

**THE EFFECT OF KAHOOT APPLICATION ON  
VOCABULARY MASTERY AT VIII GRADE  
STUDENTS OF SMP N 2 ANGKOLA TIMUR  
TAPANULI SELATAN**



**A THESIS**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education (S. Pd.) in English*

**WRITTEN BY:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
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**UNIVERSITY SYEKH ALI HASAN AHMAD  
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**2025**

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To:  
**Dean Tarbiyah and Teacher  
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In –  
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*Assalamu 'alaikum Wr. Wb.*

After reading, studying and giving advices for necessary revision on thesis belongs to **Laila Tulhusna Harahap**, entitled "**The Effect of Kahoot Application on Vocabulary Mastery at VIII Grade Students' of SMP N 2 Angkola Timur-Tapanuli Selatan**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

*Wassalamu 'alaikum Wr. Wb.*

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### **LEGALIZATION**

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**Mastery at VIII Grade Students of SMP N 2 Angkola**  
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### **ABSTRACT**

This study focuses on the effect of Kahoot application on students' vocabulary mastery. The problems faced by students in vocabulary mastery are students have limited vocabulary, students do not understand the meaning and students are bored with the techniques used by teachers in class. To overcome this problem, this study applies the use of the Kahoot application in students' vocabulary learning. The purpose of this study was to determine whether there is a significant effect of the application of the Kahoot application on students' vocabulary mastery skills. This study is a quantitative study with a pre-test and post-test design, experimental and class control. The population of the study was all students of class VIII SMP N 2 Angkola Timur-Tapanuli Selatan, with a sample of 30 students divided into an experimental group. Data collection was carried out using a test to assess students' vocabulary mastery skills before and after the application of the Kahoot application. Data analysis was carried out using a sample t-test with the help of SPSS software version 26. The results of this study indicate that the average score of the experimental group is higher than the average score of the control group, which means  $H_a$  is accepted and  $H_o$  is rejected. Thus, this study concludes that there is a significant difference in students' vocabulary mastery before and after learning using the Kahoot application on the vocabulary mastery ability of class VIII students of SMP N 2 Angkola Timur-Tapanuli Selatan.

***Keywords:*** Kahoot Application, Vocabulary Mastery, English learning

**Nama : Laila Tulhusna Harahap**  
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**Judul : Pengaruh Aplikasi Kahoot Terhadap Kemampuan Penguasaan Kosakata Siswa Kelas VIII SMP N 2 Angkola Timur-Tapanuli Selatan**  
**Skripsi**

### **ABSTRAK**

Penelitian ini berfokus pada pengaruh aplikasi kahoot terhadap penguasaan kosakata siswa. Masalah yang dihadapi siswa dalam penguasaan kosakata adalah siswa memiliki keterbatasan kosakata, siswa tidak memahami makna dan siswa bosan dengan teknik yang digunakan guru di kelas. Untuk mengatasi masalah tersebut, penelitian ini menerapkan penggunaan aplikasi Kahoot dalam pembelajaran kosakata siswa. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan penerapan penggunaan aplikasi Kahoot terhadap keterampilan penguasaan kosakata siswa. Penelitian ini merupakan penelitian kuantitatif dengan rancangan pre-test dan post-test, eksperimental dan control kelas. Populasi penelitian adalah seluruh siswa kelas VIII SMP N 2 Angkola Timur-Tapanuli Selatan, dengan sampel sebanyak 30 siswa yang dibagi menjadi kelompok eksperimen. Pengumpulan data dilakukan dengan menggunakan tes untuk menilai kemampuan penguasaan kosakata siswa sebelum dan sesudah penerapan aplikasi Kahoot. Analisis data dilakukan dengan menggunakan uji-t sampel dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen lebih tinggi dari pada skor rata-rata kelompok control, yang berarti  $H_a$  diterima dan  $H_o$  ditolak. Dengan demikian, penelitian ini menyimpulkan bahwa ada perbedaan yang signifikan dalam penguasaan kosakata siswa sebelum dan sesudah pembelajaran menggunakan aplikasi Kahoot terhadap kemampuan penguasaan kosakata siswa kelas VIII SMP N 2 Angkola Timur-Tapanuli Selatan.

***Kata Kunci:*** Aplikasi Kahoot, Penguasaan Kosakata, pembelajaran Bahasa Inggris

لاسم : ليلي تولحسنا حرحب  
 نيم : وأربعة آلاف مائة وثلاثة مائة وعشرون ومائة مائة يار إثنان  
 عنوان : تأثير تطبيق كاهوت على قدرة إتقان المفردات لدى طلاب الصف الثامن في  
 الأطروحة : مدرسة الثانوية الإعدادية المدرسية في أنجكولا تيمور-تابانولي الجنوبية

## خلاصة

تيمور نغكولا في الثانية الحكومية المتوسطة المدرسة من الثامن الصف في الملاحظات نتائج إلى الدراسة هذه تستند زية، وخصوصاً تابانولي الجنوبية، والتي أظهرت أن بعض الطلاب لا يزالون يواجهون صعوبة في تعلم اللغة الإنجليزية في مهارة اكتساب المفردات. ولمعالجة هذه المشكلة، طُبقت هذه الدراسة استخدام تطبيق "كاهوت" في تعليم المفردات لطلاب الصف الثامن. كان هناك تأثير كبير لاستخدام تطبيق كاهوت في تعليم المفردات لطلاب الصف الثامن. على مهارة اكتساب المفردات لدى الطلاب. وتعد هذه الدراسة دراسة كمية ذات تصميم قبل وبعد، وتهدف إلى معرفة تأثير استخدام تطبيق كاهوت في تعليم المفردات لطلاب الصف الثامن. وتكون عينة الدراسة من جميع طلاب الصف الثامن، موزعين على مجموعتين: المجموعة الأولى (المجموعة التجريبية) والمجموعة الثانية (المجموعة الضابطة). تم جمع البيانات باستخدام اختبار لتقييم قدرة إرشاد استخدام تطبيق كاهوت، وتم تحليل البيانات باستخدام اختبار ت-مستقل. وتبين أن استخدام تطبيق كاهوت في تعليم المفردات لطلاب الصف الثامن أدى إلى تحسين نتائجهم في اختبار المفردات. وتبين أن استخدام تطبيق كاهوت في تعليم المفردات لطلاب الصف الثامن أدى إلى تحسين نتائجهم في اختبار المفردات. وتبين أن استخدام تطبيق كاهوت في تعليم المفردات لطلاب الصف الثامن أدى إلى تحسين نتائجهم في اختبار المفردات.

**الكلمات المفتاحية:** الإنجليزية اللغة تعلم، المفردات إتقان، كاهوت تطبيق

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Padangsidimpuan, Mei 2025

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Vocabulary is a collection of words that have meaning and explanation. With the vocabulary will make it easier for students to learn English. The vocabulary level is low it will be very difficult for the person to express an idea or ideas. The role of vocabulary is needed in developing good language skills for most learners and the ultimate goal of learning is to be able to communicate well and fluently.

Vocabulary is very important because it can improved many subjects in English learning.<sup>1</sup> The more students have many vocabularies the more they can get easily improve their fours skills, they are; speaking, writing, reading and listening. Therefore, everybody has to have many vocabularies, because without having many vocabularies, the ability to communicate and to convey the ideas, desires, emotion and feeling could not be established. In vocabulary class, the students should have good ability in English vocabulary the students must have many vocabularies in English that can help them to know the meaning of what they learn In English.

However, preliminary observations conducted at SMP N 2 Angkola Timur-Tapanuli Selatan conducting interviews with the teacher and also some students',

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<sup>1</sup> Yuyun Bahtiar, "Using the Total Physical Response To Improve Students' Vocabulary Mastery," *SELL Journal* vol 2(1), no. April (2019): 8–23, [https://scholar.google.com/scholar?hl=id&as\\_sdt=0%2C5&q=using+the+total+physical+response+to+improve+students%27+vocabulary+mastery&btnG=](https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=using+the+total+physical+response+to+improve+students%27+vocabulary+mastery&btnG=).

reveal several challenges were found in the current approach to teaching vocabulary. The students still had a lack of vocabulary. The students were not able to identify the meaning of the word<sup>2</sup> The students were difficult in memorizing the new vocabulary. Additionally, students report feeling unmotivated or over whelmed by the sheer volume of new vocabulary they are expected to learn, resulting in a lack of confidence in their ability to use English effectively.

Moreover, the limited use of digital tools in the classroom was noted, despite the increasing availability of technology in educational settings. Students at SMP N 2 Angkola Timur-Tapanuli Selatan, like many others of their generation, are highly familiar with digital platforms and games, making them more inclined to engage with learning materials that incorporate interactive and competitive elements. This pre-observation highlights the potential for platforms like Kahoot to enhance the learning experience by providing an enjoyable and dynamic approach to vocabulary practice. In light of these observations, this study related to examine whether Kahoot, as a digital tool for vocabulary learning, can significantly improve student engagement, motivation, and vocabulary retention in comparison to traditional methods.

There are many ways to increase students' vocabulary in English, one of which is by using a digital platform, namely Kahoot. Kahoot is one game-based

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<sup>2</sup> M Afdhal Zikri, "The Influence of Using Kahoot Application on Students' Vocabulary Mastery at the Eight Grade Students of SMP Muhammadiyah 1M Afdhal Zikri, "The Influence of Using Kahoot Application on Students' Vocabulary Mastery at the Eight Grade Students of SMP Muhammadiyah 1 Pekanbaru," 2022, 112, [https://repository.uin-suska.ac.id/59054/2/THESIS M. AFDHAL ZIKRI.pdf](https://repository.uin-suska.ac.id/59054/2/THESIS%20M.%20AFDHAL%20ZIKRI.pdf).

learning platform that using ICT especially online media to analyze the knowledge of students and to assess the students. The content that include in Kahoot become popular and inspire many students to join in that platform because it is fun, modern, and contextual. It is appropriate with the ideal circumstance of students in elementary school that needs playful learning material to make young learners enjoy the lesson.

Kahoot is another helpful platform with all its attractive colours and features. It is basically "a game-based student response system in which the teacher takes on the role of a game show host with the students as contenders". Through Kahoot, teachers can introduce new vocabulary, work with texts and puzzles and even integrate videos. Kahoot! offers a huge library of ready-made games in all disciplines where teachers can choose what they need and even edit the games and tailor them to their needs. Recently, Kahoot introduced the integration of their application with Zoom, which is a huge addition and another feature that will add a lot to the overall enjoyable Kahoot experience.

The platform is very flexible and easy to use, and it can be very helpful in engaging EAP students, according to Walsh, who stated that "Kahoot can be used as a classroom tool through a practical, interactive demonstration"<sup>3</sup>. Teachers also like Kahoot, according to Dhillon and Murray, who found that teachers had very positive views towards using e-learning technology tools such as Kahoot in the

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<sup>3</sup> Dwi Nanto, et. al *Emerging Trends in Technology for Education in an Uncertain World* Proceedings of the 6th International Conference on Education in Muslim Society, (ICEMS 2020), Jakarta, Indonesia, 18-19 November 2020 (2021), CRC press

classroom. Teachers reported that using Kahoot and other tools increased the students' engagement as well as their motivation and that it also led to the increase of learners' autonomy in EAP classrooms. Kahoot was very popular among students in a SEN (Special Educational Needs) EAP classroom not only because it is a game but also because students enjoyed the sense of competition.

Albatch, mentioned that Kahoot help students "practise at their own pace, and be self-corrected, and practice again and again as many times they want in order to achieve their goal, which is learning their vocabulary; memorisation was also empowered" <sup>4</sup> Kahoot fosters a competitive yet collaborative learning environment, which motivates students' to actively participate and recall vocabulary better.

There are studies that show the effectiveness of using Kahoot in the teaching and learning process of English in the classroom. Isnaniah and Lutfi proves that Kahoot as a media which has a variant game-based learning such as: Jumble word, Video game, and flashcard mode and use vocabularies for communication in daily life. These strategies help the students in easier, faster, and more enjoyable ways to master vocabulary so they really support the students' vocabulary improvement.<sup>5</sup> Kahoot helps the students in learning vocabulary as well as motivate them.

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<sup>4</sup> Philip Altbach, *Global Perspectives on Higher Education*, ed. Jacqueline S. Stephan, Georgios Kormpas, and Christine Coombe, *Global Perspectives on Higher Education*, 2022, <https://doi.org/10.56021/9781421419268>.

<sup>5</sup> Nur Hasanah Lutfi, "The Effect of Kahoot! Software on Students' Vocabulary Mastery for Elementary Students: A Literature Study," *Journal of Excellence in English Language Education* 1, no. 3 (2022)

This study aims to determine the effectiveness of the ICT Kahoot media in learning English for elementary school students in the Jakarta during the Covid-19 pandemic. This is an attempt to facilitate successful learning for elementary school students even though the activities are carried out online and from students' own homes. Additionally, Kahoot as gamification in general shifts classroom dynamics and brings more diversity to an often-monotonous setting.<sup>6</sup> However, in order for gamification to yield such results, the questions have to be carefully designed to prompt students to utilise their metacognitive strategies to produce meaningful output. Additionally, the instructor must spend time to clarify any misconceptions or questions that students may have.



## B. The Identification of the Problem

Based on the background explain, several problems can be identified in this research namely :

1. The students still had a lack of vocabulary.
2. The students were not able to identify the meaning of the word.<sup>7</sup>
3. The students were difficult in memorizing the new vocabulary.

## C. The Limitation of the Problem

Based on the background of the problem above, the researcher found some problems in vocabulary. The research subjects in junior high school (SMP N 2

<sup>6</sup> Plump, C. M., & La Rosa, J. (2017). Using kahoot in the classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*, 2(2), 151-158

<sup>7</sup> M Afdhal Zikri, "The Influence of Using Kahoot Application on Students' Vocabulary Mastery at the Eight Grade Students of SMP Muhammadiyah 1M Afdhal Zikri, "The Influence of Using Kahoot Application on Students' Vocabulary Mastery at the Eight Grade Students of SMP Muhammadiyah 1 Pekanbaru," 2022, 112, [https://repository.uin-suska.ac.id/59054/2/THESIS M. AFDHAL ZIKRI.pdf](https://repository.uin-suska.ac.id/59054/2/THESIS%20M.%20AFDHAL%20ZIKRI.pdf).

Angkola Timur-Tapanuli Selatan) students. As a result, the researcher focused on students' vocabulary.

#### **D. The Formulation of the Problem**

Based on the above background of the problem, here the researcher formulates the problem of the research as follows:

1. How is students' vocabulary mastery before learning using Kahoot Application at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan?
2. How is students' vocabulary mastery after learning using Kahoot application at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan?
3. What is the effect of Kahoot application on students' vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan?

#### **E. The Objectives of the Problem**

The primary objectives of this study are :

1. To know how students' vocabulary mastery is before learning using Kahoot application at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.
2. To know how students' vocabulary mastery is after learning using Kahoot application at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.

3. To know the significant effect of Kahoot application on students' vocabulary mastery at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.

## **F. The Significance of the Problem**

### **1. Teacher**

The use of applications as a medium greatly help teachers in teaching English in the classroom, especially since this Kahoot application is easy to use. In addition, this application does not bore users so when teachers teach learning in class using this application will create fun classes and students will be comfortable while learning.

### **2. Students**

Hope for students, in the use of this application in the classroom students will be interest in learning English easily and fun as well, as the goal to improve the vocabulary of English, can be achieve. Another hope is that by using the new method, students are expected to be able to practice often using this application in order to improve students' motor skills in using technology media.

### **3. Other Researcher**

Researchers hope that this research can be useful for students in improved English language skills and can also be a medium for researchers

in providing vocabulary teaching to students.<sup>8</sup> Another hope is that the results of this study can be useful for other researchers in their research.

#### **G. The Definition of Operational Variables**

This research consist of two variables, the definition of those two variables as follow:

##### **1. Kahoot**

Kahoot is one game-based learning platform that using ICT especially online media to analyze the knowledge of students and to assess the students<sup>9</sup>. Kahoot helped students "practise at their own pace, and be self-corrected, and practice again and again as many times they want in order to achieve their goal, which is learning their vocabulary; memorisation was also empowered.

##### **2. Vocabulary**

Vocabulary is one of language aspects. Vocabulary is a main element of language proficiency and gives much of the basis for how well learners speak, listen, read, and write. Vocabulary is a list of words with their meanings.

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<sup>8</sup> Wisma Angraeni Hamzah, "The Effect of Kahoot Application on Vocabulary Mastery of the Second Grade Students of SMPN 2 Polewali Mandar," *Nucl. Phys.* 13, no. 1 (2023): 104–16.

<sup>9</sup> Garcia B. Manuel, *Handbook of Research on Instructional Technologies In Health Education and Allied Disciplines*

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

To conducted a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts minimized possible misunderstanding between the readers and the writer. In another words, it is very important to be explained, so the readers get the point clearly.

##### **1. Vocabulary Mastery**

###### **a. Definition of Vocabulary**

Vocabulary is one of language aspects. Vocabulary is a main element of language proficiency and gives much of the basis for how well learners speak, listen, read, and write. <sup>1</sup>According to Alqahtani, vocabulary can be defined as words to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Vocabulary can also be define as the total number of words in a language; vocabulary is a list of words with their meanings. Ferreira states that vocabulary knowledge is commonly defined as precise comprehension to translate the lexical items into native language; the ability to find the right definition in a multiple-choice task, or the ability to give a target language

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<sup>1</sup> Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, III, 21-34

paraphrase. In short, vocabulary is a list of words of a language which has meaning that is used to communicate effectively.

Alqahtani then distinguishes vocabulary into two kinds; active and passive vocabulary. Active vocabulary refers to vocabulary that has been taught and is expected to use by learners.<sup>2</sup> While the passive one is vocabulary that can only be recognized by learners without being able to pronounce it.

Furthermore, Nation<sup>3</sup> explains that in the texts there are four types of vocabulary call high frequency words, academic words, technical words and low frequency words. In high frequency words, there is a small group of high frequency words which are crucial because these words cover a very large proportion of the running words in spoken and written texts and appear in all types of uses of the language. Besides, academic words are the words in the academic vocabulary that are beneficial for learners studying humanities, science or commerce. The list is not restricted to a specific discipline.

