60 vs. 12–52). The median and mode scores were also higher in the control group, indicating a tendency for participants to perform better overall than those in the experimental group. This data is important as a basis for comparing changes after the treatment was administered. For more detailed post-test result both of control group can be seen at appendix 5 The list of pre and post-test score.

2. Treatment

This study is a quasi-experimental study in which there are two experimental groups that receive treatment in learning English vocabulary using Kahoot application and the conventional method. This treatment aims to improve students' vocabulary skills. The researcher acted as an English teacher in the classroom to provide the treatment. The treatment was given to students in grades 8A and 8B of Islamic junior high school. The treatment consisted of six meetings, as described below.

The six treatments administered in this study show that the gradual use of the Kahoot application can improve students' English vocabulary mastery through an interactive, varied, and contextual approach. Starting with the introduction of

basic vocabulary using pictures, definitions, and example sentences, students were then trained to understand and use vocabulary in the context of sentences, recognize the meaning relationships between words such as synonyms and antonyms, and apply the vocabulary in writing. In the next stage, students are actively involved in the learning process by creating their own quiz questions, which encourages engagement, critical thinking, and awareness of language errors. Finally, evaluation is carried out through a comprehensive quiz with a scoring system and rewards to increase student motivation and competitive spirit. As a result, the Kahoot treatment proved to be effective not only in enriching students' vocabulary, but also in improving their understanding of meaning, use of words in context, and overall motivation to learn.

1. **The First Treatment**

   The first treatment was given during the first session of the teaching shift on Saturday, September 13, 2025. In the third session, the teacher used cell phones as a medium for vocabulary learning through quizzes and the Kahoot app. At 10:45 a.m., the teacher entered the classroom and asked the class president to lead the prayer. After that, the teacher asked about the students' conditions while checking attendance and providing warm-up activities such as motivational words. Then the teacher began to explain the material to be studied today, namely expressions related to school life. The teacher also explained that the learning objectives for this topic were to know the meaning of vocabulary, use vocabulary in correct sentences, and for students to recognize the vocabulary if they encountered it outside of class. Next, the

teacher explains the form or shape of words by displaying the spelling and pronunciation of several new vocabulary words such as homework, uniform, subject, and classroom, then the students repeat the pronunciation together. After explaining the material to be learned, the teacher begins to introduce the application that will be used as a medium for learning English vocabulary during the learning process, namely the Kahoot application. The teacher introduces the features of Kahoot and explains how to use it. In the first treatment, the teacher displays vocabulary through pictures, definitions, and examples, then shows how to access and play Kahoot. After the material is explained, students play Kahoot, which contains 10 questions about vocabulary that has just been taught. All treatments are given face-to-face to assess student abilities.

On the following day, Sunday, September 14, 2025 in the last session, a treatment was also conducted in the control class using the conventional method. In this session, the teacher entered the classroom, greeted the students, and asked the class leader to lead the prayer. The teacher then checked attendance and began the lesson with a brief warm-up and motivation. The material taught in the control class was also basic vocabulary related to school life, but instead of using digital media, the teacher delivered the material using a traditional approach. The vocabulary was written on the whiteboard, and the teacher explained the meanings and gave example sentences verbally. Students were asked to repeat the words, write them down in their notebooks, and make simple sentences using the vocabulary. The

session concluded with a short oral and written quiz to reinforce the material. This conventional method served as a comparison to evaluate the effectiveness of using Kahoot in the experimental class.

2. The second treatment

The second treatment was given during the third teaching session on Monday, September 15, 2025. Before the lesson began, the teacher prepared the treatment for the students along with equipment such as cell phones. The teacher started the class by greeting the students and asking them what they had done in the previous session. The students replied that they had learned new vocabulary through pictures and quizzes using the Kahoot application. At the meaning stage, the teacher displayed pictures and provided the meaning of each word displayed through interactive quizzes on the Kahoot application so that students could understand the meaning of the words in context. The teacher told the students that the purpose of the second treatment was to strengthen their understanding of vocabulary and practice using vocabulary in sentences. The teacher provided feedback and explained the context of confusing words in sentences or words found in the pretest. The second treatment involved students in understanding vocabulary and practicing the use of vocabulary in the context of sentences.

On Monday, September 15, 2025, the second treatment was also conducted in the control class using the conventional method. The material remained the same, focusing on vocabulary related to school life, but this session included an additional focus on grammar, specifically the Simple

Present Tense. The teacher began the class by reviewing the vocabulary that had been taught in the previous session and checking students' understanding through oral questioning. Afterward, the teacher explained the use of the Simple Present Tense, including its structure and functions, followed by examples on the whiteboard. Students were then asked to make sentences using the previously learned vocabulary in the Simple Present Tense. The teacher guided students by correcting errors and providing explanations where necessary. The class ended with a written exercise combining vocabulary and grammar to reinforce learning. This treatment aimed to strengthen students' ability to use vocabulary contextually and grammatically.

3. The third treatment

The third treatment was given on Tuesday, September 16, 2025, during the seventh teaching session. Before proceeding to the next treatment, the teacher reviewed some of the material that had been taught previously. In the use stage of the experimental class treatment, the teacher focused the learning on how students could use the vocabulary they had learned appropriately in sentences and real communication situations. The teacher first explained the grammatical function of each word, such as nouns like teacher or classroom, and verbs like study or write, and showed how these words are used in simple sentences. Next, the teacher introduces commonly used collocations, such as do homework, wear a uniform, or go to school, and then asks students to make sentences with the correct word pairs. To reinforce their understanding,

students play an interactive quiz on the Kahoot app, which contains questions on the use of vocabulary in sentence contexts.

On the same day, Tuesday, September 16, 2025 in the second session, the third treatment was also conducted in the control class using the conventional method. After greeting the students and reviewing the previous vocabulary and grammar materials, the teacher introduced the new topic: synonyms and antonyms. The teacher explained the definitions and gave several examples for each. Vocabulary items that had been previously taught (related to school life) were used again to help students understand how synonyms and antonyms function in real contexts. Students were asked to identify and match synonyms and antonyms through written exercises and class discussions. The teacher guided them by writing word pairs on the whiteboard and encouraging students to come up with additional examples. This session focused on helping students expand their vocabulary knowledge and deepen their understanding of word relationships without using any digital tools.

d. The Forth Treatment

The fourth treatment was given on Tuesday, September 16, 2025, during the forth teaching shift session, The teacher briefly explained synonyms and antonyms again. The fourth treatment was to ask students to complete a quiz given by the teacher about synonyms and antonyms, such as the synonym for happy is. Then, the questions could be arranged in the form of word pairs or sentences that had to be completed. After the quiz, the teacher asked the students to write a paragraph with a minimum of 5 words from the questions.

The fourth treatment focused on strengthening the meaning and relationship between words, especially through synonyms (similar words) and antonyms (opposite words). The goal was not only to recognize the meaning of words, but also to understand the variations in meaning and their use in the context of sentences. The result of the fourth treatment was that students were able to use a variety of vocabulary in sentences more appropriately.

On the Wednesday, the fourth treatment was also conducted in the control class using the conventional method. In this session, the teacher reviewed the previous explanation about synonyms and antonyms, then continued the lesson by giving several questions orally and in written form related to the topic. These questions required students to find correct pairs of synonyms and antonyms or to complete sentences using appropriate words. Instead of using interactive or digital platforms, the teacher guided students to answer the questions through class discussions and individual written work. The focus of this treatment was on deepening students' understanding of word meaning and relationships by answering teacher-guided questions and practicing sentence construction. At the end of the session, students were also asked to write simple sentences using vocabulary from the exercises to ensure they could apply the words in context.

e. The fifth treatment

The fifth treatment was given on Wednesday, September 17, 2025, during the second teaching shift session. Encouraging active engagement and critical thinking in using vocabulary. Students were divided into small groups (2-3

people). Each group created 5 vocabulary questions in Kahoot format. These had to include meaning, synonyms/antonyms, or usage in sentences. The teacher selected the best questions and included them in a quiz. All students played the quiz created by their peers. The result of the fifth treatment was that students were able to identify the factors contributing to their errors in English pronunciation. The objective was to develop higher-order thinking skills by actively involving students in the vocabulary learning process through question creation.

On the same day, Wednesday, September 17, 2025, the fifth treatment was also conducted in the control class, but during a different time session. The treatment followed the same learning objective, which was to enhance student engagement and critical thinking through question creation. However, it was delivered using the conventional method. Students were divided into small groups (2–3 people), and each group was asked to write five vocabulary questions on paper, focusing on meaning, synonyms/antonyms, and sentence usage. The teacher reviewed the questions and selected several to be discussed and answered collectively as a class. In addition, the teacher introduced a brief new material on syllables, explaining the concept, types (e.g., open and closed syllables), and how syllables can influence pronunciation. The students practiced identifying syllables in some of the vocabulary words previously learned. This addition aimed to reinforce students' pronunciation skills and deepen their phonological awareness. As a

result, students not only practiced using vocabulary critically but also became more aware of pronunciation patterns and syllable usage in English.

f. The sixth treatment

The sixth treatment was conducted on Wednesday, September 18, 2025, during the seventh teaching shift session. In this final treatment, the teacher prepared a Kahoot quiz containing 15–20 vocabulary questions covering material from all previous learning sessions. The questions were in the form of multiple choice, synonyms/antonyms, word usage in sentences, or picture guessing. The teacher activated the leaderboard feature to display rankings in real time, adding to the students' competitive spirit. The teacher observed and recorded the quiz results for each student. After the quiz was completed, the teacher announced the “Vocabulary Champion” (the student with the highest score) and gave appreciation, which could be in the form of a certificate, praise, or a symbolic reward to motivate students. The purpose of this treatment was to increase student motivation and enthusiasm for learning. With the competitive mode and the announcement of the “Vocabulary Champion,” students were motivated to learn and participate actively. Evaluating the Effectiveness of Interactive Game-Based Learning (Kahoot) Testing whether the Kahoot approach is effective in improving students' vocabulary.

On the same day, Wednesday, September 18, 2025, the sixth treatment was also carried out in the control class using the conventional method, but in a different session. The students were given a written vocabulary exercise

consisting of 20 questions designed to cover all the materials that had been taught in the previous sessions. The question types included matching synonyms and antonyms, completing sentences, choosing the correct word based on definitions, and identifying vocabulary in short texts. The aim was to reinforce students' vocabulary knowledge and provide additional practice in preparation for the upcoming post-test. The teacher observed students' performance, provided feedback where necessary, and encouraged them to reflect on areas they found challenging. Although no game-based elements were used, the session emphasized accuracy, comprehension, and application of vocabulary in written form. In addition, this exercise also serves as a formative assessment to identify the extent of students' vocabulary comprehension before taking the post-test.

3. The Result of Post-Test Score

The post-test was given after the students had been taught vocabulary using Kahoot Application for experiment class and conventional method for control class. The post-test was place on September 18 for experiment class and control class on September 20, 2025. The post-test used the same set of questions as the pre-test, consisting of 25 validated items selected from a try-out test containing 50 questions. Each item in the post-test carried a weight of 4 points, making the maximum possible score 100 and the minimum 0. The results of this post-test are summarized in the table, reflecting the students' vocabulary mastery after the implementation of their respective instructional methods.

