

**THE USE OF KAHOOT GAMES APPLICATION TO IMPROVE  
STUDENTS' VOCABULARY MASTERY**

**(A Classroom Action Research at the Eighth Grade Students of SMP Negeri**

**1 Simo Boyolali in the Academic Year of 2022/2023)**

**THESIS**

Submitted as a Partial Requirements for Writing the Thesis



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Wassalamu'alaikum Wr. Wb.

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## **DEDICATION**

This thesis is dedicated to:

1. My parents
2. My brother and sister
3. My Almamater UIN Raden Mas Said

## MOTTO

{فَإِنَّ مَعَ الْعُسْرِ يُسْرًا}

(5) For indeed, with hardship [will be] ease.

[Ash-Sharh:5]

“For all of you who are striving for your dreams, you should believe in yourself and don’t let anyone bring you down. Negativity doesn’t exist it’s all about positivity, so keep that in mind.”

-Mark Lee-

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Use of Kahoot Games Application to Improve Students’ Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Simo Boyolali in the Academic Year of 2022/2023)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Sukoharjo, May 31<sup>st</sup> 2023

The Researcher



Ghaida Ayu Puspitaningsih



## TABLE OF CONTENTS

<b>TITLE OF PAGE</b> .....	<b>i</b>
<b>ADVISOR SHEET</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	<b>vi</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>ABSTRACT</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problem .....	8
C. Limitation of the Problem .....	9
D. Formulation of the Problem .....	9
E. Objectives of the Study .....	10
F. Benefits of the Study .....	10
G. Definition of Key Terms .....	12
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>13</b>
A. Theoretical Review .....	13
1. Vocabulary Mastery .....	13
2. Kahoot Games .....	19
3. Motivation of learning.....	27
B. Previous Related Studies.....	30
C. Rationale .....	34
D. Action Hypothesis .....	34

<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>35</b>
A. Variable and the Definition of Operational Variable.....	35
B. Research Setting.....	36
C. Subject and Object of The Research .....	37
D. Action Plan.....	38
E. Techniques of Collecting the Data.....	41
F. Research Instrument.....	45
G. Techniques of Analyzing the Data.....	48
H. Indicators of Success.....	50
<b>CHAPTER IV.....</b>	<b>51</b>
<b>RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>51</b>
A. Research Findings .....	51
1. The Use of Kahoot Games Application .....	51
2. The Motivation of Students after the Implementation of Kahoot Games Application.....	85
B. Discussion .....	100
1. The Use of Kahoot Games Application .....	100
2. The Motivation of Students after the Implementation of Kahoot Games Application.....	108
<b>CHAPTER V .....</b>	<b>112</b>
A. Conclusion .....	112
B. Suggestion.....	113
<b>BIBLIOGRAPHY .....</b>	<b>114</b>
<b>APPENDICES .....</b>	<b>121</b>

## LIST OF FIGURES

Figure 3. 2	The procedure of CAR by Kemmis and Mc. Taggart (2014)..	38
Figure 4.1	The Improvement of Students' Vocabulary Score in the First Cycle.....	79
Figure 4.2	The Improvement of Students' Vocabulary Score in the Second Cycle.....	82
Figure 4.3	The percentage of Students who passed the KKM and who do not passed the KKM .....	84

## LIST OF TABLES

Table 3. 1	Time of the Research .....	36
Table 4.1	The Result of Students' Pre-Test .....	52
Table 4.2	The result of Students' Vocabulary Competency in Post-test1..	76
Table 4.3	The result of Students' Vocabulary Competency in Post-test2..	79
Table 4.4	The Comparison of Pre-test, Post-test 1, and Post-test 2 .....	83
Table 4.5	Motivation of Students in Learning English .....	86
Table 4.6	The Motivation of Students after Implementation of the Kahoot Games Application .....	93
Table 4.7	The Comparison of Pre-test, Post-test 1, and Post-test 2 .....	108

## LIST OF APPENDICES

Appendix 1a Observation Sheet in Cycle 1 Phase 1 .....	121
Appendix 1b Observation Sheet in Cycle 1 Phase 2.....	122
Appendix 1c Observation Sheet in Cycle 1 Phase 3 .....	123
Appendix 1d Observation Sheet in Cycle 2 Phase 1 .....	124
Appendix 1e Observation Sheet in Cycle 2 Phase 2 .....	125
Appendix 1f Observation Sheet of Researcher Cycle 1 Phase 1 .....	126
Appendix 1g Observation Sheet of Researcher Cycle 1 Phase 2.....	128
Appendix 1h Observation Sheet of Researcher Cycle 1 Phase 3.....	130
Appendix 1i Observation Sheet of Researcher Cycle 2 Phase 1.....	132
Appendix 1j Observation Sheet of Researcher Cycle 2 Phase 2.....	134
Appendix 2a Motivation of Student in Learning English .....	136
Appendix 2b Motivation of Students after Implementing Kahoot.....	138
Appendix 3a Instrument of Test and Answer Key in Pre-Test .....	140
Appendix 3b Students Score in Pre-Test .....	145
Appendix 4a The Instrument of Test and Answer Key in Post-Test 1 .....	147
Appendix 4b Students Score in Post-Test 1 .....	152
Appendix 5a The Instrument of Test and Answer Key in Post-Test 2 .....	154
Appendix 5b Students Score in Post-Test 2.....	159
Appendix 6a Blue Print of Pre-Test .....	161
Appendix 6b Blue Print of Post-Test 1 .....	162
Appendix 6c Blue Print of Post-Test 2 .....	163
Appendix 7a Lesson Plan used in Cycle 1 .....	164
Appendix 7b Lesson Plan used in Cycle 2.....	171
Appendix 8 Photographs of Students' Activity .....	176

## ABSTRACT

Ghaida Ayu Puspitaningsih. 2023. *The Use of Kahoot Games Application to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Simo Boyolali in the Academic Year of 2022/2023)*. Thesis. English Education Department, Cultures and Languages Faculty.

**Keywords:** *Kahoot games, Vocabulary mastery*

This research was study about the use of Kahoot games application to improve students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Simo. The objective of this research were 1) to found out the use of Kahoot games application games can improve students' vocabulary mastery, and 2) to found out how the students' learning motivation after using Kahoot games application.

The subject of this study was eight grade students of SMP Negeri 1 Simo, especially class 8B consisting of 32 students. This research was used a Classroom Action Research based on Kemmis and McTaggart models by using both of qualitative and quantitative methods. This research adressed in two cycles, where each cycle consist of four phase: planning, acting, observing, and reflecting. The technique of collecting data were test, observation, questionnaire, and documentation. The instruments were test, observation sheet, questionnaire sheet, and documentation.

The result of this research showed that the use of Kahoot games application effective to teach them in vocabulary. There have been a lot of progress in the vocabulary learning using Kahoot games application. It is proven by the results of some data used in this study; observation, student test scores, and questionnaire. The students' score from pre-test to the final test showed a good improvement. In the pre-test, there were only 17 out of 32 students or 53.1% who could exceed the KKM (minimum mastery criterion), and the average score was 76.3. Furthermore, in the first post-test that was conducted after cycle 1, the students who passed the KKM were increased. There were 23 students or 71.9% of all students who exceed the KKM, and the average of students was 78.3. Then, in the second post-test that was adressed after cycle 2, 90.6% students could pass the KKM and achieved the criteria of success. The motivation of students were increased, it is proven by the questionnaire. From the explanation above, it can be concluded that the kahoot application has a positive impact on students, and encourages students to be more active and motivated in learning English, especially vocabulary.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Vocabulary is one of the aspects of language that must be learned in learning English. Gulthon (2006) explained that vocabulary is a knowledge of words and interpreting words, where vocabulary is the number of words needed to communicate ideas, and also express the intention of the speaker. Learning vocabulary is very necessary because by mastering the vocabulary, learners or the students are definitely able to understand the words used in a sentence. To master it requires frequent practice both at home and school.

Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002).

One cannot communicate effectively and express ideas both orally and in writing without a sufficient vocabulary. A limited vocabulary can also be an impediment to learning a foreign language. Solikhah (2015) establishing the limitations of the vocabulary domain will make it difficult for students to express ideas and expressions of intent towards a specific

goal. Therefore, mastery of vocabulary is necessary to support students in the mastery of the target language they are learning.

According to Hockett (in Celce-Murcia and McIntosh, 1978: 124), vocabulary is the easiest aspect of a second language to learn and requires little formal attention in the classroom. Endang (2010) adds that in recent years, less emphasis has been placed on teaching vocabulary. According to Hemming (in Celce-Murcia and McIntosh, 1978: 242), today's lack of attention to vocabulary acquisition is unfortunate. Hemming believes that learning linguistic terms and expressions (vocabulary) is critical in the early stages of language learning.

Many students still have trouble in understanding what the teacher says. The inability of students to master vocabulary is to blame. Furthermore, the teacher's teaching technique is less effective and innovative, in addition to the teacher's inability to manage lessons in the classroom with the help of media that can support when learning occurs. Learning is greatly influenced by teaching methods. Inappropriate teaching methods occur, for example when the teacher lacks mastery of the subject matter and preparation, way that results in the teacher's delivery being unclear. As a result, students will be uninterested in learning.