The academic vocabulary has sometimes been call sub-technical vocabulary since it does not contain technical words, but it contains rather

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<sup>2</sup> Asfi, A., Yasinta, W., M. Happy Explicit morphological instructions and english vocabulary mastery (2022) <https://shorturl.at/9CBv4>

<sup>3</sup> I. S. P. Nation Learning Vocabulary into another Language Nation Victoria University of Wellington (2001).

formal vocabulary. Moreover, technical words contain a variety of types which range from words that do not commonly appear in other subject areas to those that are formally like high frequency words but which have specialised meanings. Meanwhile, low frequency words are a very large group of words appearing very infrequently and cover only a small proportion of any text.

### **b. Types of Vocabulary**

Vocabulary is one of language aspects. There are two types of vocabulary, they are receptive vocabulary and productive vocabulary, as described below:

- a) Receptive Vocabulary, used to understand language convey by other people, both orally and in writing. In other words, receptive vocabulary is our understanding of the expressions that our interlocutors use when we speak or that we read when reading written texts.
- b) Productive Vocabulary, vocabulary that requires the speaker or writer to convey his own choice of vocabulary in accordance with the message he wants to convey to the person he is talking to or the message he will write to convey to others.<sup>4</sup>

### **c. Classifications of Vocabulary**

In learning vocabulary there are two types of vocabulary. Another way, vocabulary is also classified into function of words and contents. Term

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<sup>4</sup> James Wilton, (2009). Measuring Second Language Vocabulary Acquisition. Second Language Acquisition

used to classify vocabulary based on their function categories it is known as part of speech. They are:

- 1) Noun, also known as nouns, play a major role in building sentence structures and giving identity to the elements in them. In other words, nouns refer to words that describe anything that can be touched, seen, or identified. Nouns are divided into several types, namely countable, uncountable, common, proper, concrete, abstract, and collective nouns.
- 2) Pronoun, a words that function as substitutes for nouns in a sentence. The main function of pronouns is to avoid repetition of words that might occur if we have to continue using nouns repeatedly. They are often used to avoid repeating the same noun over and over.
- 3) Verb, a word used to express an action, state, or event. A verb is a word that describes an action, state of being, or occurrence in a sentence. Verbs are a key part of a sentence, along with nouns, and are often used as predicates in phrases or sentences.
- 4) Adverb, a word used to provide additional information and give nuance to a sentence.<sup>5</sup> Adverbs are grouped into several types, namely manner, degree, frequency, place, and time.
- 5) Adjective, part functions to provide additional description or quality to a noun or pronoun in a sentence. Examples of adjectives are sad, pretty,

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<sup>5</sup> Erlin Ifadah.et .al. (2024), English Grammar Basic To Advance: Teori & Implementasi, Pt. Sonpedia Publishin Indonesia, hlm 8-15

adorable, beautiful. They can be used to describe something independently or in comparison to something else.

- 6) Prepositions, prepositions are words or groups of words that are used to connect nouns, pronouns, and phrases to other words in a sentence function to indicate position, direction, or spatial and temporal relationships between nouns or pronouns and other elements in a sentence. Examples of prepositions are with, on, at, through, and since.
- 7) Conjunction, to connect words, phrases or clauses in sentences. Conjunctions help to form connections and logic between sentence elements. They are used to link items that are grammatically equal, such as two words, two phrases, or two independent clauses
- 8) Interjection, interjection is a type of word in English that is used to express emotions, feelings, or reactions to something. They are often followed by an exclamation point. For example Wow, Ouch, Oops.

In this research, the researcher focused in noun only things in the (animal and furniture). Nouns and also known as nouns, play a major role in building sentence structures and giving identity to the elements in them. In other words, nouns refer to words that describe anything that can be touched, seen, or identify.<sup>6</sup> According to Tahir, nouns are divided into several types, namely countable, uncountable, common, proper, concrete, abstract, and collective nouns, as described below:

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<sup>6</sup> V P Kannan, English Grammar for EFL/ESL Students (Simple, Practical yet Comprehensive), (2018). Nation Press

a) Proper Noun

A Proper Noun is used to indicate a particular person, place, organization, thing, or idea as different from every other. To distinguish them from common nouns, proper nouns are always capitalized in English. Proper nouns include personal names, place names, names of companies and organizations, and the titles of books, films, songs, and other media.

b) Common Noun

A common noun did not indicate any particular person, place, organization, thing or idea, but is common to any and every person, place, organization, thing, or idea of the same kind.<sup>7</sup> The 'common nouns' name to general items while 'proper nouns' name to specific ones

c) Collective Noun

A Collective Noun denotes a group or collection of similar individuals, to make them one entity. For instance, there may be many mango trees in an orchard, but only one grove. Here, the mango tree is a common noun, because it may stand for any and every olive tree. But GROVE is a collective noun because it stands for all the olive trees and not for any particular olive tree taken separately.

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<sup>7</sup> Manik Joshi, Nouns in the English Language: Types and Examples, Amazon Digital Services LLC - KDP Print US, (2021)

d) Abstract Noun

An Abstract Noun speaks of the action, state, quality, concept, etc. which cannot be seen, heard, touched, smelt, or tasted, we cannot recognize them through our senses. They are intangible ideas. We can only feel them such as emotions, concepts, traits, etc. The names of Arts and Sciences are also Abstract Nouns. Abstract nouns can be countable (such as 'a noise') or uncountable (such as pleasure).

e) Material Noun

A Noun of Material denotes the matter or substance of which things are made. The same word can be a Material Noun or a Common Noun according to the context. Material nouns are tangible, meaning they can be touched, seen, heard, or smelled.

f) Compound Noun

A compound noun combines two words in one. When they are connect by a hyphen and called hyphenated compounds (e.g.: load-shedding). When they have a space between them, they are called open compounds (e.g.: inner ear). When they have no space they are called closed compounds (e.g.: healthcare).

g) Countable Noun

A countable noun is one that you can count. Countable noun answers for the question 'how many'. Examples: table, pen, road, book.

#### h) Uncountable Noun

An uncountable or a mass noun is one that cannot be count. They are quantified by an amount rather than a number. They have only one form.

#### d. Vocabulary Component

In vocabulary, there are several aspects call forms, meanings, and uses. Meaning refers to form, concept and references and associations with the native language. Talking about form, there will be spoken form, written form and word parts. The use is discussing about grammatical functions, collocation and constraints on use. Notion explains that in knowing a word, there are some components involved. They are as follows:

**Table II. 1: Component of Vocabulary**

| Aspect  | Component              | Receptive Vocabulary                            | Productive vocabulary                                  |
|---------|------------------------|-------------------------------------------------|--------------------------------------------------------|
| Form    | Spoken                 | What does the word sound like?                  | How is the word pronounced?                            |
|         | Written                | What does the word look like?                   | How is the word written and spelled?                   |
|         | Word                   | What parts are recognizable in this word?       | What word parts are needed to express the meaning?     |
|         | Form and meaning       | What meaning does this word form signal?        | What word form can be used to express this meaning?    |
| Meaning | Concepts and referents | What is included in this concept?               | What items can the concept refer to?                   |
|         | Associations           | What other word does this make people think of? | What other words could people use instead of this one? |

|     |                                            |                                                                    |                                                             |
|-----|--------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------|
|     | Grammatical functions                      | In what patterns does the word occur?                              | In what patterns must people use this word?                 |
| Use | Collocations                               | What words or types of words occur with this one?                  | What words or types of words must people use with this one? |
|     | Constraint on use (register, frequency...) | Where, when, and how often. would people expect to meet this word? | Where, when, and how often can people use this word?        |

#### e. The Importance of Vocabulary

Vocabulary is a crucial element for English learners. According to Adam, vocabulary is a building block in a language. A learner with sufficient vocabulary can communicate better rather than students who have limit vocabulary. Vocabulary also becomes the foundation of the other skills. Fithriani mention that vocabulary knowledge is the foundation of listening, reading, speaking, and writing so that vocabulary mastery positively correlates with their language learning ability. Points out that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. Therefore, mastering English vocabulary is very crucial in most aspects of learning activity.

Gower, explain that vocabulary is significant for students, and it is more important than grammar for communication purposes, particularly in

the early stages when the students are motivat to learning the basic words they require to get by in the language. Richards state that without an extensive vocabulary and strategies for acquiring new vocabulary, learners

often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. In short, vocabulary is a crucial element for language learners.

**f. The Material of Vocabulary**

Vocabulary is one of language aspects. Vocabulary is a main element of language proficiency and gives much of the basis for how well learners speak, listen, read, and write.<sup>8</sup> According to Alqahtani, vocabulary can be defined as words to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

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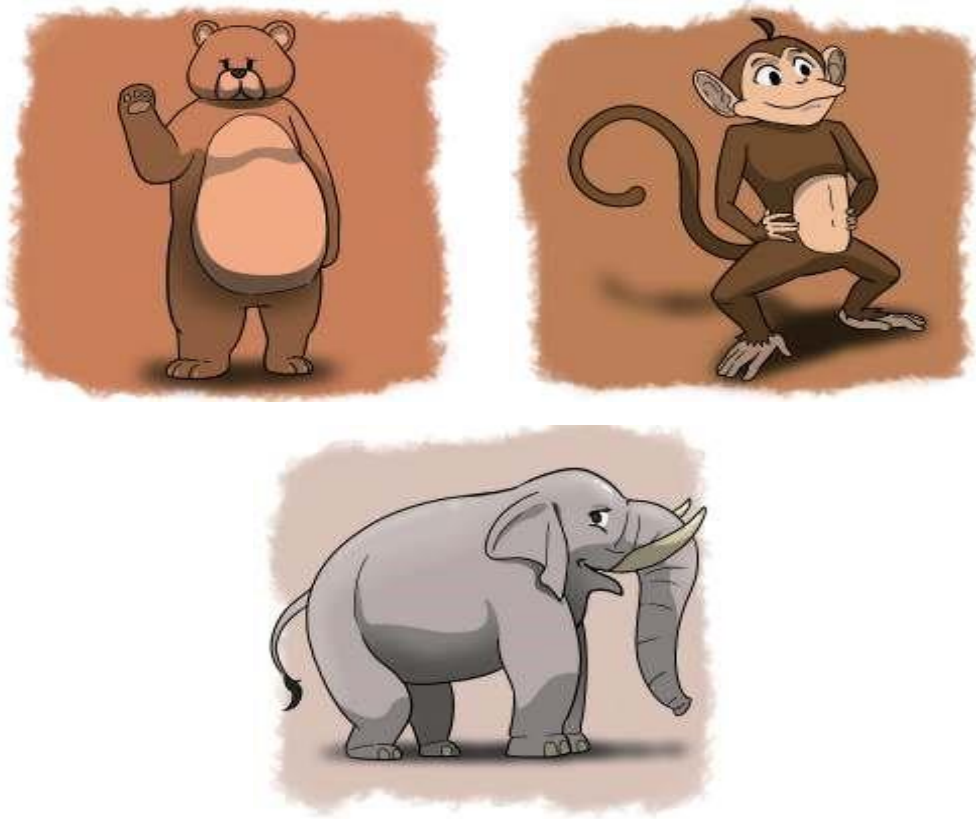
<sup>8</sup> Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, III, 21-34

**Section 1 - Say What You Know****Unit 3. Kindness and Friendship**

- a. Look at these animals. Talk about each animal. Use the clues below.



**Picture II. 1: The material of Vocabulary about animals**

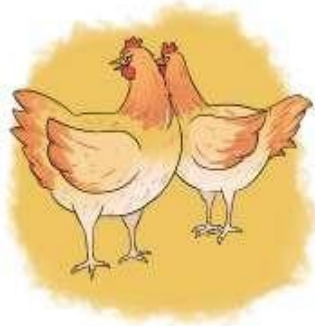


Picture 2.7. Animals

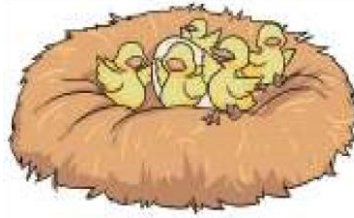
1. What is their size? Are they big or small?
2. What can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?
3. Where do they live? In the forest? In the sea? In a pond?

**Picture II. 2: Animals**

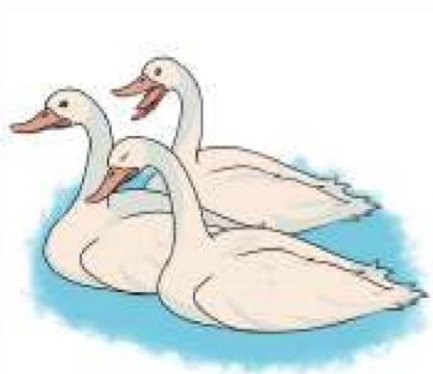
b. Circle other four animals that you will find in the story.



Chickens



Yellow ducklings



Swans



A cow



A dog



Mother Duck

a. Galang is inviting Andre and Monita to go inside his house. See the



Comicstrip 3.1 Galang shows his house to Andre and Monita

- b. Here are the other rooms in Galang's house. Put the furniture in the right rooms. Write the words of furniture in the rooms.

|                           |  |
|---------------------------|--|
| Kitchen                   |  |
| Dining Room               |  |
| Galang's Parent's Bedroom |  |
| Galang's Bedroom          |  |
| Galang's Sister's Bedroom |  |
| Bathroom                  |  |

Worksheet 3.3

### **g. Aspect of Vocabulary**

Vocabulary is one of the aspects of language that you should learn. Learning is important because you must first acquire vocabulary before you can speak, write, and listen. People are said to "know" a word if they can recognize its meaning when they see it. This means that when learning vocabulary, learners need to understand its meaning and use it within the context of sentences. Although the concept of a word can be defined in many different ways, the three important aspects of her that teachers need to know and focus on are form, meaning, and usage. According to Novarisan and Orpa, "there are some aspects of learning vocabulary. They are meaning, spelling and contextual use." Below, it will elaborate

#### **a) Meaning**

Meaning In learning a foreign language, students should know the meaning of the word. Knowing the meaning of the word will make students easier to communicate on written or oral.

#### **b) Contextual Use**

Contextual use in vocabulary refers to the ability to infer and apply the meaning of a word based on the surrounding text or situation which it appears. This skill is essential for effective communication and comprehension, as it enables individuals to understand words not in isolation but within their specific contexts. Based on the above statements of the researchers, it can be concluded that without a rich vocabulary,

learners will not be able to fully develop their comprehension skills. Therefore, the only aspect that students should learn when learning English is vocabulary. They learn able vocabulary aspects were grouped by students into her three categories: meaning, spelling and contextual use.

#### **h. Vocabulary Testing**

Tests There are two types of vocabulary tests, receptive and productive (receptive and productive vocabulary). Receptive vocabulary is the ability to understand the meaning of vocabulary based on context. Productive vocabulary is the ability to use vocabulary that the speaker has mastered to communicate and arrange it in the form of utterances or sentences that you want to convey according to the context of the conversation being held.

There are several forms of vocabulary tests to measure receptive vocabulary skills, including multiple choice and matching.

#### **a. Multiple Choice Test**

The following is an example of a receptive vocabulary test in the form of a multiple choice test.

My grandfather is a very independent person.

- a) Never willing to give help
- b) Hard working.
- c) Not relying on other people.
- d) Good at repairing things.

In this example, students must understand what the underline words mean according to the context of the existing sentence. The answer choices are an explanation of a person's character, and students must choose the most appropriate answer according to the meaning of the underline word.

#### **b. Matching Test**

The following is a form of receptive vocabulary test which is tested in the form of matching.<sup>9</sup> The two examples above show that language learners try to understand the meaning of the words that are available, and language learners just have to choose the appropriateness of the word based on the existing context or based on the meaning given.

The same as receptive vocabulary, productive vocabulary also has several forms of tests. The following is an example of a question in the form of productive vocabulary. In this productive vocabulary test, language learners are asked to use the vocabulary they have to answer the questions given. There are two forms of productive vocabulary tests, namely filling in the gaps (fill in the blank) and filling in the gaps in the text (selective deletion cloze).

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<sup>9</sup> Shira Lubliner, Judith A. Scott, *Nourishing Vocabulary Balancing Words and Learning*, (2008), Sage Publications

### c. True or False

In this type of test, are a type of binary choice question that test whether a statement is true or false. They can be used to assess learning goals.

## 2. Kahoot

### a. The Definition of Kahoot

Kahoot is an educational application that use gamification as a means of facilitating digital learning. The inventors of the Kahoot application were Morten Versvik, Johan Brand, and Jamie Brooker in 2012. They were students at the Norwegian University of Science and Technology when they created this quiz platform. The utilization of this tool within educational systems at both primary and tertiary levels is prevalent due to its user friendly interface, facilitating the creation, engagement, and dissemination of diverse educational games. It has been observed that the incorporation of entertainment and pleasure into the learning environment can have a positive impact on learners, enhancing their overall learning capacity and fostering their motivation to actively engage in the learning process. Numerous studies have demonstrated positive outcomes in relation to the enhancement of learning and instruction.<sup>10</sup> The impact of the Kahoot application on the motivation levels of English language learners.

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<sup>10</sup> Abd Algane M., Ali R., Strategies for E-Learning in Teaching English as a Foreign Language, *Digital Pathways*

The outcome was affirmative, as the implementation of this application fostered a stimulating and amusing atmosphere inside the educational setting. Furthermore, the participants asserted that they were able to acquire the necessary competencies expeditiously and without error through the utilization of interactive exercises and gaming applications on their portable electronic devices.

Kahoot is an online interactive learning media that is packaged in a form of game with an attractive appearance accompanied by musical accompaniment. The game has several criteria so that it can be used appropriately in learning. The criteria for a good game in learning are set clear goals to be achieved, help students achieve learning objectives, creating a pleasant learning atmosphere, and prioritize effectiveness and efficiency in teaching and learning activities.

Using Kahoot media in teaching and learning activities is wrong one of the expected uses of information technology in the digital era overcome the weaknesses of conventional learning problems. Besides as a learning medium, the Kahoot application is used as an evaluation tool which can help teachers to create appropriate learning pleasant.