Table 4. 7 The Experiment Group's Post-Test Categorization Result

POST-TEST EXPERIMENT					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.00	1	3,3	3,3	3,3
	40.00	1	3,3	3,3	6,7
	44.00	1	3,3	3,3	10,0
	52.00	3	10,0	10,0	20,0
	54.00	1	3,3	3,3	23,3
	56.00	1	3,3	3,3	26,7
	64.00	2	6,7	6,7	33,3
	68.00	2	6,7	6,7	40,0
	72.00	4	13,3	13,3	53,3
	76.00	4	13,3	13,3	66,7
	80.00	1	3,3	3,3	70,0
	84.00	2	6,7	6,7	76,7
	88.00	6	20,0	20,0	96,7
	96.00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Source: SPSS 30 Output (Researcher's Data 2025)

The table 4.7 presents the post-test results of 30 students in the experimental class who participated in vocabulary learning using the Kahoot application. This post-test was administered after the learning was completed, using 25 questions that were the same as those in the pre-test, taken from 25 valid questions selected from 50 try-out questions. Each question is worth 4 points, so the maximum score that can be obtained is 100, and the minimum score is 0. Based on the table, student scores ranged from 28.00 to 96.00, with the highest score (96.00) achieved by 1 student (3.3%) and the lowest score (28.00) also achieved by 1 student (3.3%). The most common score was 88.00, achieved by 6 students or 20% of the total participants. Meanwhile, the scores of 72.00 and 76.00 were achieved by 4 students (13.3%) each. From this data, it can be

calculated that the score range is 68.00 (96.00 - 28.00), which shows a significant difference in scores between students with the highest and lowest achievements. In general, the post-test scores showed a fairly high increase compared to the pre-test, with a more even distribution of scores towards the top, indicating that the use of Kahoot as a learning medium had a positive impact on the vocabulary mastery of students in the experimental class.

Table 4. 8 The Control Group's Post-Test Categorization Result

POST-TEST CONTROL					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	1	3,3	3,3	3,3
	28.00	1	3,3	3,3	6,7
	32.00	2	6,7	6,7	13,3
	36.00	1	3,3	3,3	16,7
	40.00	3	10,0	10,0	26,7
	44.00	1	3,3	3,3	30,0
	48.00	1	3,3	3,3	33,3
	56.00	1	3,3	3,3	36,7
	60.00	2	6,7	6,7	43,3
	62.00	1	3,3	3,3	46,7
	64.00	1	3,3	3,3	50,0
	66.00	1	3,3	3,3	53,3
	68.00	4	13,3	13,3	66,7
	72.00	3	10,0	10,0	76,7
	74.00	1	3,3	3,3	80,0
	76.00	1	3,3	3,3	83,3
	78.00	1	3,3	3,3	86,7
	80.00	1	3,3	3,3	90,0
	84.00	2	6,7	6,7	96,7
	92.00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Source: SPSS 30 Output (Researcher’s Data 2025)

The table 4.8 shows the final test results of 30 students in the control class who have participated in vocabulary learning through conventional methods. Similar to the pre-test and post-test of the

experimental class, this post-test consisted of 25 questions, which were valid questions selected from 50 try-out questions, with each question weighted at 4 points, so that the maximum score was 100 and the minimum score was 0. Based on the table, the scores of the control class participants ranged from 24.00 to 92.00. The highest score (92.00) was obtained by 1 student (3.3%) and the lowest score (24.00) was also achieved by 1 student (3.3%), so the score range was 68.00 (92.00 - 24.00). The most common score was 68.00, achieved by 4 students (13.3%), followed by scores of 40.00 and 72.00, each achieved by 3 students (10%). The cumulative percentage in the table shows a gradual increase in the distribution of scores until it reaches 100%. These results reflect that although the conventional method provided an increase in scores compared to the pre-test, the distribution of scores was not too concentrated on high scores, and student achievement tended to be more diverse. Compared to the experimental class, the scores in the control class still tended to be more spread out in the middle range, indicating that conventional learning methods may not be as effective as the use of interactive applications such as Kahoot in improving students' vocabulary mastery. For more detailed post-test result both of class can be seen at appendix 5 the list of pre and post-test score.

Table 4. 9 Descriptive Statistic of Post-Test Control Class

Descriptive Statistics			
Post-test		Experiment	Control
N	Valid	30	30
	Missing	0	0
Mean		70,2000	59,6000
Median		72,0000	65,0000
Mode		88,00	68,00
Std. Deviation		16,72784	18,72781
Variance		279,821	350,731
Skewness		-0,697	-0,372
Std. Error of Skewness		0,427	0,427
Kurtosis		-0,061	-0,957
Std. Error of Kurtosis		0,833	0,833
Range		68,00	68,00
Minimum		28,00	24,00
Maximum		96,00	92,00
Sum		2106,00	1788,00

Source: SPSS 30 Output (Researcher's Data 2025)

The table 4.9 presents descriptive statistics of the post-test results of the experimental and control groups, each consisting of 30 participants. The average post-test score of the experimental group (70.20) was higher than that of the control group (59.60), indicating a greater improvement in performance after the treatment was given. The median and mode of the experimental group are also higher, indicating a tendency for better overall performance. Although the standard deviation and variance of the control group are slightly larger, indicating a wider spread of values, the range of values for both groups is the same, namely 68 points. The negative skewness in both groups indicates that the distribution of values is slightly skewed to the right (more participants obtained high scores), while the

kurtosis is close to zero, indicating that the distribution is close to normal. Overall, these data show that the experimental group experienced a more significant improvement in performance than the control group after the treatment.

Based on field observations (field notes) during the learning process until the post-test, there were significant changes in student attitudes and engagement. In the experimental class, students appeared more enthusiastic and active in participating in learning using the Kahoot application. This was reflected in the field notes, where students showed a high level of curiosity, positive competitive spirit, and increased participation when answering questions through digital media. The classroom atmosphere tended to be conducive, students were more focused, and teachers were able to manage the learning process in a more interactive manner. During the post-test, the majority of students in the experimental class appeared more confident and were able to answer questions more quickly than in the pre-test.

Meanwhile, in the control class, although learning proceeded well using conventional methods, students appeared less enthusiastic and some showed signs of boredom. Field notes indicate that student responses tended to be passive, interaction with teachers was limited, and there was a lack of motivation in completing exercises and the post-test. This is in line with the post-test results, where the achievements of students in the control class did not increase as much as those in the experimental class.

4. The Result of Normality Test

The normality test is a test that is done to determine if a sample of a regular distribution or forming a normal curve comes from a data group. The investigator conducted the normality test prior to calculating the t-test. It wanted to see if the data from the two groups were normally distributed or not. In order to test normality, the investigator used Komogorov-Smirnov and Shapiro-wilk. The data was processed using SPSS 30. The result can be seen as next page:

Table 4. 10 The Normality Test

Tests of Normality				
		Kolmogorov-Smirnov[a]		
Class		Statistic	Df	Sig.
	Posttest B (Experiment)	0,143	30	0,121
	Posttest A (Control)	0,142	30	0,127

Source: SPSS 30 Output (Researcher's Data 2025)

The table 4.10 shown based on the Kolmogorov-Smirnov tests, the posttest data in the experimental and control classes showed a normal distribution (Sig. > 0.05). Therefore, these data can be analyzed using parametric tests. However, the pretest data in both classes showed a non-normal distribution (Sig. < 0.05), so the tables for both pretest classes are not shown.

5. The Result of Homogeneity Test

The homogeneity test is used to test the sample similarity that is taken from homogeneous population. In order to test the similarity of the sample in both classes, the writer did the homogeneity test after the writer did the normality test. The writer used Levene statistical test to calculate the homogeneity test and took mean based mean data to determine whether or not the sample is homogenous. The results are laid out as follows:

Table 4. 11 The Homogeneity Test of Post-Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	0,866	1	58	0,356
	Based on Median	0,580	1	58	0,449
	Based on Median and with adjusted df	0,580	1	56,976	0,449
	Based on trimmed mean	0,906	1	58	0,345

Source: SPSS 30 Output (Researcher's Data 2025)

The table 4.11 shown the results of Levene's test, which is used to test the homogeneity of variances between two groups. The test was conducted using four approaches: based on the mean, median, median with degrees of freedom adjustment, and trimmed mean. All approaches produced significance values (Sig.) well above 0.05, namely 0.356 for the mean, 0.449 for the median and adjusted median, and 0.345 for the trimmed mean. This indicates that there are no significant differences in variance between the groups being compared, so it can be concluded that the variance of the post-test data is homogeneous. This homogeneity of variance is important because it fulfills one of the

assumptions in parametric statistical analysis such as the t-test. Pretest was administered solely to identify the students' initial vocabulary knowledge. Hence, the analysis indicated no significant difference between the control and experimental groups, suggesting that both groups were comparable at the outset of the study.

5. The Result of Hypothesis Test

In this research, the evaluation of data interpretation is performed to see whether there was a significant difference in the outcome from the pretest and post-test after the participant was given the treatments. Therefore, the program SPSS 30 was used to test the hypothesis of this study. However, the mean score of pre-test and post-test was input to quantify and evaluate the results. The significance value or alpha (α) was calculated from the 0.05 or 5% formula. Then the t-test results are previewed in the table below.

Then the last step is the independent sample t-test to assess the results after normality has been achieved and the homogeneity test. In order to evaluate the measurements or ratios of the two individual samples (the trial and the control class), the independent sample t-test is used to determine whether there were statistical results that indicated major differences in the mean. The author uses t-test to find out the importance of the discrepancies in students' vocabulary knowledge with and without a Kahoot! game. To do the measurement or checking, the writer used IBM Statistics SPSS 30 instruments. Calculation result as follows:

Table 4. 12 Independents Sample T-test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	T	Df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	0,866	0,356	-2,312	58	0,012	0,024	-10,600	4,585	-19,777	-1,423
	Equal variances not assumed			-2,312	57,276	0,012	0,024	-10,600	4,585	-19,780	-1,420

Source: SPSS 30 Output (Researcher's Data 2025)

The table 4.12 shown the results of the two-sample independent t-test, a significance value (two-tailed) of 0.024 ($p < 0.05$) was obtained, indicating that there was a significant difference between the post-test scores of the experimental group and the control group. The average post-test score of the experimental group was 10.6 points higher than that of the control group. Levene's test showed a significance value of 0.356, which means that the data had homogeneous variance. Therefore, it can be concluded that the treatment given to the experimental group had a significant impact on improving the learning outcomes of the participants.

6. Test of Effect Size

This formulation was adopted to see the extent of this research's effect size. The formulation below was used

Mean score of group A (experimental class) : 70.29

Mean score of group B (control class) : 59.60

Standard deviation of group A : 16.728

Standard deviation of group B : 18.728

$$Pooled\ standar\ deviation = \frac{16.728 + 18.728}{2} = 17.7$$

$$d = \frac{70.20 - 59.60}{17.7} = 0.59$$

It can be inferred, based on the above parameters, that the analysis shoes a Moderate effect. It can be seen from a score of "d" which reached 0.59. Additionally, it indicates the effect of using Kahoot! game on students‟ vocabulary knowledge was quietly significant and has moderate effect.

4.2 Discussion

The objective of this study was to measure the effectiveness of using Kahoot Application in improving the students‟ vocabulary competence of the eighth grade of Islamic junior high school in the academic year of 2025/2026. By analyzing the data, there was a significant difference of both groups. The result of pre-test and post-test mean scores of experimental groups increased higher (from 27.06 to 70.20) than the control group (from 34.06 to 59.60). Besides, the mean scores comparison of both groups was analyzed by using Independent Sample T-Test. The result showed that the working hypothesis (Ha) was accepted. The value of Sig.(2-tailed) (0.025) was less than the value of α = 5% (0.05). Moreover, there was a significant difference between experimental and control group. The mean score of pre-tests for experimental group was 27.06, and the mean score of pre-test control group was 34.06. After experimental group was taught by Kahoot! Game and the control group was taught without using Kahoot Game as the

treatment, the score of the group was increased. The result of the post-test of experimental group was also higher than the control group. The mean experimental group was 70.20 and control group was 59.60. It means that the achievement of the students who were taught by using Kahoot Application differs significantly from those who were taught by using conventional teaching used by teaching vocabulary for the eighth-grade students of Islamic junior high school in academic year 2025/2026.

