THE USE OF KAHOOT GAME TO IMPROVE STUDENTS' VOCABULARY AT SDI LASIANA

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Abstract
The purpose of this study is to examine how students at SDI Lasiana use the Kahoot game to boost their vocabulary. One of the most crucial English language abilities is vocabulary, however, some pupils struggle with it. The author employed games to teach English, particularly the Kahoot game, which helped students' vocabularies. This study aims to investigate if students' vocabulary may be improved by playing the Kahoot game. The design of this investigation was pre-experimental. 116 students from grades VII. A through VII.D at SDI Lasiana made up the study's population. For this study, a deliberate sample of twenty-six students from SDI Lasiana's class VII.D was selected. The pre-test and post-test data collection methods were utilized by the author to determine the students' vocabulary proficiency. The data analysis results showed that the students' pre-test average was 56. Following the writer's instruction, the students' post-test average score was 95, indicating a 69% improvement. The data was analyzed using the t-test. 3.01 was the significant result of the t-test. The alternative hypothesis (H1) was accepted while the null hypothesis (Ho) was rejected since the t-test result (3,01) was greater than the t-table result (2.787). The findings demonstrated that the vocabulary of the children had improved. Using the Kahoot game, teaching, and learning with games helps enhance English vocabulary. The students' post-test results, which range from 56 to 95 points higher than their pre-test results, provide proof of this. The Kahoot game can help students in class VII.D at SDI Lasiana increase their vocabulary, according to the research findings.
Keywords: Kahoot, Vocabulary, improving

INTRODUCTION

In addition to other abilities like writing, reading, speaking, and listening, one of the most crucial things that students need to master when studying English is vocabulary. Since vocabulary promotes the development of certain language skills, children would be unable to read, write, listen, or converse in a foreign language without it (Cahyono and Widiati, 2018:1).

One of the linguistic abilities that must be acquired when studying English is vocabulary. Vocabulary is the amount of words required to convey concepts and the speaker's meaning. It also requires knowledge of vocabulary and interpretation skills (Gulthon, 2006). gain insight into the complexities of life and develop empathy for other people.

According to Almaida (2023), "A language's vocabulary is a part that contains all of the knowledge about the meaning and use of its terms. Stahl (2005:95) reinforced this point by saying, "Knowledge of a word is knowledge; it implies not only its definition but also how it

fits into the world." Finally, a word or words with meanings that may be utilized to convey information about anything can be categorized as vocabulary.

The researcher spoke with the SDI Lasiana sixth-grade English teacher based on preliminary findings. According to the teacher, some kids are still having a lot of difficulty learning English vocabulary. According to the teacher, pupils are still having a lot of trouble learning English vocabulary.

There are various aspects on the learning platform Kahoot Games that might assist students with their studies. This game is one of the replacement options among the several educational materials that promote interesting and enjoyable learning, claim Harlina & Ahmad (2017).

According to Brand and Brooker (2018), Kahoot is one of the most well-known game-based learning platforms and is exceptionally user-friendly for both teachers and students. At the Norwegian University of Technology and Science, Jamie Brooker, Morten Versvik, and Johan Brand worked together to create it. Thus, one example of digital learning media is Kahoot, a platform for game-based learning.

With Kahoot, instructors may create online assessments that students can take on their PCs, tablets, or smartphones. To assess students on the material being taught, educators can design assessments or platforms and provide the students with a connection to the platform (Dellos 2015). Students can also access the platform with their cell phones or other compatible devices.

The greatest methods for evaluating pupils' vocabulary are those offered by Kahoot (Manshur and Fadhilawati, 2019). Almanar (2019) reported that it showed how the Kahoot program showed the quiz results and student mistakes in Excel as soon as the test was over.

The Kahoot game was selected as the study subject for several reasons. First of all, students love games, especially when it comes to game-based learning. One of the many learning activities in the Kahoot game is an English-language quiz. In this particular study, the researcher's goal is to increase students' vocabulary through the use of the Kahoot game. Second, Kahoot may offer an alternative for enhancing and personalizing vocabulary instruction in the classroom. As a result, the researcher decided to use the Kahoot game to help SDI Lasiana students' vocabulary. by employing the Kahoot game to provide a vocabulary test. Based on the preceding description, the author is interested in doing research under the title "The Use of Kahoot Game To Improve Students' Vocabulary At SDI Lasiana".

RESEARCH METHODS

The author was able to determine the effect of an experimental treatment because to the pre-experimental design of this study, which may be conducted in fields, labs, or classrooms (Sugiyono, 2014:109). When one group or class receives both a pre- and post-test, this is known as a pre-experimental design. The pre-experimental design included pre- and post-test designs, and the comparison of the pre- and post-test outcomes depended on how well the treatment worked.

RESULTS AND DISCUSSION

The author utilized a pre-experimental design to examine the data to determine whether or not the Kahoot Game might help students enhance their vocabulary. The mean score and the pre- and post-test standard deviations were the two main methods used by the author to determine the final scores.
The following table displayed the pre- and post-test results:

Mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	56	7,47
Post-test	95	9,76

Based on the aforementioned statistics, the author determined that there had been progress during the students' completion of the pre-and post-tests. The students' post-test score climbed to 95 from their pre-test score of 56. The standard deviation of the post-test was 9.76, whereas the pre-test was 7.47.

To determine how much the pre-and post-test scores had improved, the author employed the percentage technique. Thus, there was a 69% improvement in the kids' vocabulary.

With a sample size of 26, the researcher employed a significance level of 0,01 based on the t-test above, yielding a significance value of 3,01.

CONCLUSION

Based on the study data, the researcher came to the conclusion that employing the "Kahoot game" can assist students in class VI.D SDI Lasiana in expanding their vocabulary. This is seen by the average score of the students who outperformed the pre-and post-test averages. The students scored 56 on the pre-test and 95 on the post-test. The pre-test's standard deviation was 7.47, the post-test's standard deviation was 9,76, and the improvement percentage was 69%. The t-test's significant value is 3.01. The results of the post-test showed that the students' vocabulary improved with the use of the Kahoot game; their scores went from 56 to 95 points higher than those of the pre-test. It follows that it is quite advantageous to use the Kahoot game to assist children in expanding their vocabulary.

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