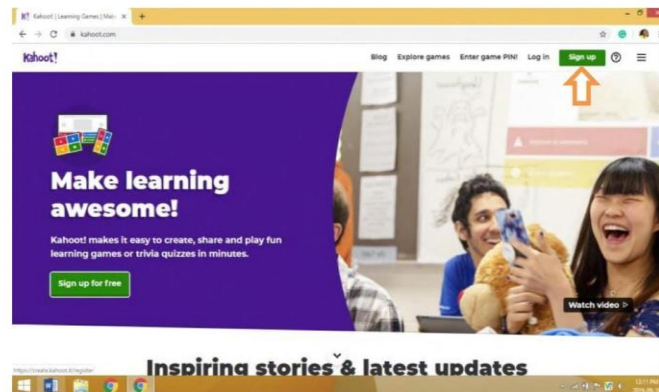
#### **b. The Procedure of Using Kahoot**

The Kahoot platform is very effective in combining learning activities and helps create competition between students in learning. The steps for using Kahoot as a tool learning evaluation is as follows:

1. Teachers access [www.create.kahoot.com](http://www.create.kahoot.com) to log in to the Kahoot application using a Google account
2. After logging in to Kahoot, the homepage will appear then the teacher creates questions for evaluation by clicking create new
3. After several questions have been asked, the teacher can start the game by choosing one type of individual or group game
4. Next a PIN will appear and students can access [www.kahoot.com](http://www.kahoot.com) then enter the PIN so they can connect to the game. If it is connected, a question will appear on the laptop or device (HP) screen
5. Students' can answer the available questions by selecting one of the colored answer options available on the laptop or device (HP) screen
6. After all students have answered the questions, the answer results will appear
7. Next, if all the questions are answered, the 3 highest scores will be presented
8. At the end of the game the teacher can save the downloaded score results in spreadsheet form
9. The last thing the teacher does is give prizes or awards to students who get the highest scores as motivation to learn.

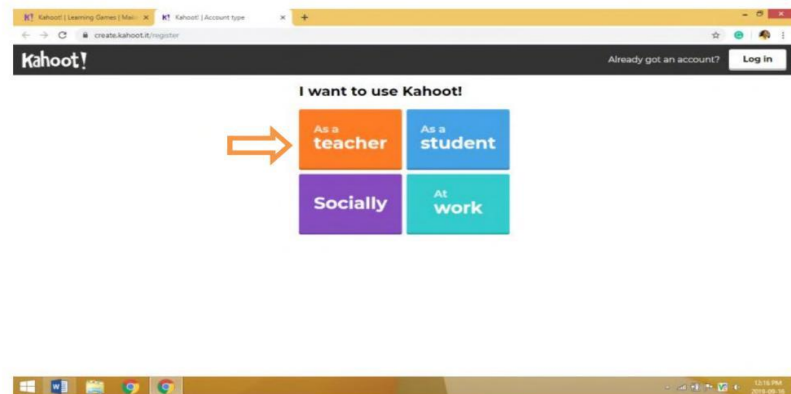
Basically, Kahoot media is an online quiz application that displays questions on the screen. Kahoot media is equipped with various features such as quizzes, automatic answer correction, ranking of student

answers, types of accompanying music, games, and others.<sup>11</sup> Games and quizzes can be played individually or in groups where the answering process is represented by pictures and colors for the correct answer.

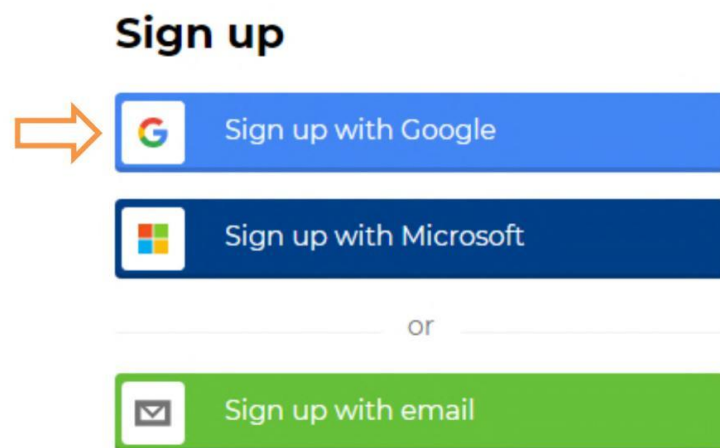
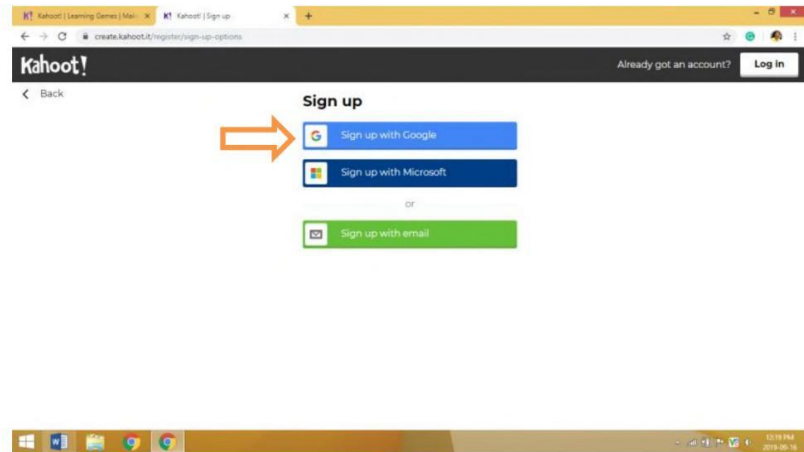


Picture 1. 1

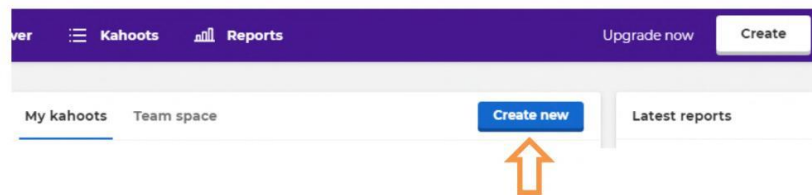
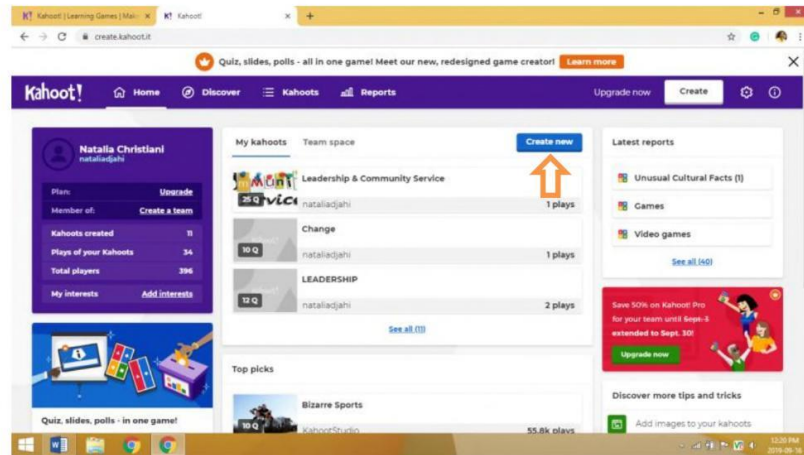
<sup>11</sup> Andre Kurniawan, *Panduan Penggunaan Kahoot !*, n.d. <https://shorturl.at/BM7gy>



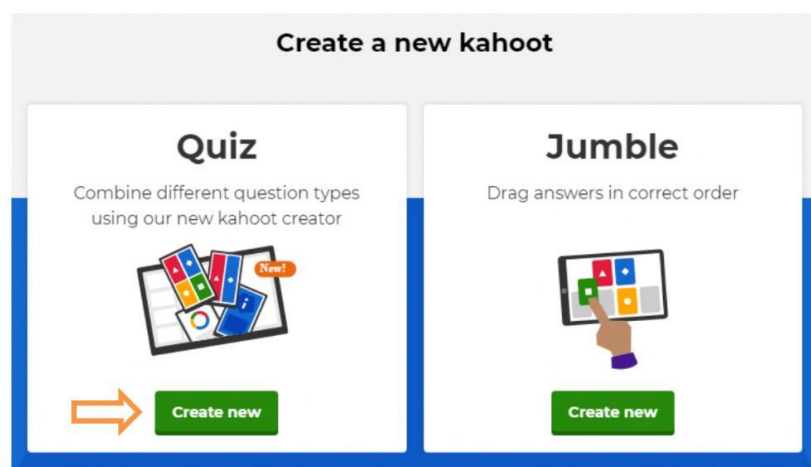
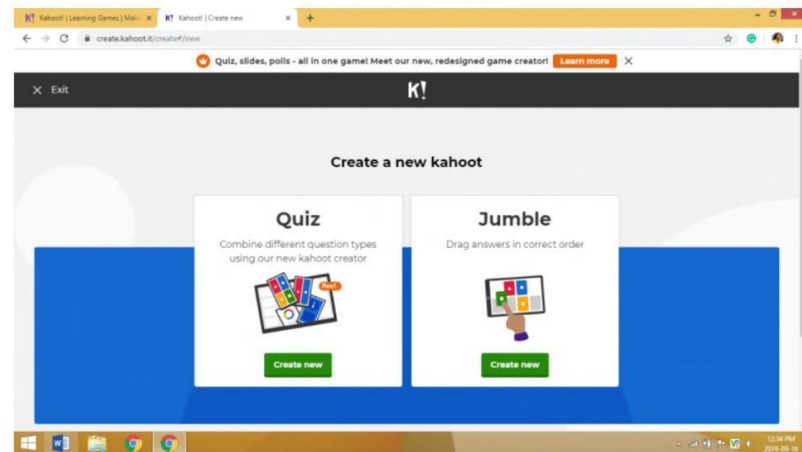
Picture 1. 2



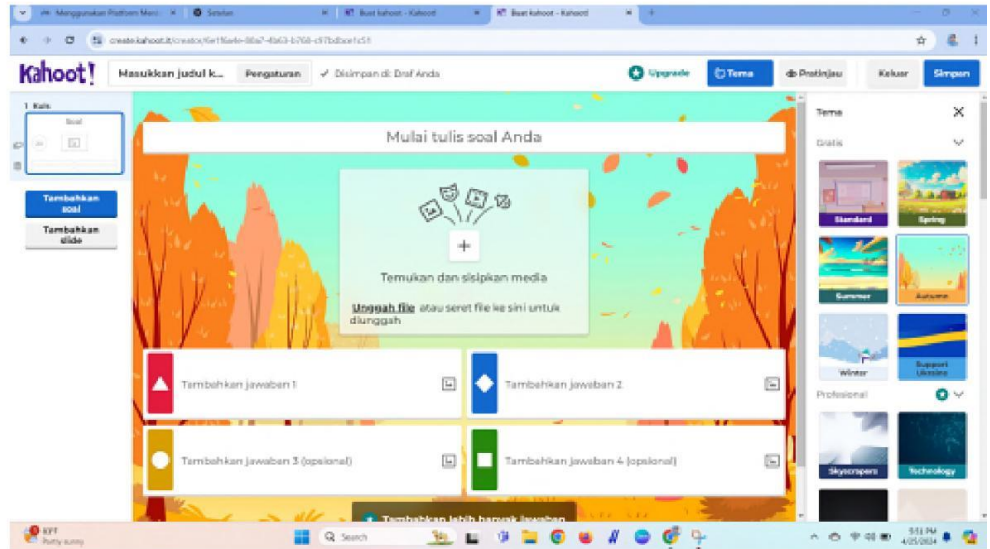
Picture 1. 3



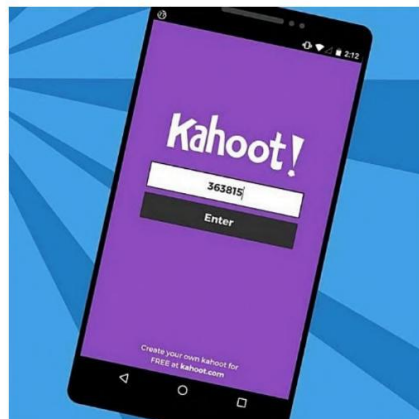
Picture 1. 4



Picture 1. 5



Gambar tampilan Kahoot pada layar laptop guru



Gambar tampilan Kahoot pada layar siswa

### **c. The Advantages and Disadvantages of Using Kahoot**

The Kahoot platform is very effective in combining learning activities and helps to create competition between students in learning. Kahoot has several advantages and disadvantages<sup>12</sup> as follows:

#### **1) The Advantages**

Kahoot Application platform is very effective in combining learning activities and helps create competition between students in learning and The advantages of Kahoot Application such as, create a more enjoyable class atmosphere, students are trained to use technology as a learning medium, train students' motor skills, developing children's emotions in competing and collaborating.

#### **2) The Disadvantages**

Although Kahoot Application is very good platform for improved students' skills, Kahoot also has several disadvantages including, there are minimal teachers who are technologically literate inadequate school facilities students are easily tricked into opening things outside the platform. limited learning duration, teachers have minimal time to organize lessons using Kahoot.

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<sup>12</sup> Djoko Dwi, K., Punaji. S., Januar, K., Haris A., Zihan, C., (2021) Evaluasi HOTS Menggunakan Aplikasi Digital Pada Mata Pelajaran IPS

### 3. Teaching Vocabulary by Using Kahoot Application

In vocabulary learning, one of the game based platform using ICT which can applied by teacher is Kahoot application. Kahoot application is one game-based learning platform that using ICT especially online media to analyze the knowledge of students and to assess the students. Using Kahoot application in vocabulary instruction has been showed to significantly enhance students' vocabulary mastery. The following is a procedure for teaching vocabulary using Kahoot application is:

| <b>Procedure Teaching Vocabulary by Using Kahoot Application</b>                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Students Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Pre Teaching<br><br>1. Teacher say greetings<br>2. Teacher say to pray together<br>3. Teacher checks attendance                                                                                                                                                                                                                                                                                                                                | Pre Teaching<br><br>1. Students answer greetings<br>2. Students pray together<br>3. Students listen to their name                                                                                                                                                                                                                                                                                                                         |
| While Teaching<br><br>1. The teacher explain the purpose of the lesson and introduce Kahoot<br>2. The teacher explain more about kahoot application to the students.<br>3. The teacher make a quiz from Kahoot application and give to students.<br>4. The teacher reminds to the students that they must choose the correct answer and work on the questions within the specified time.<br>5. The teacher announce the time limit (2 minute). | While Teaching<br><br>1. Students listen carefully to the purpose and show interested.<br>2. Students listen to the teacher when the teacher explain about Kahoot application.<br>3. Students did the quiz.<br>4. Students begin answered the quiz from the teacher and choosed the best answer.<br>5. Students' focused on the questions.<br>6. Students participate and listen carefully when the teacher explain the misunderstanding. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. The teacher explain and clarified any misunderstood about the question and the teacher told to students' the correct answer.                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Post Teaching</b> <ol style="list-style-type: none"> <li>1. The teacher review the word fromed during the application.</li> <li>2. The teacher assigned a follow-up activity, such as created sentences with new vocabulary.</li> <li>3. The teacher give scores to the students.</li> <li>4. The teacher given awards to the wiiner group.</li> <li>5. The teacher asked students to conclusions the material has been studied.</li> <li>6. The teacher closed the meeting by prayed with all students.</li> </ol> | <b>Post Teaching</b> <ol style="list-style-type: none"> <li>1. Students present their favorite words and explain their meaning.</li> <li>2. Students completed the follow-up activity individually.</li> <li>3. Students listen their scores.</li> <li>4. Students receive awards from the teacher.</li> <li>5. Students give the conclusion the material</li> <li>6. Students prayed to cosethe meeting.</li> </ol> |

#### 4. Review of Related Finding

There are several studies that have been conducted by others previously related to this research. First, the research conducted by Angraeni.<sup>13</sup> The result of data analysis showed there is a significant difference between the results of students' test scores before treatment and after treatment. Therefore, it could be concluded that there was an effect of using kahoot in teaching vocabulary.

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<sup>13</sup> Hamzah Angraeni, "The Effect of Kahoot Application on Vocabulary Mastery of the Second Grade Students of SMPN 2 Polewali Mandar."(2023), IAIN Polewali Mandar

The second, the research from Aisyah and Salmiah, that using Kahoot has a significant impact on students' vocabulary mastery. This is predicated on the data processing outcomes covered in the preceding chapter. The results of the study demonstrate that students who significantly impact vocabulary mastery are those whose post-test scores rose following their use of Kahoot. This finding shows that Kahoot is a valuable tool for EFL students and should be integrated into vocabulary teaching. Future studies can investigate the long-term impact of Kahoot on vocabulary retention and explore its use in different educational contexts.<sup>14</sup> In addition to providing recommendations to future researchers on how to use Kahoot to train students' speaking or listening skills, the researcher hopes that this study will help teachers investigate several app innovations that can enhance learning.

The third, a research was conducted by Samsuddin and Tambunan in *The Use of Kahoot for Teaching Vocabulary*.<sup>15</sup> The result of the research shows that Kahoot! application is able to improve the students' vocabulary achievement and that students enjoy learning vocabulary using Kahoot! Implications of these findings will be critically discussed in this paper.