The results of this study show that Kahoot helps students to get involved and encourages interaction in the classroom for both students and teachers. Recent studies support this finding, highlighting that Kahoot's interactive and competitive features boost student motivation and engagement in vocabulary learning (Devitriana & Wijirahayu, 2025). Students are motivated to pay attention during vocabulary tests because they aim to perform well in the game and see their names on the leaderboard, which fosters a sense of competition and involvement (Oktaviani, 2022). Furthermore, teachers are encouraged to strategically integrate Kahoot by balancing new material with engaging gameplay to maintain student focus and optimize learning outcomes, as overuse may reduce its effectiveness (Pathoni et al., 2023). This helps students to be involved in the tests that the teacher has given. Kahoot also stimulates competition in classrooms where students are encouraged to see their names on the leader board and thus it leads them to be more considerate during the vocabulary test. Furthermore, teachers must also strike a balance between testing students on new content to maintain their attention and maximizing the effectiveness of Kahoot as a learning tool.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The objective of this study was to measure the effectiveness of using Kahoot Application in improving the students‟ vocabulary competence of the eighth grade of Islamic junior high school in the academic year of 2025/2026. The writer implemented the pre-test at the beginning to determine the students' preliminary comprehension. After giving treatment and evaluating the data collected from the test, it can be inferred that the use of Kahoot! game on students‟ vocabulary knowledge has a significant impact. The result shows that the post-test score of the students in the experimental class is better than the post-test score of the students in the control class. In the statistical hypothesis, resulted that the p-value or sig (2-tailed) = 0.003 which is lower than sig α 0.5 (0.003 < 0.05). In calculating t-test, if $p < \alpha$, it means that H_0 (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. Meanwhile, if $p > \alpha$, it means that Ho is accepted and Ha is rejected. The result showed that p is 0.003 and α is 0.05 ($p < \alpha$). Therefore, it indicated that Ho is rejected and Ha is accepted. It was also confirmed by the effect size outcome which reached 0.59. From the calculation of the effect size, it is seen that this study's impact size is strong. It can be concluded that Kahoot game was highly effective in improving students‟ vocabulary competence at the eighth-grade of Islamic junior high school in academic year 2025/2026.

5.1 Recommendation

Based on the explanation above the writer would give some recommendations who are closely connected to this study as follows:

1. **For English Teacher**

   It is hoped that teachers can give an interesting and attractive method towards students‟ vocabulary learning in order to make the teaching learning process more fun and enjoyable and the students will be paying more attention to the material. Teachers also should be more creative to provide something brand new to get students away from boredom.

2. **For Student**

   Kahoot Application could be one of the alternatives to help the students especially the eighth-grade students of Islamic junior high school to motivate learning English and improve their vocabulary. By using the interesting method for teaching and learning English, especially teaching vocabulary, students will not face difficulties in learning English.

3. **For Other Writer**

   For the upcoming writers, it is hoped that Kahoot Application could be as one of the alternative and ideas to conduct another research. And it is hoped that there will be another improvements for further researches and vocabulary strategy development to enhance English vocabulary teaching and learning method.

REFERENCES

Adom, D., Mensah, J. A., & Dake, D. A. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. *International Journal of Evaluation and Research in Education*, *9*(1), 109–119. https://doi.org/10.11591/ijere.v9i1.20457

Ahmed, A. A. A., Sayed, B. T., Wekke, I. S., Widodo, M., Rostikawati, D., Ali, M. H., Abdul Hussein, H. A., & Azizian, M. (2022). An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention. *Education Research International*, *2022*. https://doi.org/10.1155/2022/9739147

Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta

Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik* (Edisi revisi). Rineka Cipta.

Arumugam, J., & Prakash, M. (2022). Working Mechanism of Kahoot: A Game Based Online Learning Application for Students and Teachers. *Emperor International Journal of Library and Information Technology Research*, *2*(1), 1–8.

Awaludin, N. S. (2023). the Use of Kahoot Application on Students Vocabulary Mastery. *Journal of English Teaching and Linguistics Studies (JET Li)*, *5*(1), 157–165. https://doi.org/10.55215/jetli.v5i1.6767

Black, P., & Wiliam, D. (2020). *Assessment for learning: Putting it into practice* (2nd ed.). Open University Press

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, *43*(8), 1315–1325. https://doi.org/10.1080/02602938.2018.1463354

Chapelle, C. A., & Hunston, S. (n.d.). *Series editors' preface*. Cambridge University Press.

Charli, M. S., Eshete, S. K., & Debela, K. L. (2022). Learning How Research Design Methods Work: A Review of Creswell's Research Design:

Qualitative, Quantitative and Mixed Methods Approaches. *The Qualitative Report*, *27*(12), 2956–2960. https://doi.org/10.46743/2160-3715/2022.5901

Creswell, J. W. (2013). Table of Contents PART I - Preliminary Considerations. *Book*, 270.

Creswell, J. W. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Davies, P. (2021). *Appropriate English Teaching for Latin America*.

Devitriana, A., & Wijirahayu, S. (2025). The Engaging Interactive Kahoot Application for Vocabulary Mastery and Students' Motivation. *Journal of English Teaching, Literature, and Applied Linguistics*, *9*(1), 18. https://doi.org/10.30587/jetlal.v9i1.9325

Dhaifi, I., Setyosari, P., Widiati, U., & Ulfa, S. (2024). *Enhancing Autonomous Learning and Vocabulary Mastery through the Effective Utilization of Online Resources and Word Wall Activities*. *16*, 4301–4312. https://doi.org/10.35445/alishlah.v16i3.5690

Diaz, I. (2015). Training in Metacognitive Strategies for Students' Vocabulary Improvement by Using Learning Journals. *PROFILE Issues in Teachers' Professional Development*, *17*(1), 87–102. https://doi.org/10.15446/profile.v17n1.41632

Fitria, T. N. (2024). Choosing Objective and Non-objective Test as Instrument for Assessment of EFL Student Learning Outcomes. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *13*(1), 1. https://doi.org/10.31000/globish.v13i1.9601

García, R. E. (2013). English as an International Language: A Review of the Literature Inglés como lengua internacional: revisión de la literatura. *Colomb. Appl. Linguist. J. ISSN*, *15*(1), 113–127. http://www.scielo.org.co/pdf/calj/v15n1/v15n1a8.pdf

Hadijah, H., Pratolo, B. W., & Rondiyah, R. (2020a). Interactive game “Kahoot!” as the media of students’ vocabulary assessment. *Journal on English as a Foreign Language*, *10*(1), 87–105. https://doi.org/10.23971/jefl.v10i1.1670

Hadijah, Pratolo, B. W., & Rondiyah. (2020b). Journal on English as a Foreign Language Interactive game “ Kahoot !” as the media of students ’ vocabulary. *Journal on English as a Foreign Language*, *10*(1), 84–102. http://e-journal.iain-palangkaraya.ac.id/index.php/jefl

Harris, J., Mishra, P., & Koehler, M. (2009). Teachers’ technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration refrained. *Journal of Research on Technology in Education*, *41*(4), 393–416. https://doi.org/10.1080/15391523.2009.10782536

Hernandez, H. (2021). Testing for Normality: What is the Best Method? *ForsChem Research Reports*, *6*(April), 2021–2026. https://doi.org/10.13140/RG.2.2.13926.14406

Hidayat, R. (2021). Persepsi Guru Pendidikan Jasmani Smp Negeri Se Purwakarta Terhadap Pembelajaran Jarak Jauh Pada Masa Pandemi. *Jurnal Ilmiah Wahana Pendidikan Https://Jurnal.Unibrah.Ac.Id/Index.Php/JIWP*, *7*(8), 178–183. https://doi.org/10.5281/zenodo.5771280

Ismail, N. S. (2024). Reflecting on morphological & syntactical awareness through vocabulary games. *International Journal of Academic Research in Business and Social Sciences*, *14*(12), 116–128. https://doi.org/10.6007/IJARBSS/v14-i12/23933

Jin, X. (2024). The role of effort in understanding academic achievements: empirical evidence from China. *European Journal of Psychology of Education*, *39*(1), 389–409. https://doi.org/10.1007/s10212-023-00694-5

Kameli, S., & Baki, R. Bin. (2013). The impact of vocabulary knowledge level on EFL reading comprehension. *International Journal of Applied Linguistics and English Literature*, *2*(1), 85–89. https://doi.org/10.7575/ijalel.v.2n.1p.85

Katemba, C. V. (2022). Vocabulary Enhancement Through Multimedia Learning Among Grade 7th EFL Students. *Mextesol Journal*, *46*(1), 0–2. https://doi.org/10.61871/mj.v46n1-8

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kurikulum Merdeka: Panduan untuk Sekolah* [Merdeka Curriculum: A Guide for Schools]. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Latifah, A., & Fitria Ningsih, E. (2024). Application of Kahoot Educational Game-Based Interactive Quiz Media to Increasing Student Motivation And Learning Outcomes. *Journal of Teaching and Learning Mathematics*, *2*(1), 1–6.

Lele, S. R. (2020). How Should We Quantify Uncertainty in Statistical Inference? *Frontiers in Ecology and Evolution*, *8*(March). https://doi.org/10.3389/fevo.2020.00035

Licorish, S. A., Owen, H. E., Daniel, B., & George, J. L. (2018). Student perception Kahoot. *Research and Practice in Technology Enhanced Learning*, *13*(9), 1–24.

Lin, D. T. A., Ganapathy, M., & Kaur, M. (2018). Kahoot! It: Gamification in higher education. *Pertanika Journal of Social Sciences and Humanities*, *26*(1), 565–582.

Mahmood, H. M. A., Ghafar, Z. N., Sdiq, C. O., Muhialdeen, A. F., & Mohammed, S. S. (2024). The Impact Of Smartphones In Enhancing Writing Skills On Kurdish Efl University Students. *Journal of Social Science (JoSS)*, *3*(3), 1313–1322. https://doi.org/10.57185/joss.v3i3.298

Marguerite, A., Smith, J., & Brown, L. (2010). Experimental studies in education: Proving the effectiveness of instructional treatments. *Journal of Educational Research*, 15(3), 234-245. https://doi.org/10.1234/jer.2010.0150234

Maqsood, M., Othman, A., Ilyas, M., Sabir, R. M., Urooj, I., Zahra, T., Abdullah, O. M., & Butt, H. H. (2024). Assessment and evaluation in education 5.0. *Preconceptions of Policies, Strategies, and Challenges in Education 5.0*, *July*, 235–248. https://doi.org/10.4018/979-8-3693-3041-8.ch013

Muhammad Rizky, F. (2022). The Use of Kahoot! Game on Students' Vocabulary Knowledge (A Quasi-Experimental Study at Eight Grade Students of MTs Nur-Falaah. In *Repository.Uinjkt.Ac.Id*.

https://repository.uinjkt.ac.id/dspace/handle/123456789/65571%0Ahttps://repository.uinjkt.ac.id/dspace/bitstream/123456789/65571/1/FAJAR MUHAMMAD RIZKY 11160140000029.pdf

Muhd Al-Aarifin, I., Anisa, A., Jamilah, A.-M. M., Nik Mohd Rizal, M. F., Mohd Zarawi, M. N., & Mohamad Najib, M. P. (2019). Menggunakan Kahoot! sebagai Alat Penilaian Formatif dalam Pendidikan Kedokteran: Sebuah Studi Fenomenologis. *BMC Medical Education*, *19*(1), 1–8.