Based on the researcher pre-interview in SMP Negeri 1 Simo, the researcher was conducted the interview with the english teacher of eighth grades and asked the teacher some question related to the condition in English class. The teacher said that the students still have a difficulty in



remembering words that have been learnt. The researcher also conducted the interview with students about what causes English learning to be difficult to learn. The students said that he didn't know about the meaning of words, and also he finds it difficult to remember the words that he learned in class.

English learning at SMP Negeri 1 Simo still needs improvement. The students still have difficulty in accepting English learning, students' interest in learning is still low, and students still have difficulty in mastering English vocabulary. Especially of the vocabulary, they have a problem in memorizing and understanding the meaning of words. According to Jeanette, et al. (2013:15) the learner needs to understand the context of the surrounding words and how they connect to the unknown word. To make the students happy and motivated of learning vocabulary, teachers must be creative and use the strategies in teaching vocabulary. One of the strategy that can be use is to use the media.

Technological advances are used as a means of connecting students with learning resources, both in the form of educators and other learning resources. Technology is used as a media to make teaching easier and make students interested in following lessons and of course can create a pleasant atmosphere in the classroom. The example is the use of certain applications that support the student learning process. Technology can be used to attract students' interest in learning so that learning becomes more effective and efficient.

There are so many techniques of teaching the vocabulary. One of them is using gamification. Gamification is a learning approach using elements in the game with the aim of encouraging and motivating students in learning and maximizing pleasant feelings during the learning. Gamification also makes the process more interesting, which can provide a learning experience, and the use of games in the classroom is very beneficial for students (Barab, Gresalfi, & Arinci 2009). The game helps learners to reach their targets easily, also teaches them in memorizing new vocabulary faster.

Teachers or educators can use various applications that can support a learning process to achieve the objectives of the learning process. Learning vocabulary through gamification can give confidence that their value can improve. According to Hamari, et. al (2014) gamification refers to the application of game systems and thinking in a non-game context. In this case, gamification has a role to combine students' learning experience and game elements which can increase their learning motivation and task engagement. Students' interest in gamification in vocabulary learning has increased in recent years. This is because gamified vocabulary teaching can facilitate high motivation and engagement among students. An example of gamification in question is the Kahoot games application.

Kahoot games application is a learning platform that contains certain elements that can help students during the learning process. According to Harlina & Ahmad (2017) this application is one of the alternative choices

of various kinds of learning media that support the learning process to be exciting and fun. This is because the kahoot application emphasizes learning styles that involve active relationships between students and their peers competitively with the lessons they have gone through or learned.

Kahoot games providing an exciting and fun quiz atmosphere in class. This application can be used as a learning medium using an internet connection and can be accessed via the [www.kahoot.com](http://www.kahoot.com) website. Kahoot as a learning media that can support students to be more interested and can also support digital-based learning styles. Besides, Kahoot can be used as a medium for evaluation, assignment, or as a homework.

The previous study that related to this research is from Dini Restu Profita (2012) "*Improving English Vocabulary Mastery by Using Crossword Puzzle (A Classroom Action Research at the Fourth Grade Student of SD Negeri Pakurejo, Bulu, Temanggung in the Academic Year 2011/2012)*". The object of the research are fourth grade students and the objective is to know the improvement of students vocabulary mastery through crossword puzzles and the effect of teaching learning process when teaching vocabulary by using puzzles is done. The research was conducted use classroom action research (CAR). The technique of collecting data were interview, observation, test, questionnere, documentation, and field notes. The technique of analyzing data were assembling the data, comparing, coding, building interpretations, and reporting the outcomes. The result of the research show that the improvement of students' vocabulary mastery could

be seen in the increase of mean score of pre-test: 50, post-test 1: 69, and post test 2: 80.

The next research is by Ramayanti. (2019) "*Improving Students' Vocabulary Mastery Through Word Family Games and Picture (A Classroom Action Research of the Eighth Grade at SMPN 7 Salatiga in the Academic Year of 2019/2020)*". Research was conducted using classroom action research (CAR). Planning, action, observation, and reflection were the four steps that formed each of the two cycles. Data collection methods include tests, observation checklists, and documentation. There were 29 students involved in this study. According to the results of a study, the eighth-grade students at SMPN 7 Salatiga successfully used word family games and pictures to increase their vocabulary knowledge over the academic year 2019–2020.

The third research by Putri Indah Oktavia (2020) "*The Use of affixes as Word Structure Strategy on Students' Vocabulary Mastery (A Classroom Action Research at the Eleventh Grade Students of SMA N 66 Jakarta in Academic Year 2019/2020)*". The purpose of this study is to improve students' vocabulary mastery by using Affixes as a Word Structure Strategy. This study was conducted on eleventh-grade students at SMA N 66 Jakarta in the 2019/2020 academic year. The research group consisted of 35 students from the XI MIA 1 class. This study used both qualitative and quantitative methods to implement a Classroom Action Research based on the Kemmis and McTaggart models. This research was conducted in two

cycles, each with four phases: planning, acting, observing, and reflecting. The tests provided quantitative data, while observation and interviews provided qualitative data. The results of the tests showed that there was a significant improvement in the students' development of vocabulary mastery.

Hesti Wida Sari (2022) with the title "*Improving Students' Vocabulary Mastery through Blindfold Game (A Classroom Action Research with the Eighth Grade Students of SMP Negeri 2 Hulu Gurung in the Academic Year of 2021/2022)*". This study used classroom action research (CAR). The subjects of this study were eighth grade students of SMP Negeri 2 Hulu Gurung, with a total of 23 students. This study used observation and measurement as data collection techniques. To assess students' vocabulary mastery through a blindfold game, the researcher used two types of scoring: individual scores and mean scores. The findings of this study revealed that students' vocabulary mastery improved from 61,95 to 80,86. The students were more active in the vocabulary learning process when they used blindfolded game. Then, they more enthusiastic in the vocabulary learning process with blindfold game.

The researcher interested in researching the use of the Kahoot application in improving students' vocabulary. According to Bicen (2018) the Kahoot application is effective for gamification learning, which can have an effect on students so that they are more motivated and ambitious to learn. The subject are the eighth grade students of SMP Negeri 1 Simo. The

researcher used the classroom action research. The research method using qualitative and quantitative data as an instrument, to collect data that aims to find out how the use of kahoot game applications can improving students' vocabulary. The researcher hopes by using this method, the students can make it easier to mastering vocabulary.

Based on the reason stated above, the researcher takes a title of this thesis **“The Use of Kahoot Games Application to Improve Students’ Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP Negeri 1 Simo Boyolali in the Academic Year of 2022/2023)”**.

## **B. Identification of the Problem**

The problem identification of this study is about the mindset of students in learning English. They consider that the English language does not need to be mastered, their interest in vocabulary is still low. For this reason, action is needed to overcome these problems, from changing the learning techniques that students like to the use of technology that can help them in receiving English lessons. The issues that will be studied in this study:

1. Students think that English is a foreign language, so it does not need to be learnt.
2. Students’ knowledge of vocabulary is still low.
3. Students still have difficulty in mastering English vocabulary.

4. Students still not interested in English teaching, especially in mastering English vocabulary.
5. Students motivation towards English lesson is still low.

### **C. Limitation of the Problem**

The limitation of the problem were; 1) the researcher focus on the implementation of classroom action. Classroom action research involves researchers and other participants taking action with the aim of solving a problem, which will then be resolved together. 2) the researcher chooses the research location at SMP Negeri 1 Simo. SMP Negeri 1 Simo is a school located at Jalan Singoprono Raya No. 464 Simo, Boyolali, Central Java. Researcher chooses this location because SMP Negeri 1 Simo is the one of the favorite school in Boyolali. For the sample, researchers choose the eighth grade. Then the researcher only choose the eighth grade B. The 8B class consists of 32 students. 3) the researcher focus on improving vocabulary comprehension in terms of short message material.

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

Formulation of the problem is a detailed and completed questions about the scope of the problem to be researched. In accordance with the goal namely to improve students' learning outcomes, the formulation of the problems as follow:

1. Can the use of Kahoot games application improve the vocabulary mastery for the eighth grade students of SMP Negeri 1 Simo?

2. How the students' learning motivation after using Kahoot games application?

#### **E. Objectives of the Study**

1. To find out the use Kahoot games can improve students' vocabulary mastery.
2. To find out how the students' learning motivation after using Kahoot games application

#### **F. Benefits of the Study**

##### **1. Teoritically**

The results of this research are expected to contribute to future research in the future, especially for those who are interested in applying learning applications in teaching English. The researcher hope that this research can be used as a useful resource for subsequent research on vocabulary mastery.