## 5. Conceptual Framework

The students' must have many vocabularies. To have and master vocabulary the teacher should has to good way in teaching vocabulary, also

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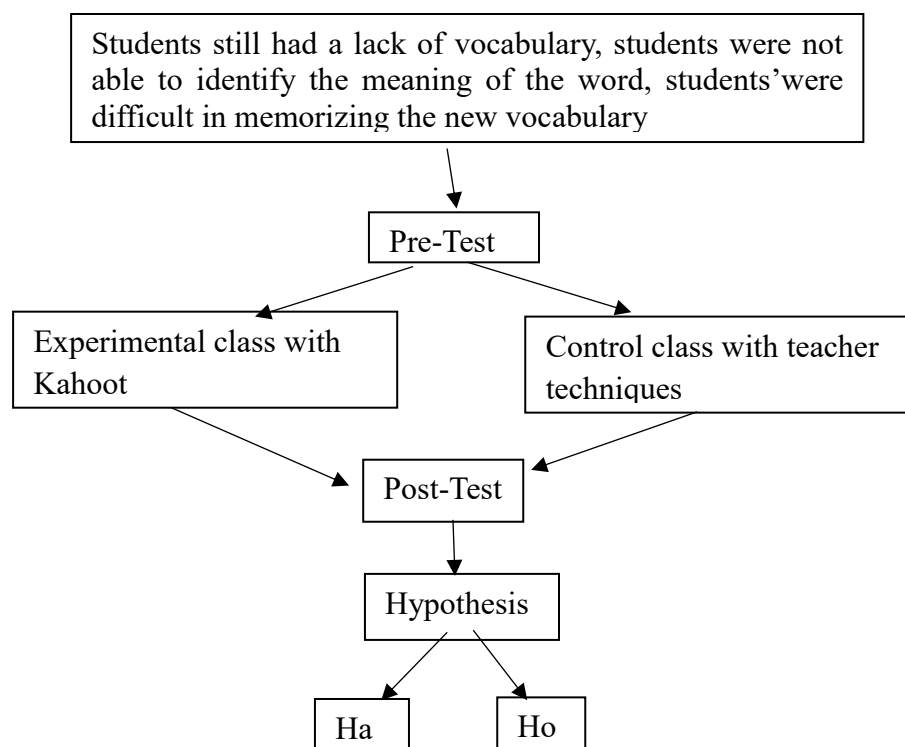
<sup>14</sup> Natasya Aisyah and Maryati Salmiah, "The Effect of Kahoot as A Learning Media on Students' Vocabulary Mastery," *Indonesian EFL Journal (IEFLJ)* 10, no. 2 (2024): 197–204.

<sup>15</sup> Samsuddin and Alberth Tambunan, "The Use of Kahoot for Teaching Vocabulary," *Journal of Language Education and Educational Technology* 7, no. 2 (2022): 2022.

students' need the fun, enjoyable and easier way to help them understand. By using Kahoot in teaching and learning vocabulary, it can help teacher to teach vocabulary more interesting and easier.

The research aims to determine the effect of Kahoot application on vocabulary mastery at grade VIII students' of SMP n 2 Angkola Timur-Tapanuli Selatan. It is hope the research can provide new insight for teacher in choosing effective learning approaches to improve students' in vocabulary.

In experimental class the researcher taught Kahoot application. While in control class use the teachers' technique. So that in post-test it known whether this application has an effect or not on students.



**Figure II. 1: The Diagram of the Conceptual Framework of the Research**

## 6. Hypothesis

Based on existing theory and research, the hypothesis in this research is:

1. Alternative Hypothesis ( $H_a$ ): There is a significant effect of Kahoot application on vocabulary mastery at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.
2. Null Hypothesis ( $H_o$ ): There is no a significant effect of Kahoot application on vocabulary mastery at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of the Research

The location of this research is in SMP N 2 Angkola Timur. The address of the college is at Angkola Timur district, Tapanuli Selatan Regency, Sumatera Utara. It is about 200 meters from the roadside it insides. It in October 2024 until it is finished.

#### B. The Research Design

In this research, the researcher used quantitative research. It involves the processes of collecting, analyzing interpreting, and writing the result of the study. This research used quantitative with experimental method. This research is designed which is pre-test and post-test control group design. True-experimental research is a quantitative research technique used to determine the effect of the independent variable on dependent variable under controlled conditions.<sup>1</sup> So, experimental research aims to looking for the effect of each variable.

**Table III. 1 Research Design**

| Class              | Pre-test | Treatment | Post-test |
|--------------------|----------|-----------|-----------|
| Experimental Class | ✓        | Kahoot    | ✓         |
| Control Class      | ✓        | x         | ✓         |

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<sup>1</sup> Sudaryono, Metode Penelitian Pendidikan, (2016), Prenada Media, hlm 117

## C. The Population and Sample

### a. Population

Population is all the element that used as an area of generalization. Population is the subject of the research while the sample is a representation or part of the population. Data research can be taken based on samples. The population of this research are all of the students' at grade VIII SMP N 2 Angkola Timur-Tapanuli Selatan. The population consist of two classes with 45 students'. Based on the explanation above, the population of this research can be seen on the following table below:

**Table III. 2: Population of the research**

| No | Class  | Total Students' |
|----|--------|-----------------|
| 1  | VIII-1 | 15              |
| 2  | VIII-2 | 15              |
|    | Total  | 30              |

### b. Sample

The sample is part of the population sized and characteristics. The sample in this research taken randomly from the population. Thus, the sample of this research is two classes of eighth grade students at SMP N 2 Angkola Timur-Tapanuli Selatan, that is VIII-1 and VIII-2. To determine the experimental class and control class, this was done in a random manner.

This is done by pulling out a number, which is written on a small piece of paper, which is then folded into several folds. The experimental class is marked with number 1 and the control class marked with number 2. Then the

head of each class drew the number, and whoever gets the first number their class an experimental class, while the one who gets the second number, their class the control class.

**Table III. 3: Sample of the Research**

| No | Class                       | Total Students' |
|----|-----------------------------|-----------------|
| 1. | VIII-1 (Experimental class) | 15              |
| 2. | VIII-2 (Control class)      | 15              |
|    | Total                       | 30              |

#### **D. The Instrument of Data Collection**

##### **b. Test**

The instrument used in this research was a vocabulary test consisting of a pre-test and post-test. The test questions are prepared based on vocabulary material that is in accordance with the class VIII curriculum. This test aims to measure the extent of students' vocabulary understanding noun before and after using Kahoot. There are some indicators that are using by the researcher to measure the students' vocabulary. It can be seen in the table of the test indicators.

**Table III. 4 Indicator of Noun (Pre-test and Post-test)<sup>2</sup>**

| Indicators                             | Sub Indicators                                           | Items | Number of Items                        | Score | Total Score |
|----------------------------------------|----------------------------------------------------------|-------|----------------------------------------|-------|-------------|
| Vocabulary about Animals and Furniture | Students' are able to write English Vocabulary well      | 10    | 1, 2, 3, 4, 5, 7, 8, 9, 10             | 4     | 40          |
|                                        | Students' are able to understand English Vocabulary well | 10    | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 4     | 40          |

<sup>2</sup> Stone, "Teaching Vocabulary." <https://doi.org/10.4324/9780429490767-27>

|       |                                                   |    |                    |   |     |
|-------|---------------------------------------------------|----|--------------------|---|-----|
|       | Students' are able to use English vocabulary well | 5  | 21, 22, 23, 24, 25 | 4 | 20  |
| Total |                                                   | 25 |                    |   | 100 |

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B: Number of question answer correctly

N: Number of question

The total of questions was 50 items, 25 for pre-test and 25 for post-test. If the students' can answer all questions correctly the the students get a score of 100.

## E. The Validity and Reliability

### a) Validity

Validity is defined as the extent to which an instrument measures what it purpose to measure and does so cleanly without accidentally included other factors.<sup>3</sup> The test must be valid in order to measure the sample ability accurately. In this case, the researcher uses item validity. Validity is part the test as a totality for measuring test based on content. It seems to validate the item of the instrument.<sup>4</sup> Before validated the questions, the researcher created 50 items, 25 questions for the pre-test and 25 questions for the post-test.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

<sup>3</sup> Sudaryono, Metode Penelitian Pendidikan, (2016), Prenada Media, hlm 117

<sup>4</sup> Ahmed Vian, at. all, Validity and Reliability in Built Environment Research. A Selection of Case Research

$r_{xy}$  : Coefficient correlation

$\Sigma xy$  : The sum of the multiplication of each x value by the y value.

$\Sigma x^2$  : The sum of the squares of each x value

$\Sigma y^2$  : The sum of the squares of each y value

The results of the validation calculations for the pre-test and post-test questions can be seen in the table below.

**Table III. 5 Validation of Pre-test and Post-test**

| Pre-Test                                                                              |         | Post-Test                                                                                 |         |
|---------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------|---------|
| Valid                                                                                 | Invalid | Valid                                                                                     | Invalid |
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25 | 19      | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 | -       |

However, in the pre-test, there was 1 invalid question, number 19, while in the post-test all questions were declared valid. Because one of the questions in the pre-test was invalid, the researcher took one of the questions from the post-test. The question taken from the post-test for the pre-test was question number 23. After validation, this test will give to both classes, experimental and control class.

## **b) Reliability**

Reliability is commonly assessed in three forms: test-retest, alternate-form, and internal consistency.<sup>5</sup> Researcher try to put forward perspectives on whether the devices is usable, still needs improvement, or is not in use. The

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<sup>5</sup> Litwin S. Mark,(1995) How to Measure Survey Reliability and Validity, SAGE Publications

instrument reliability is next evaluated after its validity has been verified. In this study, the researcher use interrater reliability to measure the reliability of multiple choice test. The questionnaire is said to be reliable if the reliability coefficient is positive and greater than 0.7. The results of the reliability test are as follows:

**Table III. 6 Reliability Test Results of Questions**

| <b>Variable</b> | <b>coefficient Reliability</b> | <b>r-table</b> | <b>Explanation</b> |
|-----------------|--------------------------------|----------------|--------------------|
| Questions       | 0.83                           | 0.70           | Reliable           |

Source: Processing Results from SPSS Version 26

The reliability value of the statement items in the questionnaire for each variable being studied is greater than 0.70. This result indicates that the statement items in the questionnaire are reliable for measuring the variables. So that the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students' at SMP N 2 Angkola Timur.

## **F. The Procedures of the Research**

In collecting the data, researcher use multiple choice. Which pre-test and post-test. It included to the procedure.

### **a. Pre-Test**

The pre-test is given before starting research. Some steps that researcher will do in pre-test are:

1. The researcher prepare 25 items for pre-test.

2. The researcher distributes the test to students' in experimental and control class.
3. The researcher explains what the students must do
4. Giving time to the students to answer the questions.
5. The researcher collect the students task
6. The researcher checks the test result and make the score.
7. Then, the researcher finds the mean score both of experimental and control class

**b. Treatment**

Treatment is where the researcher did the model. The researcher gave material to students about vocabulary. In experimental class, the researcher used Kahoot application in teaching vocabulary. In conducting the treatment, researcher have some steps to do, they are:

1. For the beginning, the researcher open the class with greeting. Ask students' to pray. Then starts the class with short explanation.
2. The researcher explains the topic and the goals of the learning Then the researcher divide the students into groups and directs the students to pay attention and analyze the pictures that pasted on the board. The students have to write the summary of what they have analyze from the pictures on their paper.
3. The researcher asks the groups alternately to present the findings in their summary of the pictures. (Students carry out the discussion).

4. The researcher closes the lesson and provides reinforcement on the result of the discussion.

### **c. Post-Test**

Post-test is given after doing the treatment in experimental class. The type of test same as the pre-test but different questions.

- 1) The researcher did some steps in post-test, those are:
- 2) The researcher prepares 25 items for post-test
- 3) The researcher distributes the test to students in experimental and control class
- 4) The researcher explains what the students have to do.
- 5) Giving time to the students to answer the questions.
- 6) The researcher collects the students' task.
- 7) Checked the test result and made the score
- 8) Then, the researcher finds the mean score both of experimental and control class for post-test.

### **G. The Data Analysis**

Data obtain from the pre-test and post-test analyz using the t-test to see whether there significant differences between the experimental group and the control group in terms of increasing students' vocabulary. The t-test carried out to compare the average post-test scores of the two groups.

## **a. Requirement Test**

### **1) Normality Test**

Normality test was way to know whether the data of the research is normal or not. Test of normality in this research have been done with using SPSS Statistics 26. To calculate the result of Chi-Square, it use significant level 5% (0.05) and degree of freedom is (dk=k1). If result, the data is distributed normal.

### **2) Homogeneity Test**

Homogeneity test have been used to see the data from two classes would be same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS Statistics 26. Hypothesis is rejected if  $F_{t_{count}} \leq F_{t_{table}}$ . (n1.1) (1=n2-1), while if  $F_{t_{count}} > F_{t_{table}}$  hypothesis is accepted. Based on te criteria for testing data homogeneity used SPSS Statistics 26 determined with significant level 5% (0.05) and dk numerator is (n1-1), while a dk denominator is (n2-1), below are the result of the calculations:

$$\begin{aligned} dk &= n1+n2-2 \\ &= 15+15-2 \\ &= 28 \end{aligned}$$

### **3) Hypothesis Test**

The data was collected by pre-test and post-test is analyzed by applying t-test formula. The purpose of using this formula was to determine

the differences of the result of the data conduct the pre-test and post-test in both experimental and control class, before and after treatment. The researcher used independent sample with SPSS Statistics v.26. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score control group and mean score experimental group.<sup>6</sup> Hypothesis is accepted when  $t_{\text{count}} > t_{\text{table}}$ . However, if  $t_{\text{count}} < t_{\text{table}}$  hypothesis is rejected.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t: The value which the statistical significance

$x_1$ : The average score of the experimental class

$x_2$ : The average score of the control class

$S_1$ : Deviation of the experimental class

$S_2$ : Deviation of the control class

$n_1$ : Number of experimental class

$n_2$ : Number of control class

---

<sup>6</sup> J W Creswell and J D Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022), <https://books.google.co.id/books?id=Pr2VEAAAQBAJ>.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of the research. It talks about the effect of kahoot application on vocabulary mastery at grade VIII students' of SMP N 2 Angkola Timur-Tapanuli Selatan. The researcher calculated the data using pre-test and post-test. Sample of the research were VIII-1 and VIII-2 class. VII-1 as an experimental class and VIII-2 as a control class. Then, the test divided into two aspect, they were pre-test and post-test. Pre-test was done before giving treatment whereas post-test was done after giving treatment. This study applied quantitative research by using the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow.

#### **A. Description of Data**

##### **1. Data Description before Using Kahoot Application**

###### **a. Score of Pre-Test in Experimental Class**

The researcher took class VIII-1 as experimental class. Based on the students' performance in pre-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The score of the students' can be seen in the table below:

**Table IV. 1: The score of pre-test in Experimental class**

| No | Description    | Statistics |
|----|----------------|------------|
| 1  | Total Score    | 744        |
| 2  | Median         | 52.00      |
| 3  | Modus          | 36         |
| 4  | Mean           | 49.60      |
| 5  | Variant        | 490.97     |
| 6  | Range          | 72         |
| 7  | Minimum score  | 16         |
| 8  | Maximum score  | 88         |
| 9  | Std. Deviation | 22.16      |
| 10 | Interval       | 15         |

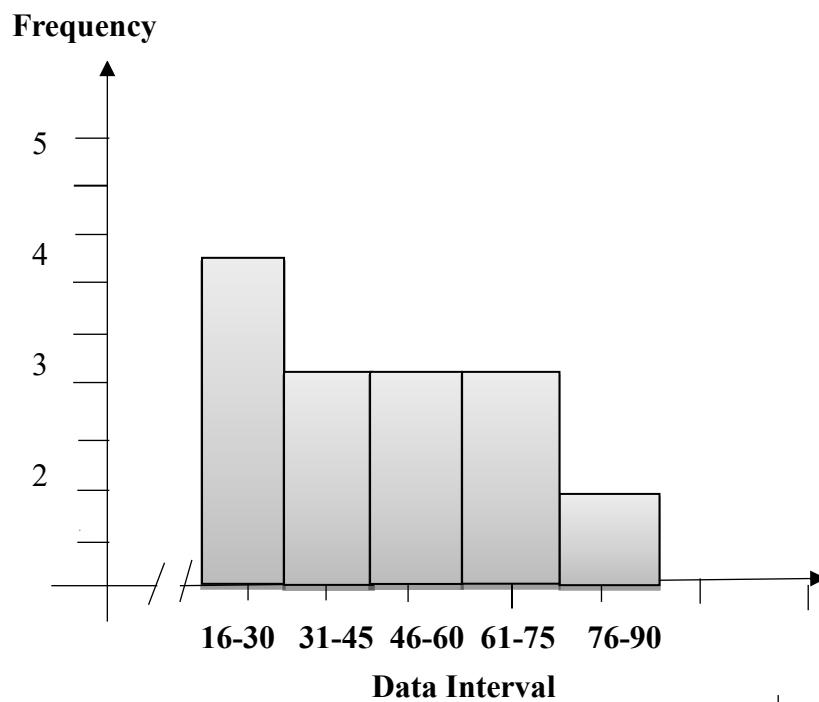
The descriptive statistics of the students' Kahoot application on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan before using kahoot application provide valuable insights into their vocabulary mastery. The mean score was 49.50. The mode was 36. Furthermore, The variance, which is 490.97, also indicates that while there is some spread in the data, it is not excessively wide. The range of 72 between the minimum score of 16 and the maximum score of 88 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger vocabulary than others. The calculation of the frequency distribution of the students' scores is as follows:

**Table IV. 2: Frequency Distribution of Experimental Class in Pre-Test**

| No       | Interval | Frequency | Percentages |
|----------|----------|-----------|-------------|
| 1        | 16-30    | 4         | 27%         |
| 2        | 31-45    | 3         | 20%         |
| 3        | 46-60    | 3         | 20%         |
| 4        | 61-75    | 3         | 20%         |
| 5        | 76-90    | 2         | 13%         |
| $i = 15$ |          | 15        | 100%        |

The frequency distribution of students' vocabulary mastery by using Kahoot application nearly half of the students (27%) have scores concentrated in the 16-30, indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 61-75 and 76-90, showing that some students have stronger in understanding vocabulary in depth and understanding more. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

In order to get description of the data clearly and completely, the data researcher presents them in histogram on the following figure:



**Figure IV. 1: Pre-Test Histogram of Experimental Class**

The histogram above showed that the highest peak was at the interval 16-30. The lowest peak was at the interval 76-90. It means that the students who got the score between 76 until 90 has the fewest number. The highest peak was at the last of the histogram.