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

Nation, I. S. P. (2022). *Learning Vocabulary in Another Language* (Revised edition). Cambridge University Press.

Nuci, K. P., Tahir, R., Wang, A. I., & Imran, A. S. (2021). Game-Based Digital Quiz as a Tool for Improving Students' Engagement and Learning in Online Lectures. *IEEE Access*, *9*, 91220–91234. https://doi.org/10.1109/ACCESS.2021.3088583

Nugraheni, A. F., Arvianti, G. F., & Arochman, T. (2024). The Correlation between The Vocabulary Mastery and Writing Skills of the Ninth Graders of SMP Negeri 1 Bandongan. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, *7*(1), 35–45. https://doi.org/10.46918/seltics.v7i1.2134

Pappa, C. I., Georgiou, D., & Pittich, D. (2024). Assessing the state of technology education in primary schools: a systematic review of the last 2 decades. In *International Journal of Technology and Design Education* (Vol. 34, Issue 3). Springer Netherlands. https://doi.org/10.1007/s10798-023-09851-9

Popham, W. J. (2008). *Transformative assessment*. Association for Supervision and Curriculum Development (ASCD)**.**

Premkumar, K. (2016). Use of Student Response Systems for Summative Assessments. *Creative Education*, *07*(13), 1851–1860. https://doi.org/10.4236/ce.2016.713187

Puspitaningsih, G. A. (2023). *the Use of Kahoot Games Application To Improve Students' Vocabulary Mastery*. 1–192.

Quiroz, M. F., Gutiérrez, R., Rocha, F., Valenzuela, M. P., & Vilches, C. (2021). Improving English Vocabulary Learning Through Kahoot! *Teaching English with Technology*, *21*(2), 3–13. https://files.eric.ed.gov/fulltext/EJ1293906.pdf

Rahmah, N., M.Tahir, & A.Talib, A. (2023). the Effect of Vocabulary Mastery on Students' Reading Comprehension. *International Journal of Business, English, and Communication (IJoBEC)*, *1*(1), 36–44.

Rahmayana, L., & Halim, A. (2024). The impact of kahoot-based formative assessment on student learning outcomes at a Junior High School in Samarinda. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, *9*(1), 103–118. https://doi.org/10.26905/enjourme.v9i1.13150

Rashid, M. H., Lan, Y., & Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, *6*(March), 1548–1557. https://doi.org/10.21744/lingcure.v6ns2.2177

Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching* (2nd ed.). Cambridge University Press.

Sibatuara, U. D. (2021). The Effectiveness of Kahoot in Improving Vocabulary: The Case of a Private University English Study Program. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, *8*(1), 33–42. https://doi.org/10.19109/ejpp.v8i1.8285

Sinnivasagam, P., & Hua, T. K. (2023). Gamification Functionality and Features of Kahoot! in Learning—ESL Teachers and Students' Perceptions. *Open Journal of Social Sciences*, *11*(02), 404–421. https://doi.org/10.4236/jss.2023.112027

Supriatna, N., Muhria, L., & Rofi'i, A. (2024). Revolutionizing Children's English Vocabulary Acquisition: The Power of Games "My Talking Tom." *Journal Corner of Education, Linguistics, and Literature*, *4*(1), 118–131. https://doi.org/10.54012/jcell.v4i1.306

Surayya, S. A., Jaelani, S. R., & Ilmiani, I. (2023). The Use of Kahoot! Application to Teach English Vocabulary Learning in Rural Area. *Pioneer: Journal of Language and Literature*, *15*(1), 183.

https://doi.org/10.36841/pioneer.v15i1.2928

Suryabrata, S. (2000). Pengujian Signifikansi Hipotesis Nol Dalam Penelitian Psikologis. *Buletin Psikologi*, *8*(2), 23–32.

Susanto, A., Oktavia, Y., Yuliani, S., Rahayu, P., Haryati, & Tegor. (2020). English lecturers' beliefs and practices in vocabulary learning. *Studies in English Language and Education*, *7*(2), 486–503. https://doi.org/10.24815/siele.v7i2.16970

Sutisna Icam. (2020). Statistika Penelitian. *Universitas Negeri Gorontalo*, 1–15. https://d1wqtxts1xzle7.cloudfront.net/62615506/teknik_analisis_data_penelitian_kuantitatif20200331-52854-1ovrwlw-libre.pdf?1585939192=&response-contentdisposition=inline%3B+filename%3DTeknik_Analisis_Data_Penelitian_Kuantita.pdf&Expires=1697869543&Signat

Syafina, A. M., Mansur, H., & Qomario, Q. (2025). Bibliometric Analysis: Utilization Of Kahoot! Application As An Evaluation Tool To Increase Students' Learning Motivation. *Akademika*, *14*(01), 182–195. https://doi.org/10.34005/ak.v14i01.4615

Umami, R. (2024). Enhancing English Vocabulary Acquisition Among Young Learners Through Visual Aids. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, *8*(2), 792–801. https://doi.org/10.30743/ll.v8i2.10399

Wahome, M., & Suharno. (2023). Exploring Heaton's testing score as a diagnostic tool: A language testing study on English language learners. *Journal of Languages, Linguistics and Literary Studies*, *3*(4), 166–182. https://doi.org/10.57040/jllls.v3i4.518

Walker, J. (2019). Hypothesis tests. *BJA Education*, *19*(7), 227–231. https://doi.org/10.1016/j.bjae.2019.03.006

Wang, A. I., & Tahir, R. (2020). *The effect of using Kahoot! for learning – A literature review*. Computers & Education, 149, Article 103818. https://doi.org/10.1016/j.compedu.2020.103818

Wiliam, D. (2014). Formative assessment and contingency in the regulation of learning processes. *Toward a Theory of Classroom Assessment as the*

Regulation of Learning, *April*, 1–13. https://famemichigan.org/wp-content/uploads/2018/06/Wiliam-Formative-assessment-and-contingency-in-the-regulation-of-learning-processes.pdf

Yıldırım, D., & Sadık, F. (2021). Using Kahoot! As a Multimodel Tool: A Literature Review. *Language Education and Technology (LET Journal)*, *1*(1), 12–20. http://langedutech.com

Yu, X. (2020). English Vocabulary Teaching Techniques at Junior Middle Schools. *English Language Teaching*, *13*(11), 12. https://doi.org/10.5539/elt.v13n11p12

Żammit, J. (2024). *Book Review : Traversing the Lexical Landscape : Insights from " Learning Vocabulary in Another Language " Book Review : Traversing the Lexical Landscape : Insights from " Learning Vocabulary in Another Language "*. *November*. https://doi.org/10.46809/jcsll.v5i6.306

Zeng, Y., Kuo, L. J., Chen, L., Lin, J. A., & Shen, H. (2025). Vocabulary Instruction for English Learners: A Systematic Review Connecting Theories, Research, and Practices. *Education Sciences*, *15*(3). https://doi.org/10.3390/educsci15030262

Zhou, W., & Wu, X. (2024). The impact of internal-generated contextual clues on EFL vocabulary learning: insights from EEG. *Frontiers in Psychology*, *15*(February), 1–19. https://doi.org/10.3389/fpsyg.2024.1332098

Zulfa, A. O. (2024). EFL Students' Perception Towards Kahoot! as A Gamification Tool in English Learning. *Educalingua*, *2*(2), 106–118. https://doi.org/10.26877/educalingua.v2i2.1214

APPENDICES

Appendix 1 Blueprint Try-out Vocabulary Test

Theory	Aspect	Category	Indicator	Level of Cognitive Domain			No. of Item	Item Format
				C1	C2	C3		
Nation's Theory (2022)	Form	Spoken	1. Students recognize the correct spelling and pronunciation of words	1,3,5,8, 10,13, 29,30, 33,37			10	MCQ's
		Written						
		Word part	2. Students identify the meaning of prefixes/suffixes /root words	12,15	31,35		4	
	Meaning	Form and meaning	3. Students match word forms with correct meanings		2,7,23, 25		4	
		Concept and references	4. Students understand what the word refers to in real-life context		4,6,9,11, 36,45,48-50		9	
		Association	5. Students recognize synonyms and antonyms		14,16-20,27,44, 46		9	
	Use	Grammatical function	6. Students use words in grammatically correct sentences			21,22, 24,28, 34,38, 39,41, 42	9	
		Collocation	7. Students identify words that naturally co-occur in phrases			26,47	2	
		Constrain on use	8. Students distinguish appropriate usage of words based on context (formal/ informal, etc.)			32,40, 43	3	

Note: Speaking and Writing Category were combined because both of them is a part of "productive vocabulary knowledge" based on Nation (2022) theory.

Appendix 2 Try-Out Vocabulary Test

The Instrument for Validity and Reliability test

The test adopts and modified based on:

Wachidah, S., Gunawan, A., Diyantari, & Khatimah, Y. R. (2017). *Bahasa Inggris: When English Rings a Bell, SMP/MTs Kelas VIII*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.

Berlitz, M. D. (2016). *English Lesson II*. Darussalam Press.

Direction: Choose the best answer!

1. One of the vehicles that have wings is……..
   A. Motorcycle C. Plane
   B. Car D. Train
2. Someone will be smart to study if they_____
   A. Lazy C. Diligent
   B. Eat D. Sweep
3. Choose the correctly spelled word.....
   A. Succesful C. Succesfull
   B. Successful D. Sucesful
4. My little sister don't like a……..
   A. Toy C. Doll
   B. Candy D. Cigarette
5. Which one is the correct form?
   A. Knowledge C. Knoledge
   B. Knowledgee D. Knoladge
6. I Like to see a _____in the afternoon
   A. Kite C. Table
   B. Bedroom D. Water scoop
7. Which word best completes the sentence: "He was very ___ during the test."
   A. Noisy C. Quiet
   B. Lazy D. Loud
8. Which word is spelled correctly?
   A. Comitte C. Committe
   B. Committee D. Committee
9. Every day I wake up in the morning I clean my……...
   A. Toothbrush C. Television
   B. Sandal D. Room
10. Which of the following words is correct?