##### **2. Practically**

###### **a. For teachers**

For the teachers, this research can provide information that related to teaching techniques in mastery vocabulary. They can found out that Kahoot can be used in teaching English, and what the elements are in the kahoot application that can help in teaching English.



b. For students

This research is expected to provide knowledge and information about Kahoot games which are relevant to students and help them understand English lessons easily. Therefore, they can comprehend the vocabulary. The researcher hope that they can know the importance of mastering vocabulary with the use of Kahoot games application.

c. For subsequent researchers

For the future researchers, this research is expected to be a reference for further research and can be developed to be more perfect. Can be used as a guide to be applied in English language teaching, especially in vocabulary teaching.

d. For universities

To enrich the literary resources of UIN Raden Mas Said Surakarta, especially in the department of English education, as a training to find out how to use the Kahoot application to teach English.

## **G. Definition of Key Terms**

There are some operational definitions of the key words in the study:

### **1. Kahoot Application**

Kahoot is a global learning platform company that wants to empower everyone, including children, students, and employees, to unlock their full learning potential. (Jamie Broker, et al., 2012).

### **2. Vocabulary mastery**

Neuman & Dwyer (2009:385) cite vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

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

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

According to Alqahtani (2015: 25) vocabulary is the total number of words needed to communicate ideas and express the speakers meaning. As with vocabulary in general educational contexts, vocabulary acquisition issues and content selection are equally recurrent concerns when teaching vocabulary assisted by technology. More specifically, regardless of whether words are learned by means of index cards or notebook lists or with the help of computers, aspects of knowing a word such as its form, meaning, and use need to be borne in mind when engaging learners in vocabulary-related activities for acquisition purposes (Lopez J, 2018).

Vocabulary is the total number of words needed to communicate ideas and express the speakers meaning, and acquisition issues and content selection are recurrent concerns when teaching vocabulary assisted by technology. Factors such as form, meaning, and use should be considered when engaging learners in vocabulary-related activities for acquisition purposes.

Based on a book by Jeanette et al. "*Teaching Vocabulary to English Language Learners*", some of us have four vocabularies, including those for words we understand when we hear them or are regarded to as receptive/oral, words we can read or write or are regarded to as receptive/written, words we use in speech or are referred to as productive/oral, and words we use in writing or are referred to as productive/written.

According to Nation (2013), the amount of words that must be learned in order to comprehend spoken and written language is a common subject of discussion in the literature on vocabulary acquisition. To be able to comprehend a text with around 98% of the words in it. The same opinion by Jeanette, et al (2013) It is important to decide exactly what we will name a word before we can discuss the amount of the vocabulary and the significance of many words students already know and need to acquire. It is important to decide what to name a word before discussing the amount of vocabulary and the significance of many words students already know and need to acquire.

Words are strings of letters separated by white space when they are written. Thus, "the" is a word, followed by "apple," "predawn," "perpendicular," and "houseball." Nevertheless, by the same definition, "want," "wants," "wanted," and "wanting" are all distinct words, with the only meaningful distinction being their

grammatical impurity. So, we shall refer to "word families" as "words" when discussing the number of words students already know or need to acquire. Word families refer to the essential word and all of its inflected variations are referred to as word families. The words want, wants, wanted, and wanting are all counted as one word.

**a. Kind of Vocabulary**

Hatch and Brown (1995) cited in Susanto (2017: 185) divided two kinds of vocabulary, there are receptive and productive vocabulary.

1) Receptive vocabulary

All of the words that we can understand, whether they are written, spoken, or signalled, are included in our receptive vocabulary. A popular explanation for the existence of the receptive vocabulary is that receptive comes before the expressive vocabulary, which first appears at the start of language development, and it turns out to be also bigger than the expressive vocabulary. The receptive vocabulary is an important part of language development, as it is larger than the expressive vocabulary. It includes all words that we can understand, whether they are written, spoken, or signalled. This suggests that

receptive comes before the expressive vocabulary, which first appears at the start of language development.

## 2) Productive Vocabulary

Productive vocabulary consists of words that students can understand, use constructively in writing and speaking, and speak with confidence. Productive vocabulary is an active process in which students generate words and communicate their thoughts to others. It is also necessary to have a receptive vocabulary as well as the ability to write and speak at the appropriate times.

### **b. The Importance of Vocabulary Mastery**

Richards and Renandya (2002) found that vocabulary plays a critical role in foreign language learning and language proficiency, influencing how successfully learners speak, listen, read, and write in their target language.

According to Endang (2010), vocabulary is the foundation of language and is critical for language learners. Asyiah (2017) explained that according the relevant studies on practitioners' opinions of vocabulary teaching and learning, vocabulary teaching and learning have not been taken into consideration while teaching English as a foreign language. This happens because considering that the Indonesian state for teaching foreign languages, especially

English. There are still experiences many obstacles and challenges, especially in vocabulary materials.

The challenge involves that most students do not have adequate knowledge of vocabulary learning strategies, even though vocabulary needs to be taught using effective and efficient strategies such as acquiring a large amount of vocabulary, understanding the meaning in each word, and using it well for communicative purposes. Besides, vocabulary learning will have a good and positive role for students in order to influence their language skills. Vocabulary learning should be taught using effective and efficient strategies such as acquiring a large amount of vocabulary, understanding meaning, and using it well for communicative purposes to influence language skills.

Asyiah (2017) added that vocabulary learning should be focused on other skills such as writing, reading, observing, speaking, and better not done separately from other learning. Through this method, vocabulary will be obtained indirectly or unintentionally by students. As an English teacher, expanding general vocabulary to students also increases the use of written and spoken language every day at school. Learning vocabulary is essential for learning sentence structure and other language skills, making it easier to read, write, listen and speak. By increasing vocabulary every day, we can gradually master a language.

### **c. Teaching Vocabulary**

Teaching vocabulary according to Graves (2016) are namely:

#### 1) Frequent, Varied, and Extensive Language Experiences

Immersion in diverse language activities, such as hearing, speaking, reading, and writing, is one method for increasing students' vocabulary. In the intermediate grades, the middle grades, and secondary school, discussion continues to be important (Ford-Connors & Paratore, 2015).

#### 2) Teaching Individual Words

Individual words can be taught to students to help them expand their vocabulary. To be sure, due to the size of the vocabulary that students will eventually acquire, we will be unable to teach them all of the words they will need. The most effective of vocabulary instruction happens when students actively analyze new word meanings, when they have multiple word encounters, and when they receive both definitional and contextual information.

#### 3) Teaching Word-Learning Strategies

It is important to teach students word learning strategies such as using word parts and context to reveal the meaning of words they do not recognise. What teachers can do to help students become more competent and independent word learners is very important.



#### 4) Developing word awareness

The term word awareness refers to an awareness of and interest in words and their meanings. Watts-Taffe (2008) explains that students who have word awareness are aware of the words around them when writing and speaking. This awareness includes an appreciation of the power of words, an understanding of why certain words are used more than others, and an understanding of which words can be used in place of those chosen by the writer or speaker.

## **2. Kahoot Games**

According to Hadijah, et al. (2020) teachers believe that in teaching English using technology will help students in the learning process. The use of technology will certainly make students more interested, enthusiastic, and fun when used as an educational support tool. The teachers use technology to help students learn English, making them more interested, enthusiastic, and fun.

Huang (2011: 92) said that research in the field of design education has shown that game-based learning is an effective teaching tool, particularly for maintaining motivation to continue learning. Game-based learning is an effective teaching tool for motivating students to continue learning.

**a. Definition of Kahoot Games**

Kahoot is an internet platform that facilitate teachers and students to do a prominent assessment in particular determined time. The teacher can set the time for students to answer the test items. Dellos (2015) described Kahoot is a game-based learning platform aimed at being a responsive system for students, providing a way that makes students interested in using it in learning vocabulary. Kahoot is a game-based learning platform that allows teachers to set the time for students to answer test items. He described it as a responsive system that makes students interested in using it in learning vocabulary.

The kahoot application has a lot of features, including quizzes that allow students to answer them via smartphones or tablets. In this application there will be displayed in the score section to see which answer is correct. Teachers can create quizzes or that are related to the platform material being taught, and then share the platform link with the students. Students can use smartphones or other supporting devices to access the platform.

**b. The Advantages of Kahoot Games**

- 1) This web tool allows the teachers to create quizzes, discussions, and polls by inserting various elements such as videos, images, and text.

- 2) Students have easy access to a variety of devices, including smartphones, tablets, laptop computers, and other devices.
- 3) Teachers can also add time limits for answering quizzes or surveys that have been assigned, not only are correct answers required, but timeliness is also an important issue for answering quizzes or surveys assigned by teachers/teachers.

**c. The Impact of Kahoot Games**

- 1) The positive impact of Kahoot Games

Nguyen and Yukawa (2019) discover that the Kahoot has a positive impact on English language learning. The positive impact are namely:

- a) Kahoot game application is effective for english learning

Bicen (2018) said that the Kahoot application is effective for gamification learning, which can have an effect on students so that they are more motivated and ambitious to learn. Using this application is very effective where students can not only complete exams but also improve their vocabulary at the same time while enjoying the fun of learning.