**b. Score of pre-test in Control Class**

In pre-test of control class, the researcher took class VIII-2 as control class. Based on the students' performance in pre-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The score of the students' can be seen in the table below:

**Table IV. 3: The score of pre-test in Control class**

| No | Description    | Statistics |
|----|----------------|------------|
| 1  | Total Score    | 916        |
| 2  | Median         | 60.00      |
| 3  | Modus          | 40         |
| 4  | Mean           | 61.07      |
| 5  | Variant        | 407.92     |
| 6  | Range          | 64         |
| 7  | Minimum Score  | 28         |
| 8  | Maximum Score  | 92         |
| 9  | Interval       | 13         |
| 10 | Std. Deviation | 20.19      |

The descriptive statistics of the students' on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan in control class provide valuable insights into their vocabulary mastery. The mean score was 49.50, mode score was 40 and the median score was 60.00. Furthermore, The variance, which is 407.92, also indicates that while there is some spread in the data, it is not excessively

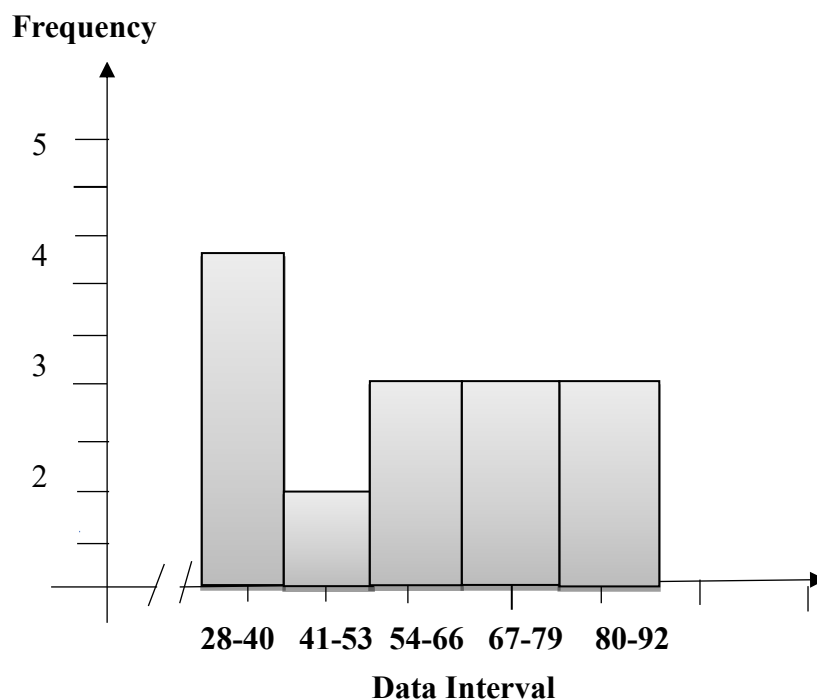
wide. The range of 64 between the minimum score of 28 and the maximum score of 92 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger vocabulary than others. The calculation of the frequency distribution of the students' scores is as follows:

**Table IV. 4: Frequency Distribution of Control Class in Pre-Test**

| No            | Interval | Frequency | Percentages |
|---------------|----------|-----------|-------------|
| 1             | 28 - 40  | 4         | 27%         |
| 2             | 41- 53   | 2         | 13%         |
| 3             | 54 - 66  | 3         | 20%         |
| 4             | 67 - 79  | 3         | 20%         |
| 5             | 80 - 92  | 3         | 20%         |
| <i>i</i> = 13 |          | 15        | 100%        |

The frequency distribution of students' vocabulary mastery by using teacher technique nearly half of the students (27%) have scores concentrated in the 28-40 indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 41-53. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

In order to get description of the data clearly and completely, the data researcher presents them in histogram on the following figure:



**Figure IV. 2: Pre-Test Histogram of Control Class**

The histogram above showed that the highest peak was at the interval 28-40. The lowest peak was at the interval 41-53. The highest peak at the interval 54-66, 67-79 and 80-92 has a same height on the histogram.

## **2. Data Description after Using Kahoot Application**

### **a. Score of Post-Test in Experimental Class**

The calculation of the result that had been gotten by the students' answering in question (test) after the researcher did the treatment by using Kahoot application. The researcher took class VIII-1 as experimental class. Based on the students' performance in post-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard

deviation. The total score of experiment class in post-test was 1000. The score of the students' can be seen in the table below:

**Table IV. 5: The score of Post-Test in Experimental class**

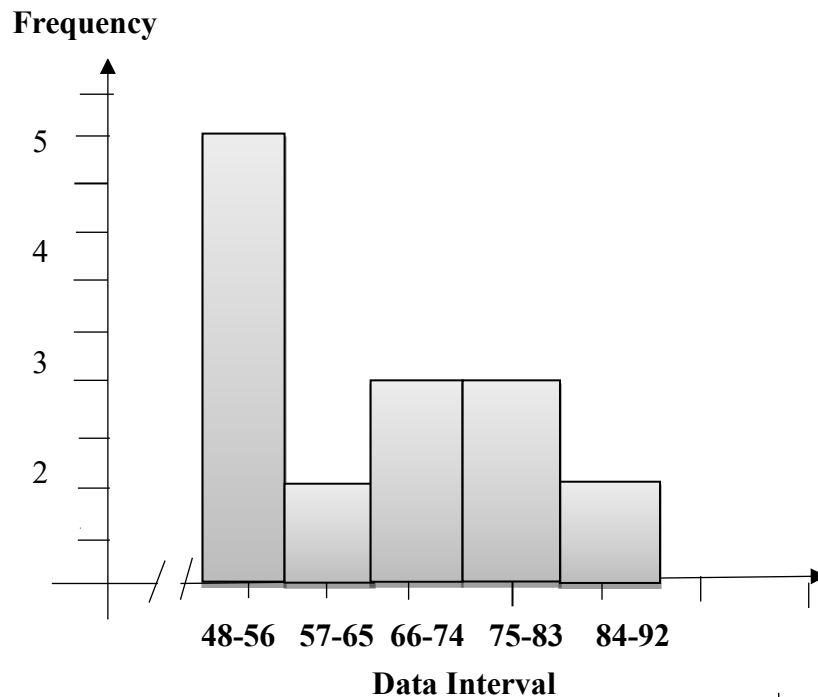
| No | Description    | Statistics |
|----|----------------|------------|
| 1  | Total Score    | 1000       |
| 2  | Median         | 68.00      |
| 3  | Modus          | 48         |
| 4  | Mean           | 66.67      |
| 5  | Variance       | 198.09     |
| 6  | Range          | 40         |
| 7  | Minimum Score  | 48         |
| 8  | Maximum Score  | 88         |
| 9  | Interval       | 9          |
| 10 | Std. Deviation | 14.07      |

The descriptive statistics of the students' Kahoot application on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan after using kahoot application provide valuable insights into their vocabulary mastery. The mean score was 66.67 suggests that the overall critical reading strategy of the fifth semester students is moderate, indicating a generally competent ability to know and evaluate texts. The mode was 36. Furthermore, The variance, which is 198.095, also indicates that while there is some spread in the data, it is not excessively wide. The range of 40 between the minimum score of 48 and the maximum score of 88 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger vocabulary than others. The calculation of the frequency distribution of the students' scores is as follows:

**Table IV. 6: Frequency Distribution of Experimental Class in Post-Test**

| <b>No</b>   | <b>Interval</b> | <b>Frequency</b> | <b>Persentages</b> |
|-------------|-----------------|------------------|--------------------|
| 1           | 48 - 56         | 5                | 33%                |
| 2           | 57 - 65         | 2                | 13%                |
| 3           | 66 - 74         | 3                | 20%                |
| 4           | 75 - 83         | 3                | 20%                |
| 5           | 80 - 88         | 2                | 13%                |
| <i>i</i> =9 |                 | 15               | 100%               |

The frequency distribution of students' vocabulary mastery by using Kahoot application nearly the students (20%) have scores concentrated in the 66-74 and 75-83, indicating that most students have a moderate level of vocabulary mastery, centered around this score. A smaller percentage of students is within the slightly higher interval of 80-92, showing that some students have stronger in understanding vocabulary in depth and understanding more. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.



**Figure IV. 3: Post-Test Histogram of Experimental Class**

The histogram above showed that the highest peak was at the interval 48-56. The lowest peak was at the interval 57-65 and 84-92. It means that the students who got the score between 66-74 and 75-83 has the height on the histogram. The highest peak was at the front of the histogram. From the histogram, the students' who got score 48-56 is 5 students, the students' score 57-65 is 2 students, who got 66-74 is 3 students, the students' who got score 75-83 is 3 students, who got score 84-92 is 2 students.

#### **b. Score of Post-Test in Control Class**

The calculation of the result that had been gotten by the students' answering in question (test) after the researcher did the treatment using the teacher technique. The lowest Score was 40, The highest score was 80,

range was 40, total score of experiment class in post-test was 928 median was 64.00, mean score was 61.87, modus was 48, interval was 5, standard deviation was 13.92, variant was 193.98. It can be seen in the following table.

**Table IV. 7: The score of Post-Test in Control class**

| No | Description    | Statistics |
|----|----------------|------------|
| 1  | Total score    | 928        |
| 2  | Median         | 64.00      |
| 3  | Modus          | 48         |
| 4  | Mean           | 61.87      |
| 5  | Variance       | 193.98     |
| 6  | Range          | 40         |
| 7  | Minimum Score  | 40         |
| 8  | Maximum Score  | 80         |
| 9  | Interval       | 9          |
| 10 | Std. Deviation | 13.92      |

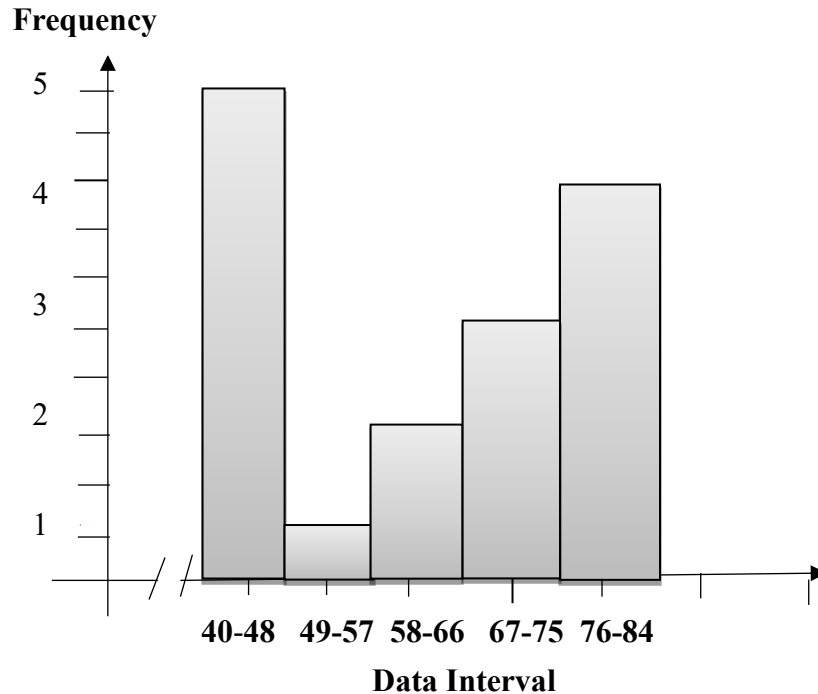
The descriptive statistics of the students' on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan in control class after using teacher technique provide valuable insights into their vocabulary mastery. The mean score was 61.87, mode score was 48 and the median score was 64.00. Furthermore, The variance, which is 193.98, also indicates that while there is some spread in the data, it is not excessively wide. The range of 40 between the minimum score of 40 and the maximum score of 80 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger vocabulary than others. The calculation of the frequency distribution of the students' scores is as follows

**Table IV. 8: Frequency Distribution of Control Class in Post-Test**

| No           | Interval | Frequency | Percentages |
|--------------|----------|-----------|-------------|
| 1            | 40 - 48  | 5         | 33%         |
| 2            | 49 - 57  | 1         | 7%          |
| 3            | 58 - 66  | 2         | 13%         |
| 4            | 67 - 75  | 3         | 20%         |
| 5            | 76 - 84  | 4         | 27%         |
| <i>i</i> = 9 |          | 15        | 100%        |

The frequency distribution of students' vocabulary mastery by using teacher technique. A smaller percentage of students is within the slightly higher interval of 49-57. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

The students, number in class interval between 40-48 is 5 students (33%), class interval between 49-57 is 1 student (7%), class interval between 58-66 is 2 students (13%), class interval between 67-75 is 3 students (20%), class interval between 76-84 is 4 students (27%).



**Figure IV. 4: Post-Test Histogram of Control Class**

The histogram above showed that the highest peak was at the interval 40-48. The lowest peak was at the interval 49-57. The highest peak was at the front of the histogram. From the histogram, the students' who got score 40-48 is 5 students, the students' score 49-57 is 1 student, who got 58-66 is 2 students, the students' who got score 67-75 is 3 students, who got score 76-84 is 4 students.

## **B. Data Analysis**

### **1. Requirement Test**

Requirement test is the test to find out mean score of the data and also to prove whether the data is normal and homogenous or not.

## a. Pre-Test

### 1) Normality Test

Data normality of the two groups was calculated using SPSS

Statistic 26 the significant level of test was 5% or 0.05.

**Table IV. 9: Normality Test in Pre-Test**

| <b>Tests of Normality</b>             |                                 |    |       |              |    |      |
|---------------------------------------|---------------------------------|----|-------|--------------|----|------|
|                                       | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                       | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Experimental class                    | .197                            | 15 | .121  | .951         | 15 | .543 |
| Control class                         | .118                            | 15 | .200* | .957         | 15 | .647 |
| a. Lilliefors Significance Correction |                                 |    |       |              |    |      |

Based on the calculation it was found that Shapiro wilk  $> 0.05$ . It was obtained that the experimental class was .543 and the control class was .647. In other word,  $.543 > 0.05$  in experimental class and  $.647 > 0.05$  in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H0 : The students are distributed normally.

H1 : The students are not distributed normally.

### 2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

**Table IV. 10: Homogeneity Test in Pre-Test**

| <b>Test of Homogeneity of Variances</b> |                                      |                  |     |       |      |
|-----------------------------------------|--------------------------------------|------------------|-----|-------|------|
|                                         |                                      | Levene Statistic | df1 | df2   | Sig. |
| Result From Students Study              | Based on Mean                        | 4.615            | 1   | 3     | .121 |
|                                         | Based on Median                      | 1.800            | 1   | 3     | .272 |
|                                         | Based on Median and with adjusted df | 1.800            | 1   | 2.000 | .312 |
|                                         | Based on trimmed mean                | 4.373            | 1   | 3     | .128 |

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS Statistics 26 calculation, it was obtained that a significance value (sig) was 0.128. Based on criteria for testing data homogeneity using SPSS Statistics 26, it was obtained that a value significance (sig) based on mean  $>0.05$  or  $0.128 > 0.05$  it means the pre-test value of the sample has a homogeneous variance.

## **b. Post-Test**

### **1) Normality Test**

Data normality of the two groups was calculated using SPSS Statistic 26 the significant level of test was 5% or 0.05.

**Table IV. 11: Normality Test in Post-Test**

| <b>Tests of Normality</b>             |                                 |    |       |              |    |      |
|---------------------------------------|---------------------------------|----|-------|--------------|----|------|
|                                       | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                                       | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| ExperimentalClass                     | .162                            | 15 | .200* | .917         | 15 | .176 |
| ControlClass                          | .174                            | 15 | .200* | .915         | 15 | .163 |
| a. Lilliefors Significance Correction |                                 |    |       |              |    |      |

Based on the calculation it was found that Shapiro wilk  $> 0.05$ . It was obtained that the experimental class was 0.176 and the control class was 0.163. In other word,  $0.176 > 0.05$  in experimental class and

0.163 > 0.05 in control class. Thus, the hypothesis that be tested in normality test with the Kolmogorov-Smirnov test as follows:

H0: The students are distributed normally.

H1: The students are not distributed normally.

## 2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

**Table IV. 12: Homogeneity Test in Post-Test**

| Test of Homogeneity of Variances |                                      |                  |     |       |      |
|----------------------------------|--------------------------------------|------------------|-----|-------|------|
|                                  |                                      | Levene Statistic | df1 | df2   | Sig. |
| Result From Students Study       | Based on Mean                        | .941             | 2   | 6     | .441 |
|                                  | Based on Median                      | .059             | 2   | 6     | .943 |
|                                  | Based on Median and with adjusted df | .059             | 2   | 5.115 | .944 |
|                                  | Based on trimmed mean                | .741             | 2   | 6     | .516 |

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS Statistics 26 calculation, it was obtained that a sinificance value (sig) was 0.441. Based on criteria for testing data homogeneity using SPSS v.26, it was obtained that a value significance (sig) based on mean > 0.05 or 0.441 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous.

The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was, there is a significant effect of Kahoot application on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan.

**Table IV. 13: T-test of Both Averages in Post-Test**

| Independent Samples Test |                             |                                         |      |                              |        |                 |                 |                       |                                           |        |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Result                   | Equal variances assumed     | .016                                    | .901 | 2.518                        | 28     | .356            | 4.800           | 5.113                 | -5.673                                    | 15.273 |
|                          | Equal variances not assumed |                                         |      | 2.518                        | 27.997 | .356            | 4.800           | 5.113                 | -5.673                                    | 15.273 |

The results of calculation using independent sampet t-test, it was found that  $t_{\text{count}} > t_{\text{table}}$  or  $2.518 > 2.048$  Based on the test criteria,  $H_0$  is rejected and  $H_a$  (alternative hypothesis) is accepted because  $t_{\text{count}} > t_{\text{table}}$ . Thus, there was significant effect of Kahoot application on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan. In this case, the mean score of experimental class by using kahoot application was 66.67. and the mean score of control class by using conventional technique was 61.87. So,  $H_a$  is accepted and  $H_0$  is rejected. So, there is significant effect of Kahoot application

on students' vocabulary mastery at VII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan. In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

**Table IV. 14: Gain Score experimental class and control class**

| <b>Class</b>      | <b>Pre-Test</b> | <b>Post-Test</b> | <b>Enhancement</b> | <b>Gain Score</b> |
|-------------------|-----------------|------------------|--------------------|-------------------|
| <b>Experiment</b> | 49.60           | 66.67            | 17.07              | 16.27             |
| <b>Control</b>    | 61.07           | 61.87            | 0.8                |                   |

From the results above on the gain score shows that the value in the experimental class is better and much improved compared to the control class. In the experimental class the increase was 1.34%, meaning that this kahoot application is very good for use in English learning, especially in the section on student vocabulary mastery, while in the control class section 1.0%, it can be said that there is only a slight increase in student vocabulary mastery. So, the conclusion is that this kahoot application is very good and has a significant effect on learning and is very good for improving student abilities. Kahoot applications are also able to make learning more interactive and not make students feel bored and also enjoy learning.