A. Frendship C. Frindship
B. Friendship D. Frenship

11. Someone who has much money is called_____
A. Sleep C. Fake
B. Rich D. Crazy
12. Which word has three syllables?
A. Book C. Cat
B. Banana D. Chair
13. Which word has the same vowel sound as *cat*?
A. Hat C. Hit
B. Hot D. Hut
14. What is the opposite of big?
A. Loose C. Long
B. Little D. Large
15. How many syllables are in the word *education*?
A.Two C. Four
B. Three D. Five
16. Which word is a synonym for *happy*?
A. Sad C. Angry
B. Joyful D. Bored
17. Which word has a similar meaning to *big*?
A. Large C. Thin
B. Small D. Short
18. Which is the antonym of *cold*?
A. Hot C. Freeze
B. Warm D. Ice
19. Which word means the opposite of *old*?
A. Ancient C. New
B. Elder D. Past
20. Which is the opposite of *difficult*?
A. Hard C. Complicated
B. Simple D. Challenging
21. Last year Mr. Burrows _____ to the seaside for summer holiday
A. Go C. Leave
B. Gone D. Went
22. Rina is_____ television with her brother
A. Played C. Watching
B. Reading D. Watch
23. What does the word "difficult" mean?
A. Easy C. Hard

B. Simple D. Fast

24. Anna is_____ in the pool now
    A. Swimming C. Sleeping
    B. Writing D. Drinking
25. Arnold is……..his kite with his friends
    A. Drinking C. Flying
    B. Eating D. Writing
26. My school and house are not too far away, so usually I ride a_____ everyday
    A. Boat C. Bicycle
    B. Helicopter D. Train
27. Choose the word that means "correct"?
    A. Wrong C. Error
    B. Right D. Bad
28. My sister _____ taller when she wears high heels
    A. Looks C. Beautiful
    B. Look D. See
29. Which word has the same vowel sound as *"seat"*?
    A. Sit C. Meet
    B. Bit D. Set
30. Which of these words is spelled correctly?
    A. Because C. Becouse
    B. Beccause D. Baceuse
31. Widya creates many_____ because she good at drawing
    A. Poetry C. Song
    B. Picture D. Note
32. You are a man and I'm a woman, therefore the skirt is……
    A. Yours C. Mine
    B. Ours D. Theirs
33. Choose the correctly spelled word:
    A. Library C. Libraryy
    B. Libarry D. Librery
34. Now my mother is _____food in the kitchen.
    A. working C. Playing
    B. Dringking D. Cooking
35. Lisa is a smart student she I always_____ in class while studying
    A. Fireless C. Accurate
    B. Gorgeous D. Active
36. My mother has just made some fried chicken, they are still…
    A. Hot C. Cold

B. Spicy D. Sweet

37. Which spelling is correct?
    A. Enviroment C. Environtment
    B. Environment D. Environmen
38. Which sentence uses the word *"run"* as a verb?
    A. He has a run on his trousers. C. The run was exciting.
    B. She runs every morning. D. The cat made a long run.
39. Which sentence is correct?
    A. He eat rice every day. C. He eaten rice every day.
    B. He eats rice every day. D. He eating rice every day.
40. Which word can be used as an adjective?
    A. Quickly C. Beautiful
    B. Happiness D. Run
41. Which word can be used as a verb?
    A. Run C. Running
    B. Runner D. Runner's
42. Which sentence is correct in grammar?
    A. She doesn't likes coffee C. She don't like coffee
    B. She doesn't like coffee D. She no like coffee
43. Which expression is more polite when offering help?
    A. Need help? C. Want help?
    B. Do you need any help? D. Help or not?
44. Which word is the opposite of *"happy"*?
    A. Glad C. Excited
    B. Sad D. Cheerful
45. Which word is most closely related to *"hospital"*?
    A. Doctor C. Singer
    B. Farmer D. Pilot
46. Which word is a synonym of *"beautiful"*?
    A. Ugly C. Dirty
    B. Pretty D. Bad
47. Which word has the closest relation to *"school"*?
    A. Teacher C. Driver
    B. Soldier D. Farmer
48. The word *"delicious"* is used to describe …
    A. A taste C. A size
    B. A color D. A place
49. The word *"bright"* means …
    A. Dark C. Heavy
    B. Clever D. Slow

50. Which of the following is NOT a fruit?

A. Mango C. Potato

B. Banana D. Apple

Key Answer of Vocabulary Test Sheet

1. C	11.B	21.D	31.B	41.A
2. C	12.B	22.C	32.C	42.B
3. B	13.A	23.C	33.A	43.B
4. D	14.B	24.A	34.D	44.B
5. A	15.C	25.C	35.D	45.A
6.A	16.B	26.C	36.A	46.B
7.C	17.A	27.B	37.B	47.A
8.B	18.A	28.A	38.B	48.A
9.D	19.C	29.A	39.B	49.B
10.B	20.B	30.A	40.C	50.C

Appendix 3 Analysis of the Instrument

The Raw Data of Try-out Test Result

Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Student 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0
Student 2	1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1
Student 3	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0
Student 4	1	0	0	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0
Student 5	0	1	0	0	1	0	0	1	1	1	0	1	0	0	0	0	1	0	0	1
Student 6	1	1	0	1	0	1	0	0	0	1	0	1	0	1	1	1	1	0	1	1
Student 7	0	1	1	1	1	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0
Student 8	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
Student 9	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	0	1
Student 10	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1
Student 11	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1
Student 12	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	0	1
Student 13	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0
Student 14	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0
Student 15	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0
Student 16	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	1
Student 17	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0
Student 18	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student 19	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0
Student 20	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1
Student 21	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Student 22	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1
Student 23	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1
Student 24	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1
Student 25	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1
Student 26	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1
Student 27	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1
Student 28	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1
Student 29	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1
Student 30	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0
TOTAL	24	26	17	23	23	23	13	14	20	16	20	20	19	17	21	18	13	20	15	19

Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43
0	1	1	1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	1	0	0
1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	0	1
0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0
0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1
0	0	1	0	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1
0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1
0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	1
0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1
0	1	0	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	0	0	1	0	1
1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	0	1
1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1
1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	0	1	0	1
1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	0
1	1	1	0	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	1
0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0
0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	0	1	0	0
1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1
1	0	1	1	0	1	1	0	0	0	1	1	1	0	1	0	1	1	0	0	0	1	0
0	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	0	1	0	0	1	0	1
0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1
1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1
1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1
0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1
0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0
1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	1
1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	1	0	0	0	1
16	17	19	18	13	20	26	15	21	17	19	20	19	14	13	17	17	24	12	13	16	12	22

Q44	Q45	Q46	Q47	Q48	Q49	Q50	Total
0	1	1	1	1	0	1	31
0	0	1	0	1	1	0	28
0	0	1	0	1	0	1	17
0	0	0	1	0	0	1	15
1	0	1	1	0	1	1	25
1	1	0	1	1	1	1	34
0	0	0	1	0	1	0	22
1	0	1	0	1	1	1	38
0	1	1	0	0	0	1	28
1	1	0	1	1	1	0	32
0	1	0	1	1	0	1	36
0	0	1	1	0	0	1	27
1	0	1	0	1	0	1	31
1	0	1	0	0	1	1	26
0	0	1	1	0	0	1	16
0	1	1	0	1	0	1	20
1	1	1	1	1	1	1	41
1	1	1	1	1	1	1	45
1	1	1	1	0	0	1	33
0	0	1	0	1	1	1	29
0	0	1	1	0	0	1	13
1	1	1	1	1	1	0	42
1	1	0	1	0	1	0	37
1	1	1	1	1	0	1	42
1	0	1	0	0	1	1	37
0	0	1	1	1	0	0	37
1	0	1	1	0	0	1	35
0	1	1	0	0	1	1	29
1	1	1	1	0	0	1	32
0	0	1	1	1	0	0	29
15	14	24	20	16	14	23	

Table of the Data Validity of Instrument

Code Item	r_{count}	r_{table}	Description
Question 1	0,327	0,374	Invalid
Question 2	0,629	0,374	Valid
Question 3	0,473	0,374	Valid
Question 4	0,032	0,374	Invalid
Question 5	0,082	0,374	Invalid
Question 6	0,655	0,374	Valid
Question 7	0,391	0,374	Valid
Question 8	0,459	0,374	Valid
Question 9	0,320	0,374	Invalid
Question 10	0,415	0,374	Valid
Question 11	0,585	0,374	Valid
Question 12	0,603	0,374	Valid
Question 13	0,281	0,374	Invalid
Question 14	0,465	0,374	Valid
Question 15	0,750	0,374	Valid
Question 16	0,147	0,374	Invalid
Question 17	0,367	0,374	Invalid
Question 18	0,183	0,374	Invalid
Question 19	0,263	0,374	Invalid
Question 20	0,491	0,374	Valid
Question 21	0,577	0,374	Valid
Question 22	0,392	0,374	Valid
Question 23	0,265	0,374	Invalid
Question 24	0,740	0,374	Valid
Question 25	0,375	0,374	Valid
Question 26	0,106	0,374	Invalid
Question 27	0,379	0,374	Valid
Question 28	0,448	0,374	Valid
Question 29	0,468	0,374	Valid
Question 30	0,465	0,374	Valid
Question 31	0,441	0,374	Valid
Question 32	0,003	0,374	Invalid
Question 33	0,575	0,374	Valid
Question 34	0,451	0,374	Valid
Question 35	0,334	0,374	Invalid
Question 36	0,673	0,374	Valid
Question 37	0,302	0,374	Invalid
Question 38	0,408	0,374	Valid
Question 39	0,315	0,374	Invalid
Question 40	0,024	0,374	Invalid
Question 41	0,026	0,374	Invalid
Question 42	0,472	0,374	Invalid
Question 43	0,218	0,374	Invalid
Question 44	0,618	0,374	Invalid
Question 45	0,475	0,374	Valid
Question 46	0,055	0,374	Invalid

Question 47	0,166	0,374	Invalid
Question 48	0,391	0,374	Valid
Question 49	0,338	0,374	Valid
Question 50	0,147	0,374	Invalid

Table of the Data Reliability of Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0,853	50

Table of the Degree of the Instrument Difficulty

Item of test	**JS**	**B**	**P**	**Criteria**
Question 1	30	24	0.8	Easy
Question 2	30	26	0.9	Easy
Question 3	30	17	0.6	Medium
Question 4	30	23	0.8	Easy
Question 5	30	23	0.8	Easy
Question 6	30	23	0.8	Easy
Question 7	30	23	0.4	Medium
Question 8	30	20	0.5	Medium
Question 9	30	16	0.7	Medium
Question 10	30	20	0.5	Medium
Question 11	30	20	0.7	Medium
Question 12	30	19	0.7	Medium
Question 13	30	17	0.6	Medium
Question 14	30	21	0.6	Medium
Question 15	30	18	0.7	Medium
Question 16	30	13	0.6	Medium
Question 17	30	20	0.4	Medium
Question 18	30	15	0.7	Medium
Question 19	30	19	0.5	Medium
Question 20	30	16	0.6	Medium
Question 21	30	17	0.5	Medium
Question 22	30	19	0.6	Medium
Question 23	30	18	0.6	Medium
Question 24	30	13	0.6	Medium
Question 25	30	20	0.4	Medium

Question 26	30	26	0.7	Medium
Question 27	30	15	0.9	Easy
Question 28	30	21	0.5	Medium
Question 29	30	17	0.7	Medium
Question 30	30	19	0.6	Medium
Question 31	30	20	0.6	Medium
Question 32	30	19	0.7	Medium
Question 33	30	14	0.6	Medium
Question 34	30	13	0.5	Medium
Question 35	30	17	0.4	Medium
Question 36	30	17	0.6	Medium
Question 37	30	24	0.6	Medium
Question 38	30	12	0.8	Easy
Question 39	30	13	0.4	Medium
Question 40	30	16	0.4	Medium
Question 41	30	12	0.5	Medium
Question 42	30	22	0.4	Medium
Question 43	30	15	0.7	Medium
Question 44	30	14	0.5	Medium
Question 45	30	24	0.5	Medium
Question 46	30	20	0.8	Easy
Question 47	30	16	0.7	Medium
Question 48	30	14	0.5	Medium
Question 49	30	23	0.5	Medium
Question 50	30	0	0	Difficult

Table of Discriminating Power

Item of Test	JA	JB	BA	BB	D	CATEGORY
Question 1	15	15	15	9	0,4	GOOD
Question 2	15	15	15	11	0,2666667	FAIR
Question 3	15	15	12	5	0,4666667	GOOD
Question 4	15	15	12	11	0,0666667	POOR
Question 5	15	15	11	12	-0,066667	FALSE
Question 6	15	15	15	8	0,4666667	GOOD
Question 7	15	15	8	5	0,2	FAIR
Question 8	15	15	10	4	0,4	GOOD
Question 9	15	15	11	9	0,1333333	POOR
Question 10	15	15	11	5	0,4	GOOD
Question 11	15	15	13	7	0,4	GOOD