- b) Kahoot game can increase students' intrinsic motivation

The characteristic of the kahoot game is that it prioritises competition among students. This game

challenges students to answer questions faster. The kahoot scoring system works by displaying the number of scores obtained and then ranking students' scores; if they get the highest rank, it can encourage students to compete to be the best. Kahoot makes the students more active. Kahoot is a response system for students that encourages them to be active in the teaching and learning process because it is one of the based platforms games (Dellos, 2015).

- c) Kahoot is more interesting because of the elements such as picture and videos

Hadijah, et al. (2020) students agreed more with the use of the kahoot application as more practical compared to other traditional instructions in vocabulary tests. It contains many interesting elements such as videos and pictures. In addition, students can see their scores and are satisfied with what the teacher has arranged in the form of quizzes.

- d) The students do not feel burdened in learning

The students do not feel burdened by the application, instead they are happy and enjoy learning and of course they will compete to get the highest score. In this case, the kahoot application is very effective as an assessment tool because it can report to the teacher which parts of the students are

capable and which parts are still to be improved. In addition, the teacher can also set the score on each question.

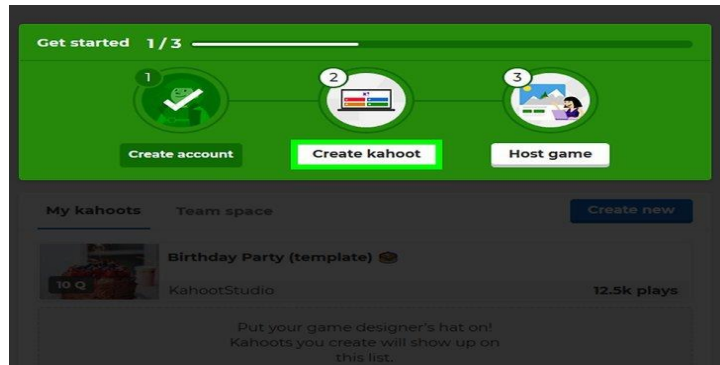
In each question there is music audio, Mediana and Hurtado (2017) added that the audio effect allows students to participate when used, they feel attracted when the audio is included in the kahoot application.

## 2) The negative impact of Kahoot Games

- a) Some students experienced technical problems in accessing Kahoot. Operating the Kahoot application requires a good internet signal, most students connected in the same network will usually experience problems due to overcrowding.
- b) Students use other apps while in the middle of a Kahoot quiz. Licorish, et al. (2018) noted that they became bored because they were used to the game show learning environment. Wang's (2016) indicated that Kahoot app can also slightly alter students' perceptions regarding engagement, and motivation leading to a fatiguing effect of the classroom dynamics.
- c) Using the kahoot app repeatedly might cause students to focus only on the game features rather than on learning.

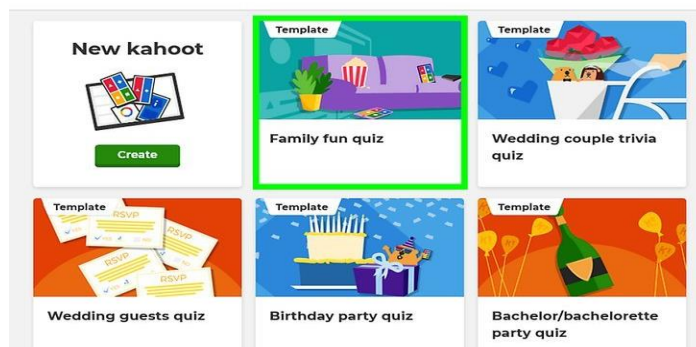
#### d. Using Kahoot to Teach Vocabulary

- 1) The first step is to click create new kahoot then create a question

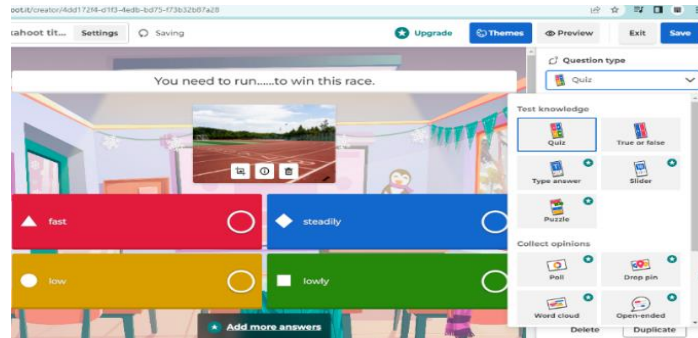


- 2) Click the option to choose a template or begin over by clicking the button.

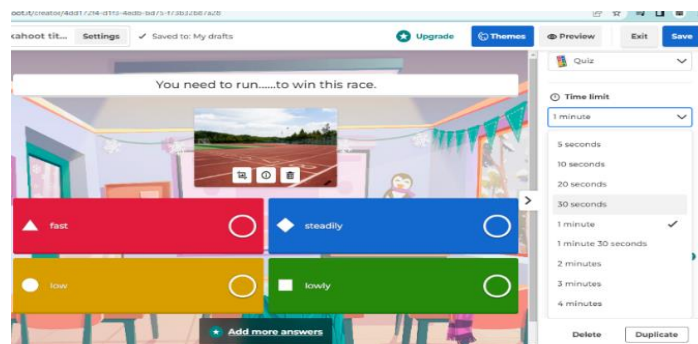
##### Create a new kahoot



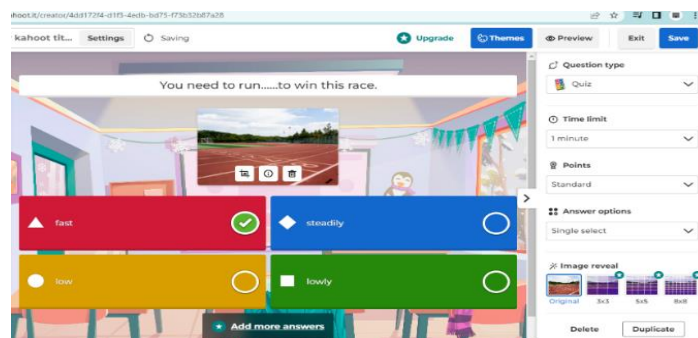
- 3) Click on the question section that has been prepared and select the type of question such as quiz and true or false (free).



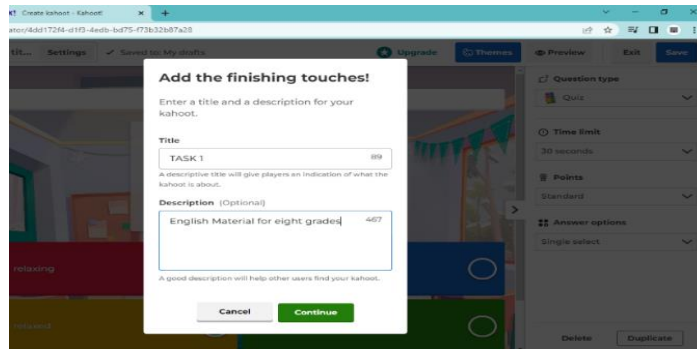
- 4) Select the processing time such as 30 seconds, 40 seconds, or 1 minute.



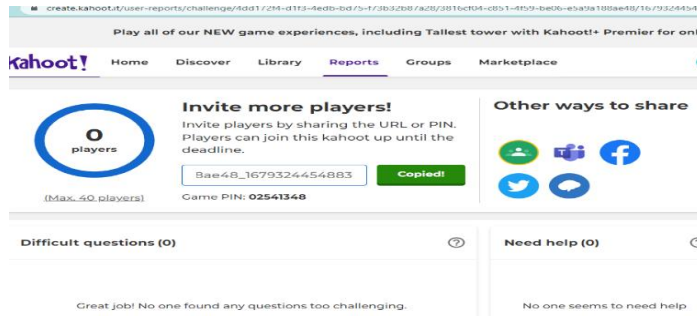
- 5) Determine which answer key is correct by giving a green tick.



- 6) Click done in the top right corner. Then type the title and description of the question and click continue.



- 7) When finished, the play menu will appear in my kahoot. and a game pin will appear with the kahoot.it link which will then be shared with students.



- 8) Students will log in with the kahoot.it link, game pin and write their names.
- 9) Teacher can start the game with students.



### **e. Academic Nuance of Eighth Grade Students of SMP Negeri 1**

#### **Simo**

The eighth grades of SMP Negeri 1 Simo consist of seven class, namely the 8A until 8G class. The researcher chooses the 8B class for the sample of the research. The 8B class consist of 32 students, with 14 male students and 18 female students. Every start of learning at 07. 00 a. m are begins with recitation (mengaji) or spirituality with the teacher. Usually the recitation for 15 minutes and then continued with the first learning.

The English lesson in eighth grade (8B) are twice in a week, on Monday and Wednesday. Based on the pre-interview with the eighth grade teacher and student, the English learning in SMP Negeri 1 Simo especially 8B class using power point, games, video from youtube. After the teacher give the video then the teacher telling the students to take a notes and for those who have finished then come forward to be corrected by the teacher and continued with the exercises. Usually, when the given assignments if there are still unfinished can be done at home as PR (homework).