### **C. Discussion**

This research was conducted to find out effect of kahoot application on vocabulary mastery. In this research, the researcher chose the technique of collecting the data in this research by giving test, (pre-test and post-test) to the students. The vocabulary mastery test consisted of 50 items, 25 items for pre-test and 25 items for post-test. The option of multiple choice questions was A,

B, C, and D. The test conducted to measure students' vocabulary. Next, the researcher gave the test to know the information about the students' vocabulary mastery in experimental and control class. After the researcher got all data, the researcher analyzed by comparing the result of vocabulary mastery test in order to find out the effect of kahoot application, is there any significant effect or not. The researcher selected 30 sample of VIII grade students' of SMP N 2 Angkola Timur-Tapanuli. To conduct this research, the researcher used quantitative method because it was relevant to the research in order to find out the effect of kahoot application on students' vocabulary mastery.

The data of quantitative was gained in numeric and had 15 been analyzed using SPSS v.26. Because of the settings of variables was in natural, the researcher did not give any treatment to the variables. In conclusion, effectiveness research used to find out whether there was any positive or negative relationship between variables and how strong the effect was without controlling the participants. Researcher used the true-experiment. It used because the data acquired the data interval and take the sample by using random sampling.

The results of calculation using independent sample t-test, it was found that  $t_{count} > t_{table}$  or  $2.518 > 2.048$ . Based on the test criteria,  $H_0$  is rejected and  $H_a$  (alternative hypothesis) is accepted because  $t_{count} > t_{table}$ . Thus, there was significant effect of Kahoot application on vocabulary mastery at VIII grade students' of SMP N 2 Angkola Timur-Tapanuli Selatan. In this study, it was found that there is a positive effect of kahoot application on

students' vocabulary mastery. This means that the more effectively students' apply kahoot application in learning, especially in vocabulary mastery. The positive effect indicates that the use of kahoot application significantly contributes to the improvement of students' understanding of the meaning or others about the vocabulary. When conducting the research, the researcher found several obstacles that were not too prominent such as, some students were still confused with the vocabulary. The researcher also found that several other students did not know the meaning of the vocabulary that had been studied and then when applying the Kahoot application, some students do not have a quota and sometimes the network is not very supportive.

It also discussed with the related finding that has been stated by researcher. Based on the related findings, Thesis by Angraeni, The result of data analysis showed there is a significant difference between the results of students' test scores before treatment and after treatment<sup>1</sup>. Therefore, it could be concluded that there was an effect of using kahoot in teaching vocabulary. Research conduct by Tambunan in "The Use of Kahoot for Teaching Vocabulary".<sup>2</sup>The result of the research show that Kahoot! application is able to improve the students' vocabulary achievement and that students enjoy learning vocabulary using Kahoot! Implications of these findings will be critically discussed in this paper.

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<sup>1</sup> Wisma Angraeni Hamzah, "The Effect of Kahoot Application on Vocabulary Mastery of the Second Grade Students of SMPN 2 Polewali Mandar," *Nucl. Phys.*13,no.1(2023):104–16 <https://repository.iainpare.ac.id/id/eprint/5098/>

<sup>2</sup> Samsuddin and Alberth Tambunan, "The Use of Kahoot for Teaching Vocabulary," *Journal of Language Education and Educational Technology* 7, no. 2 (2022): 2022.

After seeing the scores of students in the experimental class after using the Kahoot Application in learning can help students improve their vocabulary. Albach, mentioned that Kahoot help students "practise at their own pace, and be self-corrected, and practice again and again as many times they want in order to achieve their goal, which is learning their vocabulary; memorisation was also empowered".<sup>3</sup> Kahoot fosters a competitive yet collaborative learning environment, which motivates students' to actively participate and recall vocabulary better. So, Kahoot application is a method that is sufficiently recommended for teachers to increase students' vocabulary.

#### **D. Threats of the Research**

There were some aspect that could threat for this research as follow:

1. When responding to the pre-test and post-test, the students lacked seriousness. A few of them continued to be dishonest. Because they didn't complete the test on their own, the result was a tainted answer. The students needed more time for working pre-test and post-test.
2. Because the students were noisy and annoyed with each other, they were not focused when answering the test.
3. Some of them were not interested in learning English and give the impact to their answer.

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<sup>3</sup> Philip Altbach, *Global Perspectives on Higher Education*, ed. Jacqueline S. Stephan, Georgios Kormpas, and Christine Coombe, *Global Perspectives on Higher Education*, 2022, <https://doi.org/10.56021/9781421419268>.

4. The students were too enthusiastic in doing the game. It made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The vocabulary mastery at the VIII grade of SMPN 2 Angkola Timur-Tapanuli Selatan before using Kahoot Application was low. It can be seen from the students mean score of pre-test was 49.60 in experimental class which means it is included in low category.
2. The vocabulary mastery at VIII grade of SMPN 2 Angkola Timur-Tapanuli Selatan after using Kahoot Application had higher score. It can be seen from the students' score of post-test, the highest score of Post-Test by using Kahoot Application in experimental class is 88 and the lowest score is 48 and the mean score rised became 66.67 which means it is included in the high category.
3. The result of the research showed that Kahoot Application give good effect to students' vocabulary mastery. The researcher found that the result of T-test where  $t_{\text{count}}$  was higher than  $t_{\text{table}}$  ( $2.518 > 2.048$ ). It means that  $H_a$  was accepted and  $H_o$  was rejected, the increase was (17.07). In other word, there was significant effect of Kahoot application to the vocabulary mastery at VIII grade students of SMP N 2 Angkola Timur-Tapanuli Selatan.

## **B. Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion:

- 1) From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English kahoot application in teaching, because this method can achieve the students vocabulary mastery.
- 2) The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.
- 3) Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

## **C. Implication**

It is expected that the teachers highly recommended to utilize Kahoot application on the teaching of vocabulary mastery in order to improve students' vocabulary mastery. Students are motivated and enjoyed in learning process when they are taught using Kahoot application. Therefore, it implies that the use of Kahoot application can improve students' motivation in following the learning process in classroom.

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## **APPENDIXES**

### **CURRICULUM VITAE**



#### **I. PERSONAL IDENTITY**

- |                            |                                                                        |
|----------------------------|------------------------------------------------------------------------|
| 1. Name                    | : Laila Tulhusna Harahap                                               |
| 2. Reg. Num                | : 21 203 00034                                                         |
| 3. Gender                  | : Female                                                               |
| 4. Place and Date of Birth | : Pargarutan Julu, 08 August 2004                                      |
| 5. Child                   | : The first child                                                      |
| 6. Nationality             | : Indonesia                                                            |
| 7. Status                  | : Single                                                               |
| 8. Religion                | : Muslim                                                               |
| 9. Address                 | : Pargarutan Julu                                                      |
| 10. Phone Number           | : +62 823 6303 5765                                                    |
| 11. E-mail                 | : <a href="mailto:husnaharahap1@gmail.com">husnaharahap1@gmail.com</a> |

#### **II. PARENTS IDENTITY**

- |           |                   |
|-----------|-------------------|
| 1. Father | : Muslim Harahap  |
| 2. Mother | : Nurbeda Siregar |

#### **III. EDUCATION**

1. SD N 100316 Pargarutan Julu
2. SMP N 2 Angkola Timur
3. SMK N 1 Angkola Timur
4. UIN SYAHADA Padangsidempuan

## Appendix 1: Lesson Plan of Experimental Class

### MODUL AJAR KURIKULUM MERDEKA Oleh : Laila Tulhusna Harahap

Sekolah : SMP N 2 Angkola Timur  
Kelas/Semester : 2/1  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Noun (classroom, kitchen, bedroom, public place)  
Alokasi Waktu : 1 x Pertemuan (2 x 40 Menit)

#### A. Tujuan Pembelajaran

1. Memahami dan Mengingat kosakata tentang hewan dan juga benda disekitarnya. melalui aplikasi Kahoot ini, peserta didik dapat mengetahui lebih banyak vocabulary.
2. Menggunakan noun tersebut dalam kalimat sederhana. Membangun kosakata baru yang relevan dengan tema ini.

#### B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui macam-macam kosakata baru
2. Peserta didik dapat mengaplikasikan kosa kata tersebut dalam pembelajaran di kelas

#### C. Media Pembelajaran

1. Buku paket
2. Laptop (PPT)
3. Kahoot

#### D. Metode Pembelajaran

Kahoot application

#### E. Materi Pembelajaran

Noun, refer to words that describe anything that can be touched, seen, or identified.

#### Animals

| Animals         | Meaning                      |
|-----------------|------------------------------|
| Fish (Ikan)     | Hewan yang berenang di air   |
| Cow (Sapi)      | Hewan yang susu nya di peras |
| Lion (Singa)    | Si raja hutan                |
| Snake (Ular)    | Hewan yang jalannya melata   |
| Monyet (monkey) | Melompat dari pohon ke pohon |

## Furniture

| <b>Furniture</b>       | <b>Meaning</b>                                |
|------------------------|-----------------------------------------------|
| Cup board (Lemari)     | Tempat Untuk menyimpan baju                   |
| Book shelf (Rak Buku)  | Tempat menyimpan buku-buku agar tersusun rapi |
| Bedroom (Kamar tidur)  | Ruangan yang digunakan untuk tidur            |
| Kitchen (Dapur)        | Tempat untuk memasak                          |
| Bathroom (Kamar mandi) | Ruangan untuk mandi                           |

## F. Kegiatan Pembelajaran

| Aktivitas guru                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Prosedur                                     | Aktivitas murid                                                                                                                                                                                                                                                                                                                                                            | Alokasi Waktu |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Pendahuluan</b> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam</li> <li>2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing-masing</li> <li>3. Guru memeriksa daftar hadir mereka</li> </ol>                                                                                                                                                                                                                                                                                               |                                              | Pendahuluan <ol style="list-style-type: none"> <li>1. Murid menjawab salam</li> <li>2. Murid berdoa menurut agama dan kepercayaan mereka masing-masing</li> <li>3. Murid mendengarkan nama mereka</li> </ol>                                                                                                                                                               | 5 Menit       |
| <b>Kegiatan inti</b> <ol style="list-style-type: none"> <li>1. Guru melakukan brainstorming terkait pembelajaran yang akan dipelajari</li> <li>2. Guru mengajak siswa berdiskusi tentang barang atau benda-benda yang mereka temukan di sekitar ruangan dengan mengajukan pertanyaan ” siapa sang raja hutan?”</li> <li>3. Guru menampilkan flashcards tentang hewan.</li> <li>4. Guru meminta siswa menebak arti kosa kata yang ada pada flashcards .</li> <li>5. Guru menjelaskan tentang materi yang akan di pelajari tentang</li> </ol> | <p>Brainstormin<br/>g</p> <p>Tanya jawab</p> | Kegiatan inti <ol style="list-style-type: none"> <li>1. Siswa melakukan brainstormin g dengan guru</li> <li>2. Siswa menjawab apa yang ditanyakan olh guru.</li> <li>3. Siswa memperhatikan flashcard yang diberikan oleh guru.</li> <li>4. Siswa melakukan apa yang di perintahkan oleh guru yaitu menebal arti dari kosa kata yang di tampilkan di flashcard.</li> </ol> | 30 Menit      |

| Aktivitas guru                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Prosedur | Aktivitas murid                                                                                                                                                                                                                                                                                                              | Alokasi Waktu |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p>vocabulary (noun) serta memperkenalkan kahoot.</p> <ol style="list-style-type: none"> <li>Guru memerintahkan siswa/siswa untuk mendiskusikan dan mencatat kosakata tersebut.</li> <li>Guru memberikan soal kepada siswa yang mana di jawab melalui aplikasi kahoot tersebut.</li> <li>Guru memberikan klarifikasi dan koreksi pada kosa kata yang sering salah dijawab saat Kahoot.</li> <li>Guru merefleksikan hasil permainan dan memberikan pujian pada kelompok terbaik dan juga apresiasi kelompok yang lainnya agar tetap semangat.</li> </ol> | Kahoot   | <ol style="list-style-type: none"> <li>Siswa mendengarkan penjelasan guru tentang materi yang di sampaikan.</li> <li>Siswa mencatat di buku masing-masing tentang benda-benda yang ada di area tersebut.</li> <li>Siswa menjawab pertanyaan yang diberikan oleh guru melalui link yang menuju ke aplikasi Kahoot.</li> </ol> |               |
| <p><b>Kegiatan penutup</b></p> <ol style="list-style-type: none"> <li>Guru memberikan kesimpulan mengenai kosakata yang di pelajari hari ini.</li> <li>Guru memberikan tugas individu tentang mengidentifikasi bend di rumah dan menuliskannya dalam Bahasa inggris.</li> <li>Guru menutup kelas dengan salam dan motivasi.</li> </ol>                                                                                                                                                                                                                  |          | <p>Kegiatan penutup</p> <ol style="list-style-type: none"> <li>Siswa mendengarkan kesimpulan yang diberikan oleh guru dan siswa termotivasi untuk mengidentifikasi benda-benda di rumah dalam bahasa inggris.</li> <li>Siswa menerima tugas yang diberikan oleh guru</li> <li>Siswa menjawab salam.</li> </ol>               | 10 Menit      |

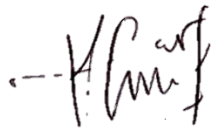
**a. Penilaian Pembelajaran**

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Pargarutan Julu, 22 March 2025

Mengetahui  
Guru Mata Pelajaran

Peneliti



**NurAsyiah Siregar**

**NIP: 19761111 200801 2 001**

**Laila Tulhusna Harahap**

**NIM: 21 203 00034**

## Appendix 2: Lesson Plan of Control Class

### MODUL AJAR KURIKULUM MERDEKA

Sekolah : SMP N 2 Angkola Timur  
Kelas/Semester : 2/1  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Noun  
Alokasi Waktu : 1 x Pertemuan (1 x 45 Menit)

#### A. Tujuan Pembelajaran

1. Memahami dan Mengingat kosakata tentang hewan dan juga benda disekitarnya.
2. Menggunakan noun tersebut dalam kalimat sederhana. Membangun kosakata baru yang relevan dengan tema ini.

#### B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Noun
2. Peserta didik dapat mengetahui lebih banyak kosakata baru

#### C. Media Pembelajaran

1. Buku paket

#### D. Materi Pembelajaran

##### Animals

| Animals         | Meaning                      |
|-----------------|------------------------------|
| Fish (Ikan)     | Hewan yang berenang di air   |
| Cow (Sapi)      | Hewan yang susu nya di peras |
| Lion (Singa)    | Si raja hutan                |
| Snake (Ular)    | Hewan yang jalannya melata   |
| Monyet (monkey) | Melompat dari pohon ke pohon |

##### Furniture

| Furniture              | Meaning                                       |
|------------------------|-----------------------------------------------|
| Cup board (Lemari)     | Tempat Untuk menyimpan baju                   |
| Book shelf (Rak Buku)  | Tempat menyimpan buku-buku agar tersusun rapi |
| Bedroom (Kamar tidur)  | Ruangan yang digunakan untuk tidur            |
| Kitchen (Dapur)        | Tempat untuk memasak                          |
| Bathroom (Kamar mandi) | Ruangan untuk mandi                           |

### E. Kegiatan Pembelajaran

| Aktivitas guru                                                                                                                                                                                                                                                                                  | Prosedur    | Aktivitas murid                                                                                                                                                                                                                                               | Alokasi Waktu |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Pendahuluan<br>1. Guru mengucapkan salam<br>2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing-masing<br>3. Guru memeriksa daftar hadir mereka                                                                                                                     |             | Pendahuluan<br>1. Murid menjawab salam<br>2. Murid berdoa menurut agama dan kepercayaan mereka masing-masing<br>3. Murid mendengarkan nama mereka                                                                                                             | 5 menit       |
| Kegiatan inti<br>1. Guru menjelaskan.<br>2. Guru menyuruh siswa membaca buku mereka masing-masing.<br>3. Guru memerintahkan siswa/siswa untuk mengerjakan soal pilihan ganda yang ada di buku tersebut.<br>4. Guru memberikan klarifikasi dan koreksi pada kosa kata yang sering salah dijawab. | Metode guru | Kegiatan inti<br>1. Siswa mendengarkan penjelasan guru tentang materi yang di sampaikan.<br>2. Siswa membaca buku sesuai yang di perintahkan oleh guru.<br>3. Siswa mengerjakan soal tersebut.<br>4. Siswa menerima nilai dari soal yang diberikan oleh guru. | 30 menit      |
| Kegiatan penutup<br>1. Guru memberikan kesimpulan mengenai kosakata yang di pelajari hari ini.<br>2. Guru memberikan tugas individu tentang mengidentifikasi benda di rumah dan menuliskannya dalam Bahasa Inggris.<br>3. Guru menutup kelas dengan salam dan motivasi.                         |             | Kegiatan penutup<br>1. Siswa mendengarkan kesimpulan yang diberikan oleh guru dan siswa termotivasi untuk mengidentifikasi benda-benda di rumah dalam bahasa Inggris.<br>2. Siswa menerima tugas yang diberikan oleh guru                                     | 10 menit      |

| Aktivitas guru | Prosedur | Aktivitas murid          | Alokasi Waktu |
|----------------|----------|--------------------------|---------------|
|                |          | 3. Siswa menjawab salam. |               |

**b. Penilaian Pembelajaran**

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Pargarutan Julu, 22 March 2025