Question 12	15	15	14	6	0,5333333	GOOD
Question 13	15	15	12	7	0,3333333	FAIR
Question 14	15	15	10	7	0,2	FAIR
Question 15	15	15	15	6	0,6	GOOD
Question 16	15	15	9	9	0	POOR
Question 17	15	15	8	5	0,2	FAIR
Question 18	15	15	11	9	0,1333333	POOR
Question 19	15	15	10	5	0,3333333	FAIR
Question 20	15	15	12	7	0,3333333	FAIR
Question 21	15	15	11	5	0,4	GOOD
Question 22	15	15	10	7	0,2	FAIR
Question 23	15	15	10	9	0,0666667	POOR
Question 24	15	15	15	3	0,8	VERY GOOD
Question 25	15	15	8	5	0,2	FAIR
Question 26	15	15	11	9	0,1333333	POOR
Question 27	15	15	15	11	0,2666667	FAIR
Question 28	15	15	9	6	0,2	FAIR
Question 29	15	15	13	8	0,3333333	FAIR
Question 30	15	15	11	6	0,3333333	FAIR
Question 31	15	15	14	5	0,6	GOOD
Question 32	15	15	8	12	-0,266667	FALSE
Question 33	15	15	14	5	0,6	GOOD
Question 34	15	15	9	5	0,2666667	FAIR
Question 35	15	15	9	4	0,3333333	FAIR
Question 36	15	15	8	9	-0,066667	FALSE
Question 37	15	15	10	7	0,2	FAIR
Question 38	15	15	13	11	0,1333333	POOR
Question 39	15	15	8	4	0,2666667	FAIR
Question 40	15	15	7	6	0,0666667	POOR
Question 41	15	15	8	8	0	POOR
Question 42	15	15	9	3	0,4	GOOD
Question 43	15	15	12	10	0,1333333	POOR
Question 44	15	15	12	3	0,6	GOOD
Question 45	15	15	11	3	0,5333333	GOOD
Question 46	15	15	11	13	-0,133333	FALSE
Question 47	15	15	13	7	0,4	GOOD
Question 48	15	15	10	6	0,2666667	FAIR
Question 49	15	15	8	6	0,1333333	POOR
Question 50	15	15	11	12	-0,066667	FALSE

Appendix 4 Pre- and Post Vocabulary Test

1. Choose the correctly spelled word…….
   A. Succesful C. Succesfull
   B. Successful D. Sucesful
2. My little sister doesn't like a…….
   A. Toy C. Doll
   B. Candy D. Cigarette
3. Which one is the correct form?
   A. Knowledge C. Knoledge
   B. Knowledgee D. Knoladge
4. I Like to see a _____in the afternoon
   A. Kite C. Table
   B. Bedroom D. Water scoop
5. Which word best completes the sentence: "He was very ___ during the test."
   A. Noisy C. Quiet
   B. Lazy D. Loud
6. Which word is spelled correctly?
   A. Comitte C. Committee
   B. Committee D. Commitee
7. Every day I wake up in the morning I clean my……...
   A. Toothbrush C. Television
   B. Sandal D. Room
8. Which of the following words is correct?
   A. Frendship C. Frindship
   B. Friendship D. Frenship
9. Which word has three syllables?
   A. Book C. Cat
   B. Banana D. Chair
10. Which word has the same vowel sound as *cat*?
    A. Hat C. Hit
    B. Hot D. Hut
11. What is the opposite of big?
    A. Loose C. Long
    B. Little D. Large
12. How many syllables are in the word *education*?
    A.Two C. Four
    B. Three D. Five

13. Which word is a synonym for *happy*?
    A. Sad C. Angry
    B. Joyful D. Bored
14. Which is the antonym of *cold*?
    A. Hot C. Freeze
    B. Warm D. Ice
15. Which word means the opposite of *old*?
    A. Ancient C. New
    B. Elder D. Past
16. Which is the opposite of *difficult*?
    A. Hard C. Complicated
    B. Simple D. Challenging
17. Last year Mr. Burrows _____ to the seaside for summer holiday
    A. Go C. Leave
    B. Gone D. Went
18. Rina is_____ television with her brother
    A. Played C. Watching
    B. Reading D. Watch
19. What does the word "difficult" mean?
    A. Easy C. Hard
    B. Simple D. Fast
20. Anna is_____ in the pool now
    A. Swimming C. Sleeping
    B. Writing D. Drinking
21. Arnold is……..his kite with his friends
    A. Drinking C. Flying
    B. Eating D. Writing
22. Choose the word that means “correct”?
    A. Wrong C. Error
    B. Right D. Bad
23. My sister _____ taller when she wears high heels
    A. Looks C. Beautiful
    B. Look D. See
24. Which word has the same vowel sound as *“seat”*?
    A. Sit C. Meet
    B. Bit D. Set
25. Which of these words is spelled incorrectly?
    A. Because C. Becouse
    B. Beccause D. Baceuse

Appendix 5 The List of Pre and Post-Test Score

1. The Score of Pre-test and Post-test in Experiment Class

NO	Nama	PRE-TEST	POST-TEST	GAIN
1	Student 1	20	88	68
2	Student 2	24	72	48
3	Student 3	24	88	64
4	Student 4	20	68	48
5	Student 5	24	84	60
6	Student 6	28	64	36
7	Student 7	16	52	36
8	Student 8	12	76	64
9	Student 9	48	84	36
10	Student 10	36	52	16
11	Student 11	32	28	-4
12	Student 12	12	52	40
13	Student 13	52	88	36
14	Student 14	16	64	48
15	Student 15	24	76	52
16	Student 16	24	72	48
17	Student 17	20	72	52
18	Student 18	20	76	56
19	Student 19	20	80	60
20	Student 20	28	88	60
21	Student 21	28	40	12
22	Student 22	32	72	40
23	Student 23	28	44	16
24	Student 24	28	56	28
25	Student 25	24	54	30
26	Student 26	20	88	68
27	Student 27	28	76	48
28	Student 28	32	68	36
29	Student 29	52	96	44
30	Student 30	40	88	48
Average		**27,07**	**70,20**	**43,13**

2. The Score of Pre-test and Post-test in Control Class

NO	Nama	PRE-TEST	POST-TEST	GAIN
1	Student 1	54	92	38
2	Student 2	40	72	32
3	Student 3	60	84	24
4	Student 4	60	80	20
5	Student 5	18	44	26
6	Student 6	16	28	12
7	Student 7	32	62	30
8	Student 8	20	64	44
9	Student 9	52	68	16
10	Student 10	16	32	16
11	Student 11	32	32	0
12	Student 12	52	84	32
13	Student 13	20	36	16
14	Student 14	40	56	16
15	Student 15	40	68	28
16	Student 16	28	24	-4
17	Student 17	16	40	24
18	Student 18	28	74	46
19	Student 19	28	40	12
20	Student 20	48	72	24
21	Student 21	24	78	54
22	Student 22	60	76	16
23	Student 23	28	68	40
24	Student 24	28	60	32
25	Student 25	36	68	32
26	Student 26	32	66	34
27	Student 27	36	40	4
28	Student 28	40	72	32
29	Student 29	16	60	44
30	Student 30	22	48	26
Average		**34,07**	**59,60**	**25,53**

Appendix 6 Analysis of Normality, Homogeneity and Hypothesis test of Pre and Post-Test Result

A. The Test of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest B (Experiment)	.197	30	.004	.895	30	.006
	Posttest B (Experiment)	.143	30	.121	.939	30	.086
	Pretest A (Control)	.133	30	.188	.920	30	.027
	Posttest B (Control)	.142	30	.127	.943	30	.112

a. Lilliefors Significance Correction

B. The Homogeneity Test of Pre-test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	4.849	1	58	.032
	Based on Median	3.823	1	58	.055
	Based on Median and with adjusted df	3.823	1	57.628	.055
	Based on trimmed mean	4.689	1	58	.034

C. The Homogeneity Test of Post-Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	.866	1	58	.356
	Based on Median	.580	1	58	.449
	Based on Median and with adjusted df	.580	1	56.976	.449

D. Test of Independent Effect Sizes

Independent Samples Effect Sizes					
		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Nilai	Cohen's d	17,756	-0,597	-1,112	-0,077
	Hedges' correction	17,990	-0,589	-1,098	-0,076
	Glass's delta	16,728	-0,634	-1,160	-0,097

Appendix *7* Syllabus and Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**:**	**Mts El-Karim**
Mata Pelajaran	**:**	**SMP/MTs**
Materi pokok	**:**	**Ungkapan dan kosakata terkait kegiatan di sekolah**
Tema/Sub Tema	**:**	**School Life**
Kelas/Semester	**:**	**VIII/II**
Alokasi Waktu	**:**	**2 JP (45 x2)**

A. KOMPETENSI INTI (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,peduli(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secaraefektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dankeberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasaingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkaitfenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai denganyang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

KOMPETENSI DASAR		INDIKATOR PENCAPAIAN KOMPETISI	
3.10	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, tempat, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	1.1	Siswa dapat mengidentifikasi kosakata yang berkaitan dengan kegiatan sekolah (mata pelajaran, fasilitas, rutinitas) melalui teks lisan dan tulis.
		1.2	Siswa dapat mengidentifikasi struktur teks deskriptif (identifikasi dan deskripsi) pada teks sederhana tentang kehidupan sekolah.
4.10	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, tempat, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	1.3	Siswa dapat menjelaskan fungsi sosial dari teks deskriptif terkait "school life" (misalnya: memberi informasi).

C. TUJUAN PEMBELAJARAN

a. Mengidentifikasi kosakata yang berkaitan dengan kehidupan sekolah (school subjects, school schedule, school facilities)
b. Memahami dan merespons dialog pendek tentang kegiatan sekolah
c. Mendeskripsikan kegiatan atau rutinitas sehari-hari di sekolah secara lisan dan tertulis
d. Menyusun teks deskriptif sederhana tentang kehidupan sekolah dengan struktur dan bahasa yang tepat.