### **3. Motivation of learning**

Motivation according to Schunk, Pintrich, & Meece (2014) defined as disposition or desire to engage and persist in a task. The students without motivation, they will be lack inspiration to learn a new

behaviour and will not participate in any educational activity. Keller (2010) representing four categories of learner motivation, namely ARCS model; attention, relevance, confidence, and satisfaction. The ARCS describe the strategies for stimulating and sustaining motivation in each 4 categories as well as systematic process of motivational design.

a. Attention

The attention is related to maintaining and stimulating the learners interests. To keep the students involved and concentrated, this attention needs to be maintained. Keller (2010) describes three categories of attention-getting strategies are perceptual arousal (capturing interest by arousing learners' sense and emotions), inquiry arousal (the construct of maintained situational interest refers to cognitive level of curiosity), and variability (variation in instructional method).

b. Relevance

The relevance is refer to making the learning experience personally meaningful. To establish the perceived relevance of the learning materials is to use the real world example and assignments, simply the instruction to what is familiar to learners.

c. Confidence

The expectancy-value theory's confidence category is relevant to self-efficacy and success expectations. Strategies The

way to enhance confidence is to foster learners' belief that they have control over their performance.

d. Satisfaction

The satisfaction focus on learners' continued motivation to learn. According to Ryan & Deci (2000) satisfying or positive consequences of instruction can result both extrinsic and intrinsic matters. The most common extrinsic outcomes are high grades, certificates, and other tangible rewards.

### **Technology Media on Learning Motivation**

According to Muhasim (2017), the development of digital technology has introduced individuals to a revolutionary virtual world where communication and information gathering are perceived to be simpler, more affordable, practical, and dynamic because everything is done online. For instance, the internet is currently a solution for many groups, and it is helpful in education for inspiring the students to learn. Education helps students become more motivated to learn. Motivation to learn will not be formed if the person does not have a desire, aspiration, or realise the benefits of learning for himself. Many educational institutions use digital technology to help various educational processes or activities. The advantages of teaching materials may be fast and simply received, processed, stored, and sent back, at least, there is a reciprocal interaction in the learning process between education and students.

The emergence of student learning motivation is positively impacted by the employment of digital technology as a tool for learning, and as a result, it is anticipated that student learning achievement can be maximised. The use of information technology systems has influenced how educators and students behave. Currently, the institution of education is becoming to rely on digital technological systems, starting with classroom instruction or in finishing assignments, including final exams. Thus, the digital system's advantages and direct effects on particular users will increase learners' motivate to learn.

## **B. Previous Related Studies**

Review of the previous studies mentions some researchers in the same topic, those researchers used games to teach English vocabulary. They can be used as references in this study. This researchers of current topic as follows:

The first research by Dini Restu Profita (2012) "*Improving English Vocabulary Mastey by Using Crossword Puzzle (A Classroom Action Research at the Fourth Grade Student of SD Negeri Pakurejo, Bulu, Temanggung in the Academic Year 2011/2012)*". The object of the research are fourth grade students and the objective is to knoe the improvement of students vocabulary mastery through crossword puzzles and the effect of teaching learning process when teaching vocabulary by using puzzles is done. The research was conducted using classroom action research (CAR).

The technique of collecting data were interview, observation, test, questionere, documentation, and field notes. The technique of analyzing data were assembling the data, comparing, coding, building interpretations, and reporting the outcomes. The result of the research show that the improvement of students' vocabulary mastery could be seen in the increase of mean score of pre-test: 50, post-test 1: 69, and post test 2: 80. The differences are the subject of the research and the topic "Crossword Puzzle". While in this research used Kahoot Games application. The subject of the research was the eighth grade students of SMP Negeri 1 Simo.

The next research is by Ramayanti. (2019) *"Improving Students' Vocabulary Mastery Through Word Family Games and Picture (A Classroom Action Research of the Eighth Grade at SMPN 7 Salatiga in the Academic Year of 2019/2020)"*. Research was conducted using classroom action research (CAR). Planning, action, observation, and reflection were the four steps that formed each of the two cycles. Data collection methods include tests, observation checklists, and documentation. There were 29 students involved in this study. According to the results of a study, the eighth-grade students at SMPN 7 Salatiga successfully used word family games and pictures to increase their vocabulary knowledge over the academic year 2019–2020. The students who achieved the passing grade gradually improved from cycle I and cycle II. The pre-test 1 score is 63.03, and 17.24% is the required passing percentage. Cycle 1 reveals that the post-test score was 69.89 and that 44.82% of the students received the required

passing mark. Cycle II reveals that the pre-test score was 77.10 and the minimum passing percentage was 65.51%, whereas the post-test score was 87.06 and the minimum passing percentage was 96.55%. The cycle 1 calculation's output was 6.660. The differences were the subject of the research and the topic *Word Family Games and Picture*, while in this research used Kahoot Games application. The subject of the research was the eighth grade students of SMP Negeri 1 Simo.

The third research by *Putri Indah Oktavia (2020) "The Use of Affixes as Word Structure Strategy on Students' Vocabulary Mastery (A Classroom Action Research at the Eleventh Grade Students of SMA N 66 Jakarta in Academic Year 2019/2020)"*. The purpose of this study is to improve students' vocabulary mastery by using Affixes as a Word Structure Strategy. This study was conducted on eleventh-grade students at SMA N 66 Jakarta in the 2019/2020 academic year. The research group consisted of 35 students from the XI MIA 1 class. This study used both qualitative and quantitative methods to implement a Classroom Action Research based on the Kemmis and McTaggart models. This research was conducted in two cycles, each with four phases: planning, acting, observing, and reflecting. The tests provided quantitative data, while observation and interviews provided qualitative data. The results of the tests showed that there was a significant improvement in the students' development of vocabulary mastery. Only 17 students (48.6%) exceeded the Minimum Mastery Criterion (KKM) on the pre-test, and the average score was 66.1. Students

who passed the KKM increased in the post-test 1, which was administered after cycle 1. The KKM was exceeded by 22 students, or 62.9% of all students, with an average score of 72.9. Then, in the post-test 2 after cycle 2, 80% of students exceeded the KKM, with an average of 77.7. Thus, it demonstrated a significant improvement in students' vocabulary mastery and achieved the success criteria. The differences were the subject of the research and the topic. The subject in this research was the eighth grade students of SMP Negeri 1 Simo and the topic as the use of Kahoot games application.

The fourth research by Hesti Wida Sari. (2022) with the title *"Improving Students' Vocabulary Mastery through Blindfold Game (A Classroom Action Research with the Eighth Grade Students of SMP Negeri 2 Hulu Gurung in the Academic Year of 2021/2022)"*. This study used classroom action research (CAR). The subjects of this study were eighth grade students of SMP Negeri 2 Hulu Gurung, with a total of 23 students. This study used observation and measurement as data collection techniques. The observation technique used an observation checklist and field notes, while the measurement technique used a vocabulary test. The data in this study was then analyzed using qualitative analysis to analyze qualitative data and quantitative analysis to analyze quantitative data. To assess students' vocabulary mastery through a blindfold game, the researcher used two types of scoring: individual scores and mean scores. The findings of this study revealed that students' vocabulary mastery improved from 61,95

to 80,86. The students were more active in the vocabulary learning process when they used blindfolded game. Then, they more enthusiastic in the vocabulary learning process with blindfold game. The differences of the research were the topic of the research. In this study, the researcher used the Kahoot games application to improve the students vocabulary mastery.

### **C. Rationale**

In this study, researcher choose questions about whether the kahoot games application can improve students' vocabulary or not and how to implement the use of the kahoot games application. This is in accordance with the statement in the background that teachers or educators can use various applications that can support a learning process to achieve the goals of the learning process. Learning vocabulary through gamification can give confidence that their value can improve.

### **D. Action Hypothesis**

Considering the theory underlying vocabulary and the using of kahoot games application, the hypothesis is: the use of kahoot games application can improve the students' vocabulary mastery at the eighth grade students of SMP Negeri 1 Simo in the academic year of 2022/2023.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and the Definition of Operational Variable**

According to Stockemer (2019), a variable refers to a property or attribute of a concept that can be measured in one or more ways. This study has two variables, namely the independent variable and the dependent variable.

##### **1. Independent Variable**

Independent variables are hypothesised to explain changes in the dependent variable. Because it is considered capable of explaining variations or changes in the dependent variable, the independent variable is sometimes also called the explanatory variable. An independent variable is one that has an effect on the dependent variable or that causes the dependent variable to exist. The independent variable is the use of Kahoot games application.

##### **2. Dependent Variable**

The dependent variable is the variable the researcher is trying to explain. It is the primary variable of interest and depends on other variables. Dependent variable is a variable that is influenced by the independent variable. The dependent of variable is the students' vocabulary.

The research will be considered successful if 75% of the students could achieve a minimum of target score from the test in cycle 1 until cycle 2.