Mengetahui  
Guru Mata Pelajaran

Peneliti



**Nurasyiah Siregar**

**NIP: 19761111 200801 2 001**

**Laila Tulhusna Harahap**

**NIM: 21 203 00034**

### **Appendix 3: Instrument of Pre-Test Before Valid**

#### **(Experimental Class & Control Class)**



1. Which of these animals can swing from tree to tree?
  - a) Elephant
  - b) Monkey
  - c) Tiger
  - d) Dolphin
2. Where does a fish live?
  - a) Forest
  - b) Sea
  - c) Desert
  - d) Grassland
3. Which animal is known to run very fast?
  - a) Cheetah
  - b) Turtle
  - c) Penguin
  - d) Frog



4. Where do lions usually live?
  - a) Sea
  - b) Forest
  - c) Grassland
  - d) Pond
5. Which of these animals can fly?
  - a) Eagle
  - b) Kangaroo
  - c) Panda
  - d) Snake

### **6–10: Animal Abilities**

6. What can a bird do that a cat cannot?
  - a) Jump
  - b) Fly
  - c) Run
  - d) Swim
7. What is a unique skill of a kangaroo?
  - a) It can swim fast
  - b) It can jump far
  - c) It can fly
  - d) It can swing
8. What is a characteristic of a dolphin?
  - a) It can climb trees
  - b) It can swim fast
  - c) It can run fast
  - d) It can jump high
9. What can a penguin do?
  - a) Fly in the sky
  - b) Swim in the water
  - c) Swing from trees
  - d) Run very fast
10. Which animal is known for its long neck?
  - a) Zebra
  - b) Giraffe
  - c) Panda
  - d) Whale

### **11–15: Identify the Room**

11. Which room is primarily used for sleeping?
  - a) Kitchen
  - b) Bedroom
  - c) Dining room
  - d) Bathroom
12. Where do you take a shower?
  - a) Bedroom
  - b) Bathroom
  - c) Kitchen
  - d) Garage
13. In which room would you typically find a sofa and a TV?
  - a) Living room
  - b) Dining room
  - c) Bathroom
  - d) Bedroom

14. Which room is often used to eat meals with family?

- a) Living room
- b) Dining room
- c) Kitchen
- d) Garage

15. Where do you store your car or motorcycle?

- a) Garage
- b) Living room
- c) Bedroom
- d) Kitchen

**16–20: Match the Furniture**

16. What do you sit on in the living room?

- a) Bed
- b) Sofa
- c) Chair
- d) Desk

17. Where do you sleep?

- a) Chair
- b) Bed
- c) Desk
- d) Sofa

18. What do you use to keep clothes?

- a) Refrigerator
- b) Cupboard
- c) Bookshelf
- d) Desk

19. What do you use to light up a room?

- a) Fan
- b) Lamp
- c) Desk
- d) Cupboard

20. Which furniture can be found in the bathroom?

- a) Mirror
- b) Sofa
- c) Desk
- d) Chair

21. Where do you go to borrow or read books?

- a) Library
- b) Hospital
- c) Park
- d) Mall

22. What is the name of the place where you go to watch movies?

- a) Supermarket
- b) Stadium

- c) Cinema
  - d) Museum
23. Where do you go if you need medical treatment?
- a) School
  - b) Hospital
  - c) Post office
  - d) Bank
24. Which public place is commonly used for exercising or relaxing outdoors?
- a) Park
  - b) Train station
  - c) Restaurant
  - d) Mall
25. Where do people go to send letters or packages?
- a) Library
  - b) Post office
  - c) Bank
  - d) Gym

## **Appendix 4: Key Answer of Pre-Test**

### **Animal Questions (1–10)**

1. b) Monkey
2. b) Sea
3. a) Cheetah
4. b) Forest
5. a) Eagle
6. b) Fly
7. b) It can jump far
8. b) It can swim fast
9. b) Swim in the water
10. b) Giraffe

### **Room Questions (11–15)**

11. b) Bedroom
12. b) Bathroom
13. a) Living room
14. b) Dining room
15. a) Garage

### **Furniture Questions (16–20)**

16. b) Sofa
17. b) Bed
18. b) Cupboard
19. a) Kuali
20. a) Mirror
21. a) Library
22. c) Cinema
23. b) Hospital
24. a) Park
25. b) Post Office

## Appendix 5: Instrument of Post-Test Before Valid

### (Experimental Class & Control Class)

Part 1: Animals – Look at the picture and choose the correct animal



1. What animal is this?
  - a) Dog
  - b) Cat
  - c) Rabbit
  - d) Monkey



2. What animal is this?
  - a) Lion
  - b) Elephant
  - c) Cow
  - d) Ladybugs
3. What animal says “mbek...mbek”?
  1. Crocodile
  2. Squirrel
  3. Goat
  4. Lizard
4. Which animal is best adapted to flying at night?
  - a) Bat
  - b) Owl
  - c) Both
  - d) Tiger
5. What is one advantage of a giraffe's long neck?
  - a) To look scary
  - b) To eat from high trees
  - c) To keep balance
  - d) To walk faster

6. Which animal is best adapted for jumping?

- a) Frog
- b) Snake
- c) Fish
- d) Turtle

7. How do turtles protect themselves?

- a) By running fast
- b) By hiding in their shells
- c.) By biting
- d) By flying away



8. What animal is this?

- 1. Fox
- 2. Bird
- 3. Tiger
- 4. Dracula

9. A starfish has how many arms usually?

- a) Three
- b) Five
- c) Seven
- d) Eight



10. What animal is this?

- a) Octopus
- b) Chichken
- c) Buffolou
- d) Eagle

Part 2: Furniture – Look at the picture and match the word

11. What is the function of a sofa in a living room?

- a) To sleep on
- b) To cook on
- c) To sit and relax
- d) To study



12. What furniture is this?
  - a) Magic Com
  - b) Cupboard
  - c) Knife
  - d) Book Shelf
13. Where do people usually place a television in the living room?
  - a) On a plate
  - b) On a bookshelf
  - c) On a TV stand
  - d) Under the table
14. What is the function of a coffee table in the living room?
  - a) To store clothes
  - b) To sleep
  - c) To place drinks or magazines
  - d) To hang on the wall
15. What can you hang on the living room wall to decorate it?
  - a) Refrigerator
  - b) Painting
  - c) Pillow
  - d) Sofa
16. Which one is NOT usually found in a bedroom?
  - a) Bed
  - b) Stove
  - c) Pillow
  - d) Blanket
17. "She is sleeping on her comfortable \_\_\_\_\_."
  - a) Desk
  - b) Pillow
  - c) Bed
  - d) Chair
18. What do we call the item used to cut vegetables?
  - a) Fork
  - b) Spoon
  - c) Knife
  - d) Blender
19. What the meaning of Soap?
  - a) Sabun
  - b) Sikat Gigi

- c) Pasta gigi
  - d) Gayung
20. What is the flat dish used to serve food?
- a) Cup
  - b) Spoon
  - c) Plate
  - d) Knife
21. My mother puts the vegetables in the \_\_\_\_\_ to keep them fresh.
- a) sink
  - b) refrigerator
  - c) cupboard
  - d) stove
22. I take the milk out of the \_\_\_\_\_ every morning.
- a) oven
  - b) cupboard
  - c) sink
  - d) refrigerator
23. What the meaning of Frying fan?
- a) Kualì
  - b) Kompor
  - c) Cangkir
  - d) Fork
24. You put bread in this to make it crispy. What is it?
- a) Oven
  - b) Blender
  - c) Toaster
  - d) Pot
25. What the meaning of Shoes?
- a) Celana
  - b) Sepatu
  - c) Pena
  - d) Kayu

### **Appendix 5: Key Answer of Post-Test**

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

## Appendix 6: Validation of the Instrument (Pre-Test)

**Table III. 5: Question Validity Test Results**

| <b>Question</b> | <b>t-count</b> | <b>t-table</b> | <b>Explanation</b> |
|-----------------|----------------|----------------|--------------------|
| Q1              | 0,59549        | 0,4973         | Valid              |
| Q2              | 0,50617        | 0,4973         | Valid              |
| Q3              | 0,80391        | 0,4973         | Valid              |
| Q4              | 0,72932        | 0,4973         | Valid              |
| Q5              | 0,59549        | 0,4973         | Valid              |
| Q6              | 0,80391        | 0,4973         | Valid              |
| Q7              | 0,56572        | 0,4973         | Valid              |
| Q8              | 0,54112        | 0,4973         | Valid              |
| Q9              | 0,70015        | 0,4973         | Valid              |
| Q10             | 0,71459        | 0,4973         | Valid              |
| Q11             | 0,63661        | 0,4973         | Valid              |
| Q12             | 0,61993        | 0,4973         | Valid              |
| Q13             | 0,63661        | 0,4973         | Valid              |
| Q14             | 0,78767        | 0,4973         | Valid              |
| Q15             | 0,67098        | 0,4973         | Valid              |
| Q16             | 0,80391        | 0,4973         | Valid              |
| Q17             | 0,63661        | 0,4973         | Valid              |
| Q18             | 0,54112        | 0,4973         | Valid              |
| Q19             | -0,4959        | 0,4973         | Tidak Valid        |
| Q20             | 0,63661        | 0,4973         | Valid              |
| <b>Question</b> | <b>t-count</b> | <b>t-table</b> | <b>Explanation</b> |
| Q21             | 0,53594        | 0,4973         | Valid              |
| Q22             | 0,59549        | 0,4973         | Valid              |
| Q23             | 0,69594        | 0,4973         | Valid              |
| Q24             | 0,69594        | 0,4973         | Valid              |
| Q25             | 0,56797        | 0,4973         | Valid              |

Source: Processing Results from SPSS Version 26

### Appendix 7: Validation of the Instrument (Post-Test)

| Question | t-count | t-table | Explanation |
|----------|---------|---------|-------------|
| Q1       | 0,69549 | 0,4973  | Valid       |
| Q2       | 0,70617 | 0,4973  | Valid       |
| Q3       | 0,80391 | 0,4973  | Valid       |
| Q4       | 0,72932 | 0,4973  | Valid       |
| Q5       | 0,69549 | 0,4973  | Valid       |
| Q6       | 0,50391 | 0,4973  | Valid       |
| Q7       | 0,56572 | 0,4973  | Valid       |
| Q8       | 0,64112 | 0,4973  | Valid       |
| Q9       | 0,70015 | 0,4973  | Valid       |
| Q10      | 0,81459 | 0,4973  | Valid       |
| Q11      | 0,53661 | 0,4973  | Valid       |
| Q12      | 0,51993 | 0,4973  | Valid       |
| Q13      | 0,53661 | 0,4973  | Valid       |
| Q14      | 0,68767 | 0,4973  | Valid       |
| Q15      | 0,67098 | 0,4973  | Valid       |
| Q16      | 0,70391 | 0,4973  | Valid       |
| Q17      | 0,83661 | 0,4973  | Valid       |
| Q18      | 0,74112 | 0,4973  | Valid       |
| Q19      | 0,54959 | 0,4973  | Valid       |
| Q20      | 0,63661 | 0,4973  | Valid       |
| Question | t-count | t-table | Explanation |
| Q21      | 0,73594 | 0,4973  | Valid       |
| Q22      | 0,69549 | 0,4973  | Valid       |
| Q23      | 0,79594 | 0,4973  | Valid       |
| Q24      | 0,89594 | 0,4973  | Valid       |
| Q25      | 0,56797 | 0,4973  | Valid       |

## **Appendix 8: Instrument of Pre-Test After Valid**

### **(Experimental Class & Control Class)**

Name:

Class:

**Directions:** Choose the correct word that matches the description.

#### **1–5: About Animals**



1. Which of these animals can swing from tree to tree?
  - a) Elephant
  - b) Monkey
  - c) Tiger
  - d) Dolphin
2. Where does a fish live?
  - a) Forest
  - b) Sea
  - c) Desert
  - d) Grassland
3. Which animal is known to run very fast?
  - a) Cheetah
  - b) Turtle
  - c) Penguin
  - d) Frog



4. Where do lions usually live?
  - a) Sea
  - b) Forest
  - c) Grassland
  - d) Pond

5. Which of these animals can fly?
- a) Eagle
  - b) Kangaroo
  - c) Panda
  - d) Snake

**6–10: Animal Abilities**

6. What can a bird do that a cat cannot?
- a) Jump
  - b) Fly
  - c) Run
  - d) Swim
7. What is a unique skill of a kangaroo?
- a) It can swim fast
  - b) It can jump far
  - c) It can fly
  - d) It can swing
8. What is a characteristic of a dolphin?
- a) It can climb trees
  - b) It can swim fast
  - c) It can run fast
  - d) It can jump high
9. What can a penguin do?
- a) Fly in the sky
  - b) Swim in the water
  - c) Swing from trees
  - d) Run very fast
10. Which animal is known for its long neck?
- a) Zebra
  - b) Giraffe
  - c) Panda
  - d) Whale

**11–15: Identify the Room**

11. Which room is primarily used for sleeping?
- a) Kitchen
  - b) Bedroom
  - c) Dining room
  - d) Bathroom
12. Where do you take a shower?
- a) Bedroom
  - b) Bathroom
  - c) Kitchen
  - d) Garage

13. In which room would you typically find a sofa and a TV?
- a) Living room
  - b) Dining room
  - c) Bathroom
  - d) Bedroom
14. Which room is often used to eat meals with family?
- a) Living room
  - b) Dining room
  - c) Kitchen
  - d) Garage
15. Where do you store your car or motorcycle?
- a) Garage
  - b) Living room
  - c) Bedroom
  - d) Kitchen

**16–20: Match the Furniture**

16. What do you sit on in the living room?
- a) Bed
  - b) Sofa
  - c) Chair
  - d) Desk
17. Where do you sleep?
- a) Chair
  - b) Bed
  - c) Desk
  - d) Sofa
18. What do you use to keep clothes?
- a) Refrigerator
  - b) Cupboard
  - c) Bookshelf
  - d) Desk
19. What the meaning of Frying fan?
- e) Kuali
  - f) Kompor
  - g) Cangkir
  - h) Fork
20. Which furniture can be found in the bathroom?
- a) Mirror
  - b) Sofa
  - c) Desk
  - d) Chair

21. Where do you go to borrow or read books?
- a) Library
  - b) Hospital
  - c) Park
  - d) Mall
22. What is the name of the place where you go to watch movies?
- a) Supermarket
  - b) Stadium
  - c) Cinema
  - d) Museum
23. Where do you go if you need medical treatment?
- a) School
  - b) Hospital
  - c) Post office
  - d) Bank
24. Which public place is commonly used for exercising or relaxing outdoors?
- a) Park
  - b) Train station
  - c) Restaurant
  - d) Mall
25. Where do people go to send letters or packages?
- a) Library
  - b) Post office
  - c) Bank
  - d) Gym

## **Appendix 9: Key Answer of Pre-Test**

### **Animal Questions (1–10)**

1. b) Monkey
2. b) Sea
3. a) Cheetah
4. b) Forest
5. a) Eagle
6. b) Fly
7. b) It can jump far
8. b) It can swim fast
9. b) Swim in the water
10. b) Giraffe

### **Room Questions (11–15)**

11. b) Bedroom
12. b) Bathroom
13. a) Living room
14. b) Dining room
15. a) Garage

### **Furniture Questions (16–20)**

16. b) Sofa
17. b) Bed
18. b) Cupboard
19. a) Kuali
20. a) Mirror
21. a) Library
22. c) Cinema
23. b) Hospital
24. a) Park
25. b) Post Office

## Appendix 10: Instrument of Post-Test After Valid

### (Experimental Class & Control Class)

Name:

Class:

**Directions:** Choose the correct word that matches the description

Part 1: Animals – Look at the picture and choose the correct animal



1. What animal is this?
  - a) Dog
  - b) Cat
  - c) Rabbit
  - d) Monkey



2. What animal is this?
  - a) Lion
  - b) Elephant
  - c) Cow
  - d) Ladybugs
3. What animal says “mbek...mbek”?
  1. Crocodile
  2. Squirrel
  3. Goat
  4. Lizard
4. Which animal is best adapted to flying at night?
  - a) Bat
  - b) Owl
  - c) Both
  - d) Tiger

5. What is one advantage of a giraffe's long neck?
- a) To look scary
  - b) To eat from high trees
  - c) To keep balance
  - d) To walk faster
6. Which animal is best adapted for jumping?
- a) Frog
  - b) Snake
  - c) Fish
  - d) Turtle
7. How do turtles protect themselves?
- a) By running fast
  - b) By hiding in their shells
  - c) By biting
  - d) By flying away



8. What animal is this?
- 1. Fox
  - 2. Bird
  - 3. Tiger
  - 4. Dracula
9. A starfish has how many arms usually?
- a) Three
  - b) Five
  - c) Seven
  - d) Eight



10. What animal is this?
- e) Octopus
  - f) Chicken
  - g) Buffalo
  - h) Eagle

Part 2: Furniture – Look at the picture and match the word

11. What is the function of a sofa in a living room?

- a) To sleep on
- b) To cook on
- c) To sit and relax
- d) To study



12. What furniture is this?

- e) Magic Com
- f) Cupboard
- g) Knife
- h) Book Shelf

13. Where do people usually place a television in the living room?

- a) On a plate
- b) On a bookshelf
- C) On a TV stand
- d) Under the table

14. What is the function of a coffee table in the living room?

- a) To store clothes
- b) To sleep
- c) To place drinks or magazines
- d) To hang on the wall

15. What can you hang on the living room wall to decorate it?

- a) Refrigerator
- b) Painting
- c) Pillow
- d) Sofa

16. Which one is NOT usually found in a bedroom?

- a) Bed
- b) Stove
- c) Pillow
- d) Blanket

17. "She is sleeping on her comfortable \_\_\_\_\_."