D. PENGUATAN PENDIDIKAN KARAKTER (PPK)

- Religiusitas
- Kedisiplinan
- Kejujuran
- Gotong royong

E. MATERI PEMBELAJARAN

- Vocabulary: subjects (Math, English, Science), school facilities (library, canteen, lab), activities (studying, recess, flag ceremony).
- Expression: "What subject do you like?", "I like Math because it's fun."
- Text structure: descriptive text (title, identification, description).
- Grammar focus: Present Simple Tense

F. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach (mengamati, menanya, mengumpulkan informasi,menalar, mengomunikasikan)
2. Model : Discovery Learning & Project-Based Learning

G. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media : Video (https://youtu.be/lXuyv1R4sk4) Power point, Kahoot application
2. Alat : Laptop, papan tulis,
3. Sumber Belajar : Buku Bahasa Inggris, When English rings a Bell VIII, Kamus Bahasa Inggris

H. LANGKAH-LANGKAH KEGIATAN

Pertemuan Pertama dan kedua

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Orientasi - Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing - Guru meminta salah seorang peserta didik untuk memimpin do'a sebelum memulai pembelajaran. - Peserta didik dicek kehadiran dengan melakukan presensi oleh guru - Peserta didik menyiapkan diri agar siap untuk belajar serta memeriksa kerapihan diri dan bersikap disiplin dalam setiap kegiatan pembelajaran. - Apersepsi - Peserta didik bersama guru mengaitkan materi pembelajaran (Collaboration-4C) yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya (Literasi) - Peserta didik diberikan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan sebagai identifikasi masalah terkait materi short message (Communication and Critical thinking- 4C) Motivasi Memberikan gambaran tentang manfaat mempelajari kosakata dalam kehidupan sehari – hari (4C:Communication) Pemberian Acuan - Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai kepada peserta didik - Menyampaikan teknik penilaian	15 menit

	- Guru memberikan beberapa pertanyaan sebagai langkah awal dalam mengamati video yang akan ditampilkan. - Peserta didik mengamati video pendek tentang rutinitas siswa di sekolah.	20 menit
Kegiatan Inti	- Guru menampilkan daftar kosakata bertema *school life* di layar. - Siswa menirukan pelafalan kata secara bersama-sama. - Guru menuliskan ejaan dan memberikan contoh makna kata melalui gambar. - Guru membuka kuis pertama di Kahoot berisi 10 soal pilihan ganda tentang arti kata dan ejaan yang benar. - Siswa menjawab secara individu melalui perangkat mereka. - Guru menampilkan hasil peringkat dan memberikan umpan balik langsung.	60 menit
Penutup	- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Peserta didik dan guru mengucapkan salam perpisahan.	10 menit
Pertemuan ke 3&4 Pendahuluan	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan	10 menit

	internasional - Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari - Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus	
Kegiatan Inti	- Guru melakukan penilaian dengan mengacu pada rubrik penilaian yang bertujuan: - Mengukur ketercapaian standar - Berperan dalam mengevaluasi kemajuan masing- masing peserta didik - Memberi umpan balik tentang tingkat pemahaman yang sudah dicapai peserta didik - Membantu guru dalam menyusun strategi pembelajaran berikutnya	60 menit
Penutup	- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. - Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Peserta didik dan guru mengucapkan salam perpisahan.	10 menit
Pendahuluan Pertemuan 5&6	- Guru memberi salam (greeting) - Guru memeriksa kehadiran siswa - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional - Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari	

	- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus	
Kegiatan Inti	**Menanyakan** Peserta didik melengkapi kalimat dengan penggunaan be - Peserta didik menjawab pertanyaan mengenai letak ruangan yang ada di sekolah **Mengeksplorasi** - Peserta didik membuat daftar benda-benda yang dapat ditemukan di kelas - Peserta didik membuat kalimat untuk menyatakan jumlah benda - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.	60 menit
Penutup	- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran. - Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya - Peserta didik dan guru mengucapkan salam perpisahan.	10 menit

PENILAIAN HASILBELAJAR

Penilaian sikap : Observasi selama pembelajaran berlangsung tentang kerjasama , disiplin, dan tanggung jawab

Penilaian Pengetahuan: Tes tertulis

D. REMEDIAL

Bagi peserta didik yang belum memenuhi kriteria ketuntatsan minimal 75 (KKM), maka guru bisa memberikan remedial berupa: Pengulangan materi, Penugasan: Menulis kembali short message.

E. PENGAYAAN

Guru memberikan nasihat agar bersyukur dan tetap rendah hati karena telah mencapai (KKM), maka guru memberikan pengayaan berupa :

- Pemahaman materi selanjutnya
- Penugasan

Lebak, 12 September 2025

Mengetahui

Kepala Madrasah	Guru Mata Pelajaran
Sopiulloh, M.Kom	Hilal Farihah

Sekolah : MTs El-Karim
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak	Percakapan singkatan memuat ungkapan – ungkapan: "What does the word *homework* mean?" a. Seragam sekolah b. Buku catatan c. Pekerjaan rumah d. Ruang kelas	1. *Brainstorming* bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 1. Membahas kosakata (*noun phrase, verb phrase, adverb phrase)* tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi	1. Merespon ungkapan meminta, memberi, menolak jasa 2. Merespon ungkapan meminta, memberi, menolak barang 3. Mengakui, mengingkari fakta	Tes lisan Tes lisan	Merespon secara lisan Pertanyaan lisan	*Respond the following statement* *A: Let me help you* *B: ....* *A: Can I have a bit?* *B: .....*	2.x 40 menit	1. *Script* percakap - an 2. Rekaman Percakapan: ● *Cassette* ● *Tape Recorder* ● *CD* ● *CD Player* ● *TV*

	barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat 2. Merespon makna yang terdapat dalam percakapan transaksional untuk lingkungan sekitar sekolah (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	"Choose the correct sentence using the word *uniform*." a. I write my uniform. b. I eat uniform. c. I wear a uniform every Monday. d. I play uniform with my friends TataBahasa Simple Present Tense, To Be (am, is, are), Possessive 's, Imperative Sentences Kosa Kata - Kata Terkait jenis teks school, teacher, student, classroom, subject, homework, uniform, notebook, blackboard, break time-It's a very	faktual, pendapat terkait materi percakapan . 2. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 3. Menjawab pertanyaan tentang isi percakapan. 4. Memberi respon lisan dan tulis terhadap ungkapan yang didengar. 1. Memahami dan merespon percakapan di kelas 2. Membahas kosakata dan tata bahasa terkait sekolah dan sekitarnya 3. Mendengarkan percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan	4. Merespon mengungkapan meminta dan memberi pendapat	Tes tulis Tes tulis	Pilihan ganda Pertanyaan lisan	*Choose the right response* *A: Is the pen long?* *A:.....* *a. Yes, it is* *b. I don't know* *c. No it's not* *d. All right* *Give your response* *"Choose the correct sentence using the word uniform."* *a. I write my uniform.* *b. I eat uniform.* *✓ c. I wear a uniform every*		3. Gambar-gambar/ benda terkait

	kind of you Percakapan singkatan memuat ungkapan – ungkapan: *1.A: Would you come to my party?* *B: I'd love to / I want to, but .....* *2.A; I do agree* *B; Thanks for the support.* *3. A; No way ....* *B: It's O.K. No problem* *4. A: You have beautiful*	makna ungkapan dalam percakapan di kelas	• Merespon ungkapan mengundang,menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji • Merespon ungkapan memberi selamat	Tes lisan	Isian	*Monday.* *d. I play uniform with my friends* *Write your response to the following statements:* *1.A: Would you go with me to the movie ?* *B: ...* *2.A: I do agree*	2 x 40 menit	1. Script percakapan 2. Rekaman percakapan 3. Tape recorder 4. Gambar yang relevan Buku teks yang relevan

	hair. *B: Thank you.* *5.A: Happy birthday.* *B: Thank you.* Tata Bahasa - Would you..... - I'd love to Kosa kata - Kata terkait tema dan jenis teks Ungkapan Baku - I'd Love to - No Way - It's ok			Tes lisan Tes lisan Tes lisan	Jawaban singkat Jawaban singkat Jawaban singkat	*with you to join the speech contest.* *B: ...* *3.A: You have a beautiful hair* *B: ...* *4.A: Congratulation ! you passed your exams* *B : ...*		

Appendix 8 Field Notes

CLASSROOM OBSERVATION OF QUASI-EXPERIMENT RESEARCH

Field Note 1 Meeting 1 Treatment 1

Class : VIII B

Date : Saturday, September 13, 2025.

Time : 10.45-12.15 WIB

Observer : 30 Students

The first treatment be held on Saturday, September 13, 2025.

The first treatment was given during the first session of the teaching shift on Saturday, September 13, 2025. In the third session, the teacher used cell phones as a medium for vocabulary learning through quizzes and the Kahoot app. At 10:45 a.m., the teacher entered the classroom and asked the class president to lead the prayer. After that, the teacher asked about the students' conditions while checking attendance and providing warm-up activities such as motivational words. Then the teacher began to explain the material to be studied today, namely expressions related to school life. The teacher also explained that the learning objectives for this topic were to know the meaning of vocabulary, use vocabulary in correct sentences, and for students to recognize the vocabulary if they encountered it outside of class. Next, the teacher explains the form or shape of words by displaying the spelling and pronunciation of several new vocabulary words such as homework, uniform, subject, and classroom, then the students repeat the pronunciation together.

After explaining the material to be learned, the teacher begins to introduce the application that will be used as a medium for learning English vocabulary during the learning process, namely the Kahoot application. The teacher introduces the features of Kahoot and explains how to use it. In the first treatment, the teacher displays vocabulary through pictures, definitions, and examples, then shows how to access and play Kahoot. After the material is explained, students play Kahoot, which contains 10 questions about vocabulary that has just been taught. All treatments are given face-to-face to assess student abilities. The first treatment resulted in learning new English vocabulary knowledge with the Kahoot application.



(*Source: Taken by researcher*)

Field Note 2 Meeting 2 Treatment 2

Class : VIII B

Date : Monday, September 15, 2025.

Time : 10.30-12.15 WIB

Observer : 30 Students

The second treatment be held on Monday, September 15, 2025.

The second treatment was given during the third teaching session on Monday, September 15, 2025. The teacher started the class by greeting the students and asking them what they had done in the previous session. The students replied that they had learned new vocabulary through pictures and quizzes using the Kahoot application. At the meaning stage, the teacher displayed pictures and provided the meaning of each word displayed through interactive quizzes on the Kahoot application so that students could understand the meaning of the words in context. The teacher told the students that the purpose of the second treatment was to strengthen their understanding of vocabulary and practice using vocabulary in sentences. The teacher provided feedback and explained the context of confusing words in sentences or words found in the pretest.



(*Source: Taken by researcher*)

Field Note 3 Meeting 3 Treatment 3

Class : VIII B

Date : Tuesday, September 16, 2025.

Time : 14.00-13.00 WIB

Observer : 30 Students

The third treatment be held on Monday, September 16, 2025.

The third treatment was given on Tuesday, September 16, 2025, during the seventh teaching session. In the use stage of the experimental class treatment, the teacher focused the learning on how students could use the vocabulary they had learned appropriately in sentences and real communication situations. The teacher first explained the grammatical function of each word, such as nouns like teacher or classroom, and verbs like study or write, and showed how these words are used in simple sentences. Next, the teacher introduces commonly used collocations, such as do homework, wear a uniform, or go to school, and then asks students to make sentences with the correct word pairs. To reinforce their understanding, students play an interactive quiz on the Kahoot app, which contains questions on the use of vocabulary in sentence contexts.





(*Source: Taken by researcher*)

Field Note 4 Meeting 4 Treatment 4

Class : VIII B

Date : Tuesday, September 16, 2025.

Time : 20.00-21.00 WIB

Observer : 30 Students

The third treatment be held on Monday, September 16, 2025

The fourth treatment was given on Tuesday, September 16, 2025, during the last teaching shift session in the night, The teacher briefly explained synonyms and antonyms again. The fourth treatment was to ask students to complete a quiz given by the teacher about synonyms and antonyms, such as the synonym for happy is. Then, the questions could be arranged in the form of word pairs or sentences that had to be completed. After the quiz, the teacher asked the students to write a paragraph with a minimum of 5 words from the questions. The fourth treatment focused on strengthening the meaning and relationship between words, especially through synonyms (similar words) and antonyms (opposite words). The goal was not only to recognize the meaning of words, but also to understand the variations in meaning and their use in the context of sentences. The result of the fourth treatment was that students were able to use a variety of vocabulary in sentences more appropriately.





Field Note 5 Meeting 5 Treatment 5

Class : VIII B

Date : Wednesday, September 17, 2025.