## B. Research Setting

The setting of the place carried out for the research at SMP Negeri 1 Simo. The school is located on Jalan Singoprono Raya No. 464 Simo, Boyolali, Central Java with a postal code of 57377. Below are the time setting during the study:

**Table 3. 1 Time of the Research**

No.	Activity	Month						
		Dec '22	Jan '23	Feb '23	Mar '23	Apr '23	May '23	June '23
1.	Preparation of proposal							
2.	Research instrument development							
3.	Proposal seminar							
4.	Revision of proposal							
5.	Research permission							
6.	Implementation of CAR							
7.	Data analysis							

No.	Activity	Month						
		Dec '22	Jan '23	Feb '23	Mar '23	Apr '23	May '23	June '23
8.	Compilation of reports							
9.	Thesis defence							
10.	Thesis revision							

### C. Subject and Object of The Research

#### 1. Subject of the Research

The subject of this study was eight grade students of SMP Negeri 1 Simo, especially class 8B consisting of 32 students. Based on the pre-interview between the researcher and the teacher, the class has little interest and still needs improvement in learning English. Thus the teacher suggested to the researcher to conduct research in class 8B. On the advice of the teacher in question, this class is suitable for classroom action research. The school SMP Negeri 1 Simo is located on Jalan Singoprono Raya No. 464 Simo, Boyolali, Central Java. The reason why researcher chooses this location because of the school is one of favorite school and become a top 3 school in Boyolali District.

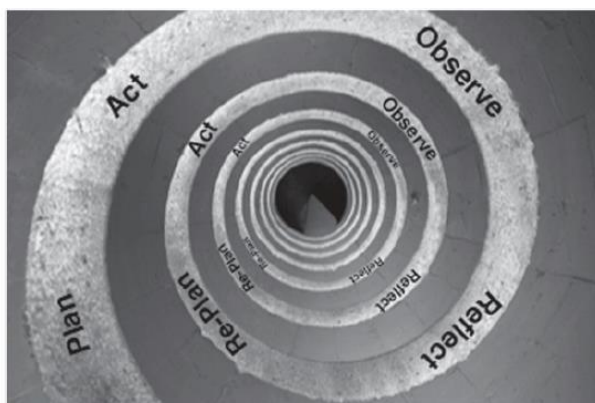
#### 2. Object of the Research

On the object of the research, it describes about what will be improved or enhanced. This study, the researcher find out the use of

Kahoot games application to improve the eighth grade students' vocabulary mastery.

#### **D. Action Plan**

In this section, the researcher collaborates with eighth grade teacher who teaches English subjects. The research procedure includes 4 cycles consisting of plan, act, observe, and reflect . This research used the model development by Kemmis and Mc. Taggart, 2014. Classroom action research can be seen in the illustration:



**Figure 3. 2 The procedure of CAR by Kemmis and Mc. Taggart (2014)**

Based on the figure 3.2 the procedure of classroom action research are explain below:

#### **Cycle 1**

##### **1. Plan**

The plan contains a predetermined action plan in order to solve the problem. The solution must be in accordance with the problems

facing the student. An alternative planning for classroom action research at this stage is that researcher will collect some data, prepare learning implementation plans, student worksheets, prepare performance guidelines, observation guidelines, prepare student response interviews, prepare tests, and include students' English scores, especially in their vocabulary materials. The collection of data or values is carried out by conducting pre-tests and post-tests.

## 2. Act

This section describes the implementation of planned actions including action processes that include student responses, student enthusiasm, learning intensity, and so on. At this stage, researchers collaborate with teachers to apply action research using the kahoot game application.

## 3. Observe

Observations are made to see how the learning implementation process takes place, as well as to find out the impact resulting from the process. At this stage, the implementation of observations is carried out simultaneously with the implementation of actions. Researchers made observations of grade 8B students, including how they received lessons, practiced kahoot games and also conducted pre-tests and post-tests.

#### 4. Reflect

The reflection stage is the stage of analyzing and assessing the data obtained in the previous stage. The data that has been studied is used to evaluate the learning cycle that has been carried out and can be used to make improvements used in the next cycle. This stage includes an experience of what happened, namely the use of the kahoot application, whether this application can help students in improving their vocabulary mastery or not.

### **Cycle 2**

#### 1. Revised plan

The re-planning in the second cycle start from the problems that found in the first cycle. The requirements that haven't been completed and the obstacles. The solutions to these issues will be searched after, and new plans will then be made.

#### 2. Action

Action is the step of implementing the learning design that has been prepared. In the implementation, the researcher can modify the initial action that is still in accordance with the developed strategy.

#### 3. Observation

Observations are made to see how the learning implementation process takes place, as well as to find out the impact resulting from the process. At this stage, the implementation of observations is carried out simultaneously with the implementation of actions.

#### 4. Reflection

The purpose of reflection is to determine which criteria have not been achieved and what the causes. The data that has been studied is used to evaluate the learning cycle that has been carried out and can be used to make improvements used in the next cycle.

### **E. Techniques of Collecting the Data**

In collecting data, there are several stages that researcher carried out including:

#### **1. Test**

The researcher had a robust method, impressing a series of test to collect numerical data rather than verbal types. If the items of test have an appropriate time allocation, this allow a degree of standardization to be built into the test, and this maybe useful if the results are to be used to compare individual or groups. (Morrison, et al., 2007).

Tests can be used to what skills students have mastered, to see if students have achieved certain criteria, to compare students, to see how students can work, and to diagnose, etc. The test model that researcher used is an achievement test. Creswell (2012) explains that tests measure individuals and determine how well they perform compared to a large group of participants. Student achievement on the test is calculated to

obtain the maximum score which in turn is used as an index of the proportion of the overall domain that the student already understands.

The researchers use pre-test and pos-test to find out the extent of students' knowledge in mastering vocabulary using Kahoot application. In the test, there will be material referenced from the grade 8 book. The pre-test and post-test were given the same question of 30 numbers, for the second post-test (cycle 2) will be slightly different. The pre-test deliver in the written form. The time allotte in this test is 45 minutes. When the pre-test have done, the participants have to do some error corrections. While in the post-test the there is no need to correct, because in the kahoot application, each student's score will appear on its own.

a. Pre-test

The test materials given must be in accordance with the learning materials. In this study the researcher took vocabulary material in the eight grade book. The pre-test is carried out before the post-test.

b. Post-test

The post-test is carried out at the end of the learning process of the material which has the aim of knowing the extent of students' understanding of the subject matter being studied. The material from this test is related to the material that has been taught to students before. The goal is to find out which is better than both test results on students' vocabulary comprehension. If students more understand



a material after the learning process, the teaching program is considered successful.

In taking the data, researcher also apply several other supporting tools, namely observation, interviews, and documentation.

## **2. Observation**

Kothari (2004: 96) describe that observation is a data collection method and a scientific tool for researchers that is systematically planned and recorded. Under the observation method, the information included is information sought through direct observation by the researcher without asking the respondent. If the observer observes himself as a member of the group he is observing, so that he experiences by members of the group, it is called participant observation. However, if the observer is separate from the group members he observes, that is, without any effort on his part to experience what the group members feel, it is called non-participant observation.

In this research, the resercher will used the participant observation. The researcher act as a teacher to observe students in the observation data collection technique. The data collection are written in observation sheets. The technique used to make observation sheet during the classroom action research. The researcher receives guidance from the collaborator to monitor the students in the classroom and obtain information about their participation and activity during the vocabulary learning process. In addition, the researcher also used an observation

checklist where the teacher would assess the researcher while teaching in class.

### **3. Questionnaire**

According to Kothari (2004) A questionnaire is made up of a number of questions that are printed or typed on a form or set of forms in a specific order. The questionnaire is mailed to respondents, who are supposed to read, comprehend, and respond to the questions in the area provided on the actual questionnaire. The questions must be answered independently by the respondents.

The researcher will conduct a questionnaire with the students about some question related to the English teaching and learning process in the class, especially in learning vocabulary and the impression after using kahoot games. The questionnaire will be conducted after the treatment to find out how they use the application strategy of the Kahoot games to master their vocabulary in learning English.

### **4. Documentation**

Documentation is carried out to learning implementation plans, videos, recordings, and images. Arikunto (2006) describes the documentation approach as searching for information regarding variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, etc. Based these two definitions it can be concluded that data collection through

documentation is something that researchers do to collect data from various printed media items that discuss the sources to be researched.

Researcher and team will collect some data, prepare learning implementation plans, student worksheets, prepare performance guidelines, observation guidelines, prepare student response interviews, prepare tests, and include students' English scores, especially in their vocabulary materials.

## **F. Research Instrument**

According to Creswell (2012) instruments are tools for measuring, observing or documenting quantitative data. Instruments that are developed before the researcher collects data may be tests, questionnaires, record sheets, logbooks, observation checklists, inventories or assessment instruments. The researcher used test, observation, interview, and documentation.

### **1. Test**

The pre-test is carried out before the post-test. Pre-tests are used during the delivery of material with the aim of knowing the extent to which the material taught can be curated by students. While the the post-test is carried out at the end of the learning process of the material which has the aim of knowing the extent of students' understanding of the subject matter being studied. The material from this test is related to the material that has been taught to students before.