- a) Desk
- b) Pillow
- c) Bed
- d) Chair

18. What do we call the item used to cut vegetables?
- a) Fork
  - b) Spoon
  - c) Knife
  - d) Blender
19. What the meaning of Soap?
- e) Sabun
  - f) Sikat Gigi
  - g) Pasta gigi
  - h) Gayung
20. What is the flat dish used to serve food?
- a) Cup
  - b) Spoon
  - c) Plate
  - d) Knife
21. My mother puts the vegetables in the \_\_\_\_\_ to keep them fresh.
- a) sink
  - b) refrigerator
  - c) cupboard
  - d) stove
22. I take the milk out of the \_\_\_\_\_ every morning.
- a) oven
  - b) cupboard
  - c) sink
  - d) refrigerator
23. What the meaning of Frying fan?
- a) Kualiti
  - b) Kompor
  - c) Cangkir
  - d) Fork
24. You put bread in this to make it crispy. What is it?
- a) Oven
  - b) Blender
  - c) Toaster
  - d) Pot
25. What the meaning of Shoes?
- e) Celana
  - f) Sepatu
  - g) Pena
  - h) Kayu

### **Appendix 11: Key Answer of Post-Test**

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

**Appendix 12: The Score of Pre-test and Post-test in Experimental Class**

| No | Name of Students | Experimental Class Score |           |
|----|------------------|--------------------------|-----------|
|    |                  | Pre-Test                 | Post-Test |
| 1  | AD               | 88                       | 88        |
| 2  | AH               | 36                       | 56        |
| 3  | DZ               | 36                       | 48        |
| 4  | FD               | 68                       | 80        |
| 5  | GR               | 52                       | 80        |
| 6  | HH               | 16                       | 48        |
| 7  | HA               | 28                       | 68        |
| 8  | IA               | 24                       | 56        |
| 9  | IR               | 24                       | 64        |
| 10 | KA               | 72                       | 88        |
| 11 | MD               | 28                       | 60        |
| 12 | RA               | 60                       | 68        |
| 13 | SD               | 36                       | 48        |
| 14 | SH               | 56                       | 68        |
| 15 | SP               | 80                       | 80        |

**Appendix 13: The Score of Pre-test and Post-test in Control Class**

| No | Name of Students | Control Class Score |           |
|----|------------------|---------------------|-----------|
|    |                  | Pre-Test            | Post-Test |
| 1  | AN               | 48                  | 44        |
| 2  | AA               | 92                  | 80        |
| 3  | BW               | 52                  | 48        |
| 4  | HM               | 76                  | 60        |
| 5  | HS               | 40                  | 40        |
| 6  | LR               | 64                  | 64        |
| 7  | MR               | 92                  | 80        |
| 8  | NK               | 72                  | 68        |
| 9  | NH               | 28                  | 56        |
| 10 | PA               | 40                  | 48        |
| 11 | RP               | 60                  | 48        |
| 12 | RS               | 60                  | 76        |
| 13 | WP               | 76                  | 68        |
| 14 | ZH               | 80                  | 80        |
| 15 | ZA               | 36                  | 68        |

## Appendix 14: Result of Descriptive Statistics Using SPSS v26

### 1. The score of pre-test in Experimental class

| Statistics     |         |         |
|----------------|---------|---------|
| Score          |         |         |
| N              | Valid   | 15      |
|                | Missing | 0       |
| Mean           |         | 49.60   |
| Median         |         | 52.00   |
| Mode           |         | 36      |
| Std. Deviation |         | 22.158  |
| Variance       |         | 490.971 |
| Range          |         | 72      |
| Minimum        |         | 16      |
| Maximum        |         | 88      |
| Sum            |         | 744     |
| Percentiles    | 88      | 80.64   |

### 2. The score of pre-test in Control class

| Statistics     |         |                 |
|----------------|---------|-----------------|
| nilai siswa    |         |                 |
| N              | Valid   | 15              |
|                | Missing | 0               |
| Mean           |         | 61.07           |
| Median         |         | 60.00           |
| Mode           |         | 40 <sup>a</sup> |
| Std. Deviation |         | 20.197          |
| Variance       |         | 407.924         |
| Range          |         | 64              |
| Minimum        |         | 28              |
| Maximum        |         | 92              |
| Sum            |         | 916             |
| Percentiles    | 92      | 92.00           |

a. Multiple modes exist. The smallest value is shown

### 3. Post Test In Experimental Class

| Statistics     |         |                 |
|----------------|---------|-----------------|
| NILAI          |         |                 |
| N              | Valid   | 15              |
|                | Missing | 0               |
| Mean           |         | 66.67           |
| Median         |         | 68.00           |
| Mode           |         | 48 <sup>a</sup> |
| Std. Deviation |         | 14.075          |
| Variance       |         | 198.095         |
| Range          |         | 40              |
| Minimum        |         | 48              |
| Maximum        |         | 88              |
| Sum            |         | 1000            |

#### 4. The score of Post-Test in Control class

##### Statistics

|                |         |                 |
|----------------|---------|-----------------|
| NILAI          |         |                 |
| N              | Valid   | 15              |
|                | Missing | 0               |
| Mean           |         | 61.87           |
| Median         |         | 64.00           |
| Mode           |         | 48 <sup>a</sup> |
| Std. Deviation |         | 13.928          |
| Variance       |         | 193.981         |
| Range          |         | 40              |
| Minimum        |         | 40              |
| Maximum        |         | 80              |
| Sum            |         | 928             |
| Percentiles    | 80      | 79.20           |

a. Multiple modes exist. The smallest value is shown

#### 1. Normality test in pre-test

##### Tests of Normality

|              | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|--------------|---------------------------------|----|-------|--------------|----|------|
|              | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Experimental | .197                            | 15 | .121  | .951         | 15 | .543 |
| Control      | .118                            | 15 | .200* | .957         | 15 | .647 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### 2. Normality Test in Post-Test

##### Tests of Normality

|            | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|------------|---------------------------------|----|-------|--------------|----|------|
|            | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Experiment | .162                            | 15 | .200* | .917         | 15 | .176 |
| Control    | .174                            | 15 | .200* | .915         | 15 | .163 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### 3. Homogeneity Test in Pre-Test

##### Test of Homogeneity of Variances

|                   |                                      | Levene Statistic | df1 | df2   | Sig. |
|-------------------|--------------------------------------|------------------|-----|-------|------|
| Score of pre-test | Based on Mean                        | 4.615            | 1   | 3     | .121 |
|                   | Based on Median                      | 1.800            | 1   | 3     | .272 |
|                   | Based on Median and with adjusted df | 1.800            | 1   | 2.000 | .312 |
|                   | Based on trimmed mean                | 4.373            | 1   | 3     | .128 |

#### 4. Homogeneity Test in Post-Test

##### Test of Homogeneity of Variances

|                    |                                      | Levene Statistic | df1 | df2   | Sig. |
|--------------------|--------------------------------------|------------------|-----|-------|------|
| Score of Post-Test | Based on Mean                        | .941             | 2   | 6     | .441 |
|                    | Based on Median                      | .059             | 2   | 6     | .943 |
|                    | Based on Median and with adjusted df | .059             | 2   | 5.115 | .944 |
|                    | Based on trimmed mean                | .741             | 2   | 6     | .516 |

##### Independent Samples Test

|           |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|-----------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|           |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
| Post test | Equal variances assumed     | .016                                    | .901 | 2.518                        | 28     | .356            | 4.800           | 5.113                 | -5.673                                    | 15.273 |
|           | Equal variances not assumed |                                         |      | 2.518                        | 27.997 | .356            | 4.800           | 5.113                 | -5.673                                    | 15.273 |

## Appendix 15: List of T-table Distribution

| df | Pr | 0.25<br>0.50 | 0.10<br>0.20 | 0.05<br>0.10 | 0.025<br>0.050 | 0.01<br>0.02 | 0.005<br>0.010 | 0.001<br>0.002 |
|----|----|--------------|--------------|--------------|----------------|--------------|----------------|----------------|
| 1  |    | 1.00000      | 3.07768      | 6.31375      | 12.70620       | 31.82052     | 63.65674       | 318.30884      |
| 2  |    | 0.81650      | 1.88562      | 2.91999      | 4.30265        | 6.96456      | 9.92484        | 22.32712       |
| 3  |    | 0.76489      | 1.63774      | 2.35336      | 3.18245        | 4.54070      | 5.84091        | 10.21453       |
| 4  |    | 0.74070      | 1.53321      | 2.13185      | 2.77645        | 3.74695      | 4.60409        | 7.17318        |
| 5  |    | 0.72669      | 1.47588      | 2.01505      | 2.57058        | 3.36493      | 4.03214        | 5.89343        |
| 6  |    | 0.71756      | 1.43976      | 1.94318      | 2.44691        | 3.14267      | 3.70743        | 5.20763        |
| 7  |    | 0.71114      | 1.41492      | 1.89458      | 2.36462        | 2.99795      | 3.49948        | 4.78529        |
| 8  |    | 0.70639      | 1.39682      | 1.85955      | 2.30600        | 2.89646      | 3.35539        | 4.50079        |
| 9  |    | 0.70272      | 1.38303      | 1.83311      | 2.26216        | 2.82144      | 3.24984        | 4.29681        |
| 10 |    | 0.69981      | 1.37218      | 1.81246      | 2.22814        | 2.76377      | 3.16927        | 4.14370        |
| 11 |    | 0.69745      | 1.36343      | 1.79588      | 2.20099        | 2.71808      | 3.10581        | 4.02470        |
| 12 |    | 0.69548      | 1.35622      | 1.78229      | 2.17881        | 2.68100      | 3.05454        | 3.92963        |
| 13 |    | 0.69383      | 1.35017      | 1.77093      | 2.16037        | 2.65031      | 3.01228        | 3.85198        |
| 14 |    | 0.69242      | 1.34503      | 1.76131      | 2.14479        | 2.62449      | 2.97684        | 3.78739        |
| 15 |    | 0.69120      | 1.34061      | 1.75305      | 2.13145        | 2.60248      | 2.94671        | 3.73283        |
| 16 |    | 0.69013      | 1.33676      | 1.74588      | 2.11991        | 2.58349      | 2.92078        | 3.68615        |
| 17 |    | 0.68920      | 1.33338      | 1.73961      | 2.10982        | 2.56693      | 2.89823        | 3.64577        |
| 18 |    | 0.68836      | 1.33039      | 1.73406      | 2.10092        | 2.55238      | 2.87844        | 3.61048        |
| 19 |    | 0.68762      | 1.32773      | 1.72913      | 2.09302        | 2.53948      | 2.86093        | 3.57940        |
| 20 |    | 0.68695      | 1.32534      | 1.72472      | 2.08596        | 2.52798      | 2.84534        | 3.55181        |
| 21 |    | 0.68635      | 1.32319      | 1.72074      | 2.07961        | 2.51765      | 2.83136        | 3.52715        |
| 22 |    | 0.68581      | 1.32124      | 1.71714      | 2.07387        | 2.50832      | 2.81876        | 3.50499        |
| 23 |    | 0.68531      | 1.31946      | 1.71387      | 2.06866        | 2.49987      | 2.80734        | 3.48496        |
| 24 |    | 0.68485      | 1.31784      | 1.71088      | 2.06390        | 2.49216      | 2.79694        | 3.46678        |
| 25 |    | 0.68443      | 1.31635      | 1.70814      | 2.05954        | 2.48511      | 2.78744        | 3.45019        |
| 26 |    | 0.68404      | 1.31497      | 1.70562      | 2.05553        | 2.47863      | 2.77871        | 3.43500        |
| 27 |    | 0.68368      | 1.31370      | 1.70329      | 2.05183        | 2.47266      | 2.77068        | 3.42103        |
| 28 |    | 0.68335      | 1.31253      | 1.70113      | 2.04841        | 2.46714      | 2.76326        | 3.40816        |
| 29 |    | 0.68304      | 1.31143      | 1.69913      | 2.04523        | 2.46202      | 2.75639        | 3.39624        |
| 30 |    | 0.68276      | 1.31042      | 1.69726      | 2.04227        | 2.45726      | 2.75000        | 3.38518        |
| 31 |    | 0.68249      | 1.30946      | 1.69552      | 2.03951        | 2.45282      | 2.74404        | 3.37490        |
| 32 |    | 0.68223      | 1.30857      | 1.69389      | 2.03693        | 2.44868      | 2.73848        | 3.36531        |
| 33 |    | 0.68200      | 1.30774      | 1.69236      | 2.03452        | 2.44479      | 2.73328        | 3.35634        |
| 34 |    | 0.68177      | 1.30695      | 1.69092      | 2.03224        | 2.44115      | 2.72839        | 3.34793        |
| 35 |    | 0.68156      | 1.30621      | 1.68957      | 2.03011        | 2.43772      | 2.72381        | 3.34005        |
| 36 |    | 0.68137      | 1.30551      | 1.68830      | 2.02809        | 2.43449      | 2.71948        | 3.33262        |
| 37 |    | 0.68118      | 1.30485      | 1.68709      | 2.02619        | 2.43145      | 2.71541        | 3.32563        |
| 38 |    | 0.68100      | 1.30423      | 1.68595      | 2.02439        | 2.42857      | 2.71156        | 3.31903        |
| 39 |    | 0.68083      | 1.30364      | 1.68488      | 2.02269        | 2.42584      | 2.70791        | 3.31279        |
| 40 |    | 0.68067      | 1.30308      | 1.68385      | 2.02108        | 2.42326      | 2.70446        | 3.30688        |

## DOCUMENTATION

### Pre-test in Experimental Class



## Treatment







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 1060 /Un.28/E.1/TL.00.9/03/2025

18 Maret 2025

Lampiran : -

Hal : Riset

Penyelesaian Skripsi

**Yth. Kepala SMP N 2 Angkola Timur Tapanuli Selatan**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Laila Tulhusna Harahap

NIM : 2120300034

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Semester : VIII (Delapan)

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Kahoot Application on Vocabulary Mastery at VIII Grade Students' of SMP N 2 Angkola Timur Tapanuli Selatan"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, Maret 2025

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Lis Wahanti Syafrida Siregar, S.Psi, M.A

NIP. 19801224 200604 2 001

## INSTRUMEN VALIDASI

### SOAL PRE-TEST DAN POST-TEST

Judul Skripsi : The Effect of Kahoot Application on Vocabulary Mastery at VIII Grade Students' of SMP N 2 Angkola Timur-Tapanuli Selatan

Penyusun : Laila Tulhusna Harahap

NIM : 2120300034

Program Studi : Tadris Bahasa Inggris

Dosen Pembimbing : 1. Zainuddin, S. S, M. Hum.  
2. Sri Minda, M. Hum

Validator : Nurasyiah Siregar, S. Pd

Petunjuk:

1. Dimohon Bapak/Ibu dapat memberikan penilaian beberapa aspek yang terdapat dalam soal.
2. Penilaian dilakukan dengan memberikan tanda checklist ( ) pada kolom yang disediakan, apabila soal sesuai dengan aspek yang dinilai dan tanda (X) apabila soal tidak sesuai dengan aspek yang dinilai.
3. Dimohon Bapak/Ibu mengisi kolom komentar dan saran mengenai keseluruhan soal
4. Sebagai petunjuk untuk mengisi tabel penilaian, perhatikan hal berikut:
 

|   |               |   |               |
|---|---------------|---|---------------|
| 1 | : Tidak Baik  | 4 | : Baik        |
| 2 | : Kurang Baik | 5 | : Sangat Baik |
| 3 | : Cukup Baik  |   |               |

| No | Aspek yang Diamati                                                                                                   | Nilai Pengamatan |   |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------|------------------|---|---|---|---|
|    |                                                                                                                      | 1                | 2 | 3 | 4 | 5 |
| 1  | Kesesuaian soal dengan tujuan penelitian                                                                             | ✓                |   |   |   |   |
| 2  | Kejelasan petunjuk pengerjaan soal                                                                                   |                  | ✓ |   |   |   |
| 3  | Kejelasan Maksud dari soal                                                                                           | ✓                |   |   |   |   |
| 4  | Kemungkinan soal dapat terselesaikan                                                                                 | ✓                |   |   |   |   |
| 5  | Kesesuaian bahasa yang digunakan pada soal dengan kaidah kebahasaan (Bahasa Inggris)                                 | ✓                |   |   |   |   |
| 6  | Rumusan soal menggunakan Bahasa yang sederhana bagi siswa, mudah di pahami dan menggunakan Bahasa yang dikenal siswa | ✓                |   |   |   |   |

#### A. Simpulan Validator/Penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan Bapak/Ibu:

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan sedikit revisi
3. Dapat digunakan dengan banyak revisi
4. Belum dapat digunakan

B. Komentor / Saran Perbaikan

Sudah bisa digunakan

C. Identitas Validator

Mohon Diisikan

Nama Lengkap

Umur

Sekolah (Lokasi Mengajar)

Pengalaman (tahun)

: Nurasyiah Siregar, S. Pd

: 48 tahun

: Smp N 2 Angkola Timur.

: 2003 s/d sekarang.

Pargarutan, Maret 2025

Validator/Penilai



Nurasyiah Siregar, S. Pd  
NIP: 197611112008012009



PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 2 ANGKOLA TIMUR  
PARGARUTAN JULU



SURAT KETERANGAN

Nomor : 800 / 021 / SMPN2AT / 2025  
Lamp : -  
Hal : Memberikan Izin Melaksanakan Penelitian

Kepada Yth :  
Bapak Kepala  
Lembaga Penelitian dan Pengabdian  
Masyarakat  
UNIVERSITAS ISLAM NEGRI (UIN)  
Di  
Padangsidempuan

Den gan Hormat

Sesuai dengan surat : 1060 / Un.28 / E.1 / TL.00.9 / 03 / 2025 Anak kita yang bernama :

NAMA : Laila Tulhusna Harahap  
NIM : 21200300034  
FAKULTAS : Tarbiyah dan Ilmu Keguruan  
PROGRAM STUDI : Tadris Bahasa Inggris  
SEMESTER : VIII (Delapan)

Untuk melaksanakan penelitian pada SMP Negeri 2 Angkola Timur, saya Pn. Kepala SMP Negeri 2 Angkola Timur menerangkan bahwa tidak merasa keberatan dan bersedia menerima mahasiswa tersebut di atas selama tidak mengganggu proses belajar mengajar di SMP Negeri 2 Angkola Timur

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pargarutan Dolok, 22 Maret 2025

Yang Menerangkan

Pn. Kepala SMP Negeri 2 Angkola Timur



Dra. ERITA KHAIIRANI BATUBARA

NIP. 19670305 190412 2002