Time : 09.00-10.30 WIB

Observer : 30 Students

The third treatment be held on Monday, September 16, 2025

The fifth treatment was given on Wednesday, September 17, 2025, during the second teaching shift session. Encouraging active engagement and critical thinking in using vocabulary. Students were divided into small groups (2-3 people). Each group created 5 vocabulary questions in Kahoot format. These had to include meaning, synonyms/antonyms, or usage in sentences. The teacher selected the best questions and included them in a quiz. All students played the quiz created by their peers. The result of the fifth treatment was that students were able to identify the factors contributing to their errors in English pronunciation. The objective was to develop higher-order thinking skills by actively involving students in the vocabulary learning process through question creation.




(*Source: Taken by researcher*)

Field Note 6 Meeting 6 Treatment 6

Class : VIII B

Date : Wednesday, September 17, 2025.

Time : 14.00-15.00 WIB

Observer : 30 Students

The third treatment be held on Monday, September 16, 2025

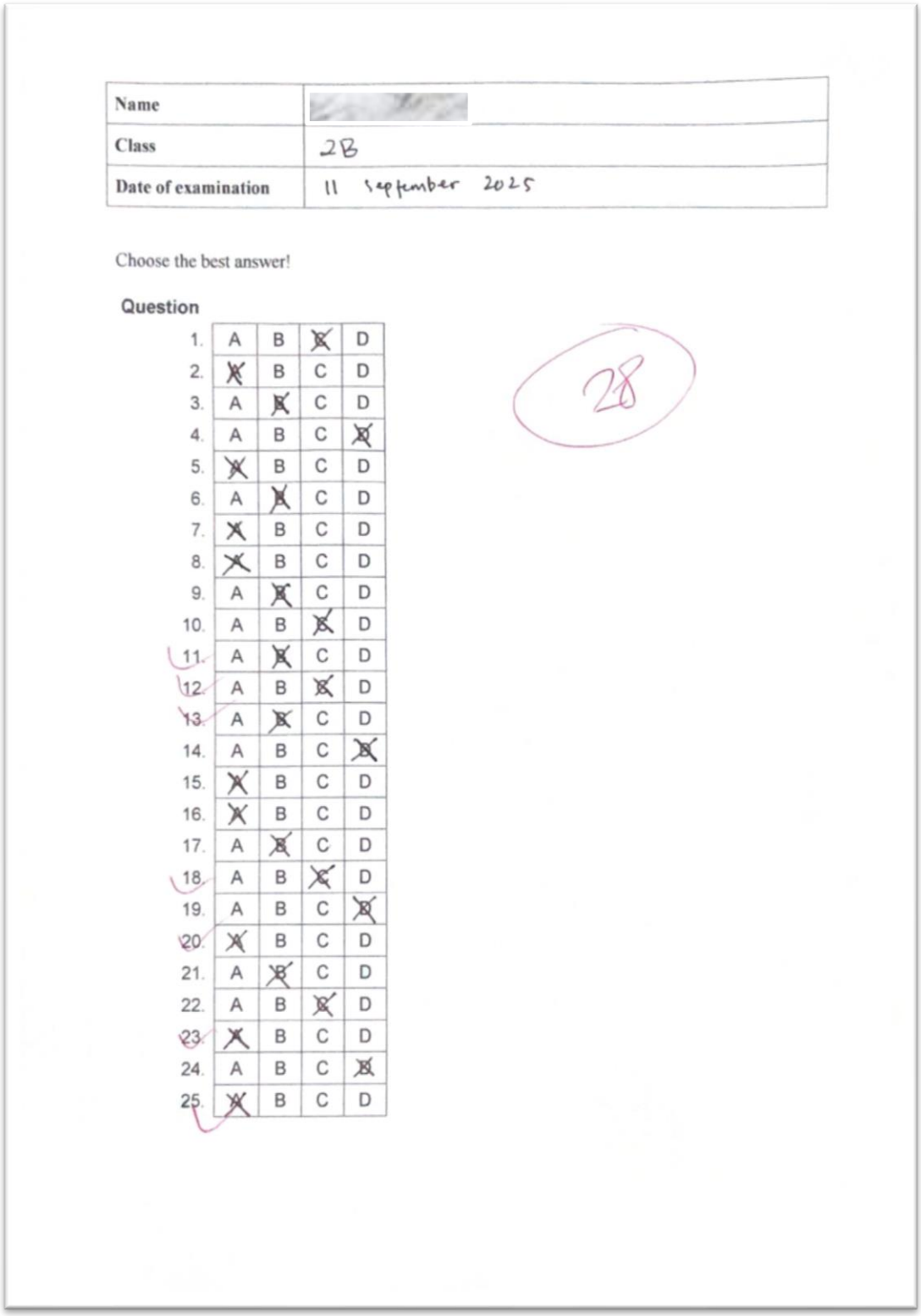
The sixth treatment was conducted on Wednesday, September 18, 2025, during the seventh teaching shift session. In this final treatment, the teacher prepared a Kahoot quiz containing 15–20 vocabulary questions covering material from all previous learning sessions. The questions were in the form of multiple choice, synonyms/antonyms, word usage in sentences, or picture guessing. The teacher activated the leaderboard feature to display rankings in real time, adding to the students' competitive spirit. The teacher observed and recorded the quiz results for each student. After the quiz was completed, the teacher announced the “Vocabulary Champion” (the student with the highest score) and gave appreciation, which could be in the form of a certificate, praise, or a symbolic reward to motivate students. The purpose of this treatment was to increase student motivation and enthusiasm for learning. With the competitive mode and the announcement of the “Vocabulary Champion,” students were motivated to learn and participate actively. Evaluating the Effectiveness of Interactive Game-Based Learning (Kahoot) Testing whether the Kahoot approach is effective in improving students' vocabulary.




(*Source: Taken by researcher*)

Appendix *9* Students' English Vocabulary Test Sheet

A. The vocabulary test sheet pre-test experiment class



Name	[redacted]
Class	2B
Date of examination	11 September 2025

Choose the best answer!

Question				
1.	A	B	~~C~~	D
2.	~~A~~	B	C	D
3.	A	~~B~~	C	D
4.	A	B	C	~~D~~
5.	~~A~~	B	C	D
6.	A	~~B~~	C	D
7.	~~A~~	B	C	D
8.	~~A~~	B	C	D
9.	A	~~B~~	C	D
10.	A	B	~~C~~	D
11.	A	~~B~~	C	D
12.	A	B	~~C~~	D
13.	A	~~B~~	C	D
14.	A	B	C	~~D~~
15.	~~A~~	B	C	D
16.	~~A~~	B	C	D
17.	A	~~B~~	C	D
18.	A	B	~~C~~	D
19.	A	B	C	~~D~~
20.	~~A~~	B	C	D
21.	A	~~B~~	C	D
22.	A	B	~~C~~	D
23.	~~A~~	B	C	D
24.	A	B	C	~~D~~
25.	~~A~~	B	C	D

28

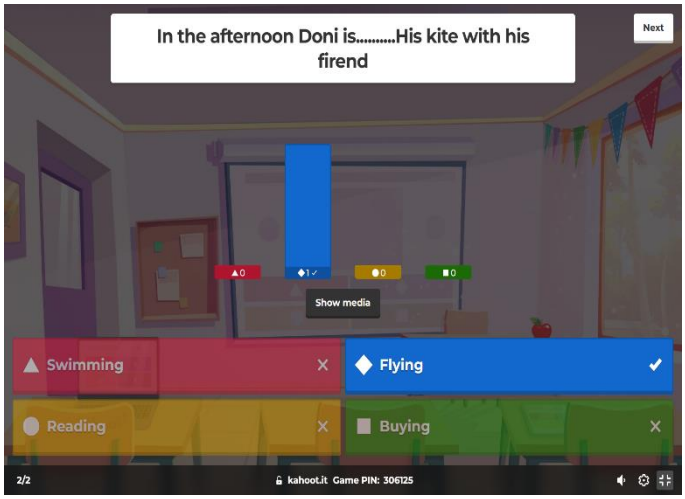
Name	[redacted]
Class	2.B
Date of examination	11 September 2025

Choose the best answer!

Question				
1.	~~A~~	B	C	D
2.	~~A~~	B	C	D
3.	A	~~B~~	C	D
4.	A	B	~~C~~	D
5.	~~A~~	B	C	D
6.	~~A~~	B	C	D
7.	A	B	C	~~D~~
8.	A	~~B~~	C	D
9.	~~A~~	B	C	D
10.	A	B	~~C~~	D
11.	~~A~~	B	C	D
12.	A	B	~~C~~	D
13.	A	~~B~~	C	D
14.	A	B	C	~~D~~
15.	A	B	C	~~D~~
16.	A	B	~~C~~	D
17.	A	~~B~~	C	D
18.	A	B	~~C~~	D
19.	A	B	~~C~~	D
20.	A	~~B~~	C	D
21.	A	~~B~~	C	D
22.	A	B	~~C~~	D
23.	A	B	C	~~D~~
24.	A	~~B~~	C	D
25.	A	~~B~~	C	D

32

B. The post-test of experiment class from Kahoot Applicaton





(*Source taken by researcher*)

The image shows the final results of the Kahoot application, which was used as a post-test medium for students in the experimental class. In the image, you can see the top three podiums, indicating that three students answered most of the questions correctly and quickly. This score was generated from the students' participation in answering vocabulary questions provided through Kahoot, where the application assesses the speed and accuracy of participants' answers. This activity is part of the learning evaluation after students receive vocabulary material using an interactive game-based approach.

C. The vocabulary test sheet pre-test Control class

Name	[redacted]
Class	IJ A
Date of examination	13 September 2025

Choose the best answer!

Question				
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

52

Name	[redacted]
Class	11 A
Date of examination	13 September 2025

Choose the best answer!

60

Question				
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

D. vocabulary test sheet post-test Control class

Name	[redacted]
Class	VII A
Date of examination	20 of September 2025

Choose the best answer!

Question				
1.	A	B	~~C~~	D
2.	A	B	C	~~D~~
3.	~~A~~	B	C	D
4.	~~A~~	B	C	D
5.	A	B	C	~~D~~
6.	A	~~B~~	C	D
7.	A	B	C	~~D~~
8.	A	~~B~~	C	D
9.	A	~~B~~	C	D
10.	~~A~~	B	C	D
11.	A	~~B~~	C	D
12.	A	B	~~C~~	D
13.	A	~~B~~	C	D
14.	~~A~~	B	C	D
15.	A	B	~~C~~	D
16.	A	~~B~~	C	D
17.	A	B	C	~~D~~
18.	A	B	~~C~~	D
19.	A	~~B~~	C	D
20.	~~A~~	B	C	D
21.	A	B	C	~~D~~
22.	A	~~B~~	C	D
23.	~~A~~	B	C	D
24.	~~A~~	B	C	D
25.	~~A~~	B	C	D

84

Name	[redacted]
Class	2 A
Date of examination	20 of September 2025

Choose the best answer!

Question				
1.	A	B	~~C~~	D
2.	A	B	C	~~D~~
3.	A	~~B~~	C	D
4.	~~A~~	B	C	D
5.	A	B	~~C~~	D
6.	A	~~B~~	C	D
7.	A	B	C	~~D~~
8.	A	~~B~~	C	D
9.	A	~~B~~	C	D
10.	A	~~B~~	C	D
11.	A	~~B~~	C	D
12.	~~A~~	B	C	D
13.	A	~~B~~	C	D
14.	~~A~~	B	C	D
15.	A	B	~~C~~	D
16.	A	B	~~C~~	D
17.	~~A~~	B	C	D
18.	A	B	~~C~~	D
19.	A	~~B~~	C	D
20.	~~A~~	B	C	D
21.	A	B	~~C~~	D
22.	A	B	~~C~~	D
23.	~~A~~	B	C	D
24.	A	B	C	~~D~~
25.	~~A~~	B	C	D

64