The purposes of using test is to know the improvement of students' achievement in vocabulary mastery. The test model that researchers used is an achievement test. Creswell (2012) explains that tests measure individuals and determine how well they perform compared to a large group of participants. The researcher used pre-test and pos-test to find out the extent of students' knowledge in mastering vocabulary using Kahoot application..

## **2. Observation sheet**

As cited in Creswell (2012), observation is the process of collecting direct, open-ended information by observing individuals, and research sites. According to Kothari (2004: 96) the advantage of this method is that subjective bias can be eliminated, if observations are made accurately. Secondly, the information obtained relates to what is happening. Thirdly, this method does not depend on the willingness of the respondent and does not demand active cooperation from the respondent.

The researcher using this method because because the researcher will go directly into the classroom, which will use participant observation. In that observation, the observer observes himself as a member of the group he is observing, so that he experiences by members of the group. There are several advantages of participant observation, including: (i) the researcher can record the natural behaviour of the group, (ii) the researcher can collect information that cannot be easily

obtained by disinterested means, (iii) the researcher can even verify the truth of the statements made by informants.

### **3. Questionnaire**

According to Kothari (2004) A questionnaire is made up of a number of questions that are printed or typed on a form or set of forms in a specific order. The questionnaire is mailed to respondents, who are supposed to read, comprehend, and respond to the questions in the area provided on the actual questionnaire. The questions must be answered independently by the respondents.

The questionnaire is divided into two, each sheet has 10 questions that must be answered. Researchers used this tool to find out how students' learning motivation and their perceptions after the implementation of the use of the kahoot application. The questionnaire conducted after the treatment to find out how they use the application of Kahoot games to master their vocabulary in learning English.

### **4. Documentation**

Documentation is carried out to learning implementation plans, videos, recordings, and images. Arikunto (2006) describes the documentation approach as searching for information regarding variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas, etc. Documentation introduces the data, provides a detailed description of their key attributes, and contextualizes them. The researcher use this tool because

of collect the data through document namely the plans of learning (RPP), student score, the observation sheet, and also record the implementation of in using Kahoot application.

## G. Techniques of Analyzing the Data

### 1. Describing the Data

After the data have been classified, they are described as follows:

- a. The data gathered using the technique of observation is described as a narrative form.
- b. Pre-test and post-test are represented in the form of table and measurement.

### 2. Findings

All the data collected to compare students' vocabulary mastery before and after research. We can see if there are any changes in students' vocabulary mastery using Kahoot games application by comparing each data set.

To know the mean of students vocabulary mastery in pre-test and post-test, researcher use the formula as follows (Ananda & Fadhli, 2018)

$$Mx = \frac{\Sigma x}{N}$$

Where:

$M$  : Mean

$x$  : Individual score

$N$  : Number of Students

Moreover, to discover the students who pass and who do not pass the minimum score (KKM) 75 is used the formula as follows (Ananda & Fadhli, 2018)

$$P = \frac{f}{N} \times 100\%$$

Where:

$P$  : Class percentage

$f$ : Frequency being sought for the percentage

$N$  : Number of participants

The researcher will evaluate if there are any changes in students' vocabulary scores from the pre-test to the average student score in cycles 1 and 2 after the average student score per action. The formula as follow (Meltzer, 2002)

$$P = \frac{y1 - y}{y} \times 100\%$$

Where:

$P$  : percentage of students' improvement

$y$  : pre-test

$y1$  : post-test 1

$$P = \frac{y2 - y1}{y1} \times 100\%$$

Where:

*P* : percentage of students' improvement

*y1* : post-test 1

*y2* : post-test 2

## **H. Indicators of Success**

Indicators of success become a reference or benchmark for success in class action research. The research will be considered successful if 75% of the students could achieve a minimum of target score from the test in cycle 1 until cycle 2. The minimum score (KKM) of SMP Negeri 1 Simo is 75. If the indicators of success have been achieved, then the research is considered complete and does not need to be continued to the next cycle.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Findings

##### 1. The Use of Kahoot Games Application

###### a. The Result of the Pre-Test

The purpose of the pre-test that conducted in May 3<sup>rd</sup> 2023 is to identify the students' knowledge in understanding vocabulary. In pre-test students were asked to answer 30 multiple choice questions.

The state of the class when the pre-test took place was a little noisy but could still be conditioned by the researcher. The pre-test lasted for 45 minutes, most students had started to understand the content of the text well. The questions consisting of 30 multiple choices were arranged according to the students' abilities, so that students could work on them well. As they worked on the pre-test questions, most students had begun to understand the content of the text well.

The 30 multiple-choice questions were structured according to the students' abilities, so the students could do well. But besides that, there were still students who were confused by the vocabulary in the multiple choices and asked the researcher. The one student said *what is the "Guilty" mean?* Then the researcher answered that

*Guilty means "rasa bersalah"*. After 45 minutes passed, the pre-test answers were corrected directly by exchanging the answers of each student. The researcher calculated the score of the pre-test in the following:

**Table 4.1**

**The Result of Students' Pre-Test**

<b>No.</b>	<b>Students' Number</b>	<b>Pre-test Score</b>
1	Student 1	74
2	Student 2	76*
3	Student 3	68
4	Student 4	72
5	Student 5	80*
6	Student 6	76*
7	Student 7	72
8	Student 8	74
9	Student 9	78*
10	Student 10	74
11	Student 11	64
12	Student 12	86*
13	Student 13	80*
14	Student 14	82*
15	Student 15	70
16	Student 16	84*
17	Student 17	74
18	Student 18	82*

No.	Students' Number	Pre-test Score
19	Student 19	80*
20	Student 20	78*
21	Student 21	74
22	Student 22	82*
23	Student 23	82*
24	Student 24	80*
25	Student 25	74
26	Student 26	74
27	Student 27	76*
28	Student 28	68
29	Student 29	78*
30	Student 30	74
31	Student 31	82*
32	Student 32	74
<b>Mean</b>		<b>76,3</b>

\*Students who passed the KKM

The result of the pre-test, the researcher calculated the mean score at first:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2442}{32}$$

$$Mx = 76.3$$

Furthermore, the researcher used the following formula to calculate the percentage of students who passed the KKM score:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{17}{32} \times 100\%$$

$$P = 53.1 \%$$

From the data show that the mean score in pre-test is 76,3. There were seventeen students who got a score above the KKM or Minimum Mastery Criterion and the other 15 students were below the criterion. From the analysis, it can be concluded that more than half of the eleventh grade of SMP Negeri 1 Simo still had a lack of vocabulary knowledge.

#### **b. Finding the Cycle 1**

The process of teaching and learning in the first cycle was conducted on May 8<sup>th</sup> until May 17<sup>th</sup> 2023. The description of the research result is elaborated as follow:

##### **1) Planning**

In the first cycle, the researcher collaborated with the English teacher and the advisor lecturer to arrange lessons plan and instructional materials. The researcher focused on vocabulary learning using kahoot games application to improve the vocabulary mastery of the students. The learning process was using a lesson plan or RPP based on the existing syllabus. The

material for eleventh grade is Short Message. Therefore, the researcher applied kahoot games to improve the vocabulary mastery with the material of Short Message. Besides, to prepare the lesson plan, the researcher also made an observation sheet. The observation sheet used to observe the students' learning process during the use of kahoot games application.

Eventually, the researcher determined the criteria of action success based on the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM) set by the school towards English subject that has been set as 75. In this research, there must be 75% of the students or above who have a vocabulary score achieved the Minimum Mastery Criterion.

## **2) Acting and Observing**

The action and observation of the first cycle were addressed on May 8<sup>th</sup> until May 17<sup>th</sup> 2023. In this phase, the researcher acted as a teacher and observe the students' reaction to the treatment given. The researcher implemented the use of kahoot games application to improve the vocabulary mastery.

The following is the explanation of what the agenda in every meeting were:

### **a) First meeting**

(Monday, May 8<sup>th</sup> 2023 at 09.45 a.m – 11.05 a.m)

(1) Action

The researcher conducted the teaching and learning process based on the lesson plan about short message. The VIII-B class consists of 32 students. Researcher practice teaching with short message material in accordance with the direction of the subject teacher.

The beginning of the meeting, researcher introduced themselves to the children and calling one by one students. The learning process followed by using power point media. First, the researcher explain about the definition of short message, and then choose one person to read and translated to Indonesian. The learning process continued the generic structure and language feature of short message. The generic structure consist of opening, purposes, closing. The language feature is using imperative sentence, using simple present tense, present perfect tense, and present continuous tense.

When 1 hour end continued with a group task that was given to work on 2 numbers by sorting the short message text into a proper text. The researcher give 30 minutes to do their work. When the students finish their work, the researcher choose 2 groups to come forward because of presenting their work. When 10 minutes before the lesson end, the researcher explain and took

conclusion of short message material. After that the learning was finished at 8.20.

(2) Observation

(a) Observation from the researcher's side to students

Based on the first meeting, the reasearcher display power point with the material of short message. the researcher found out the students were still many children who were shy to answer questions, they hesitated because they did not know the meaning of the text in question. Researcher tried to help children so that they were confident in their answers. After delivering the short message material, the researcher divided into eight group and the classroom because some proposed to choose their group of friends, some did not agree. To be fair, the researcher make a voting to choose the count one to four or front and behind groups. After that the polling won by the group in front and behind that consists of four students.

The researcher continued to explain what they should do to the task, most of them understood what was ordered, but some did not understand. Most of them did not know about the questions, so the

researcher re-explained that the question is to rearrange of the generic structure to be good of short message. Like the receiver is on the first place, the content is the purposes of the text, and the closing is the person that send the message or called by sender. When they do the assignment, the classroom condition was a bit noisier. Also, some students still not understand about how to answer the question. The researcher explain that the answer is to re-write the message into the good of short message.

(b) Observation from the English teacher's side

The researcher was able to carefully and methodically prepare the information and the media. The researcher also had classroom management skills and helped students get ready to follow the learning process. The material's goal and benefits were communicated in an oblique way. In other words, students understood the purpose and benefits of the learning process instinctively.

Additionally, it encouraged students to improve their reading and writing skills by giving them the task of rearrange the short message into the good of short message. The learning process became



more engaging, interesting, and pleasurable as a result. The researcher made sure that every learner understood her instructions and general direction. Furthermore, the researcher good enough in delivering the short message, can be seen from how student paid attention to the description of the researcher.

**b) Second meeting**

(Wednesday, May 10<sup>th</sup> 2023 at 07.00 a.m – 08.20 a.m)

(1) Action

In the second of meeting, the researcher reviewed the last meeting discussion. The one hour used to conduct the material of short message and the next hour is to introducing the kahoot games application. First, the researcher explained the short message material again to the students. Then the researcher also explained some examples of short messages by paying attention to the language features of short messages. Such as using imperative sentence, simple present tense, present perfect tense, and using present continuous tense.

The researcher explained some examples of short messages that are often encountered in everyday life, such as congratulations on winning a competition,

inviting to study together, notification of something, and so on. Students also mentioned other examples such as the use of social media in delivering short messages, namely whatsapp, telegram, and email. The researcher asked the students to read the short message and to choose where the sender, content, and the closing of that message.

Second, after the students were given an explanation of an example of a short message, the researcher began to introduce the kahoot games application to them. Kahoot is an internet platform that facilitate teachers and students to do a prominent assessment in particular determined time. The teacher can set the time for students to answer the test items. The kahoot application has a lot of features, including quizzes that allow students to answer them via smartphones or tablets. In this application there will be displayed in the score section to see which answer is correct. Teachers can create quizzes or that are related to the platform material being taught, and then share the platform link with the students. Pada sesi ini peneliti mengaitkan kahoot games dengan materi short message.

## (2) Observation

### (a) Observation from the researcher's side to students

The researcher come to the VIII-B class to conduct the material with the use of Kahoot games application. The class start with the chairman led a prayer together, followed by calling the name of student. Then the researcher give further explanation about short message. The students' responses some of them were paying attention to my explanation, and there were two students did not pay attention.

When the researcher give the explanation about kahoot games application the students were enthusiastic. The introduction of kahoot games aims to help students learn English, especially about English vocabulary. Using this application is very effective where students can not only complete exams but also improve their vocabulary at the same time while enjoying the fun of learning. This game challenges students to answer questions faster. The kahoot scoring system works by displaying the number of scores obtained and then ranking students' scores.

Besides, kahoot games application is in English language. They will indirectly become more familiar with the words for example, like the words "start, next, true, false, let's go". Kahoot application there are many features and question models, for basic users, they can create multiple choice and true-false questions. As planned, this part was completed. Which student understood the information was evident to the researcher. Some of them were able to understand the language features, examples, and short message definitions.

(b) Observation from the English teacher's side

In the second of meeting, the researcher had begun to make the students more familiar with the material of vocabulary in short message, such as the language feature that use the imperative sentences (don't, please, put, ask, etc.), use simple present tense, present perfect tense, and using present continuous tense.

The researcher introduce the games that can help students to learn English. The kahoot games is consist of many features, and use the English language, so the students can hone their vocabulary

with these games. Overall, the learning process was running well, and there was an increase in student enthusiasm.

**c) Third meeting**

(Wednesday, May 17<sup>th</sup> 2023 at 07.00 a.m – 08.20 a.m)

(1) Action

The researcher in the third meeting is give the assignment with the use of Kahoot games application. The students were enthusiastic, they were use the smartphone to acces the games. In this third meeting, the researcher made vocabulary practice questions using the kahoot games application. The questions consisted of 32 which contained guess the picture, fill in the missing sentence, the meanings of words, and so on related to vocabulary.

Students then started working by clicking the link and game pin that had been shared by the researcher. They were very enthusiastic in doing the exercise, especially in kahoot games there is supporting sound or backsound. In addition, the researcher gave a little time for each question. In guess the picture, the researcher gave 10 seconds, 20 seconds for the overlapping sentence, and 30 seconds for the word grouping. Some

finished in 10 minutes, some even finished in approximately 5 minutes. After they finish working, the score of each student will appear. So there will be a ranking from 1 to 32.

(a) Observation from the researcher's side

First, the researcher calling the students with ask them to answer with their idol name. The class situation got a little noisy, but they enjoy the first class with that treatment. The researcher ask "What's your idol name?" they asked "Neymar, Iqbaal Ramadhan, Tulus, and others". Then the researcher observed the students' reaction when they will be do the exercise about vocabulary. They were enthusiastic with the use of kahoot games application.

The assignment is for individual student and consist of 32 questions. They enjoy the kahoot games and feel happy. The researcher give each question with 10 second in guess the picture, 20 second in overlapping sentence, and 30 seconds for the word grouping. Some finished in 10 minutes, some even finished in approximately 5 minutes. After they finish working, the score of each student will appear.

So there will be a ranking from 1 to 32. Their expression after the implementation of kahoot games is happy, they feel motivated, and interesting to play again that games.

(a) Observation from the English teacher's side

The researcher was able to handle the condition of the class, also explained the purposes of the learning activity. The third meeting is so impressive, the researcher made students more motivated and feel happy to join the class. With the implementation of kahoot games, the students can add their vocabulary mastery. The assignment is consist of material that can encourage students to be enthusiastic in learning vocabulary. However, the researcher was less assertive towards the students who still played their handphonses while the games is over.

Besides, after the teaching and learning process finished in the first cycle, The researcher conduct the post-test 1 for students. There are 32 questions with the vocabulary and short message material. The post-test 1 was conducted on 20th May 2023.

Based on the result of the post-test 1, the mean score of the class was 78.3 there were 23 of 32 students, or 71.9% who got score above the KKM. Meanwhile, the other students were below the criterion. It implied that the result of the first post-test has not fulfilled.

### **3) Reflecting**

After all phases were addressed, the researcher and teacher take a conclusion of the result in the first cycle. Based on the result, it was found there were 71.9% of students had achieved the KKM score, which was 18.8% higher than the results of the pre-test. It means there is an increase in vocabulary mastery in students, even though it has not reached 75% of the total students. Because of that, it still needs to be implemented again from the use of Kahoot Games application to improve students' vocabulary mastery, which will be done in the second cycle.

Based on the observation, the researcher and the English teacher found out that several factors were resulting in students still not achieving scores above the KKM. After three meetings, there were still some students not pay attention to the researcher when explaining the material. Some of them did not understand the meaning of words in the power point that researcher given. Judging from these problems, the researcher and the English



teacher decided that Classroom Action Research will be continued in the second cycle.

#### **4) Revision of the Cycle 1**

Based on the overview of the students' score accomplishment in the first cycle, the implementation of Kahoot games application had not given satisfactory results on the development of students' vocabulary mastery. The researcher and the English teacher have therefore concluded several revisions before conducting the next cycle to attain criteria of success in this research.

The researcher revised was the learning method in explaining material. As the results of observations in the first cycle, there were still many students who were less interested in participating in learning activities. So, when doing to test their abilities, there were still many who had not yet reached the specified criteria. Therefore, the researcher planned to modify the learning methods by using video in the youtube to improve their vocabulary and using the kahoot games as the task of the material.

#### **c. Finding the Cycle 2**

The second cycle conducted on May 22<sup>nd</sup> 2023 until May 24<sup>th</sup> 2023. This cycle divided into two meetings. The description of the research result is elaborated as follows:

## **1) Planning**

In the second cycle, the researcher also collaborated with the teacher of eighth grade students to arrange the lesson plan and instructional material. The researcher focused on the revision of the teaching and learning process in the first cycle, which is revising the teaching methods to develop students' vocabulary mastery. The researcher made an observation sheet to observe the students' learning process during the implementation of the class. the observation divided into two perspectives, from the researcher side and teacher's side. The researcher also prepared a vocabulary test with short message material that will be used as the second post-test.

## **2) Acting and Observing**

### **a) Fourth meeting**

(Monday, May 22<sup>nd</sup> 2023 at 09.45 – 11.05 a.m)

#### **(1) Action**

The researcher started the class at 09.45 a.m. The learning process was begun by reviewing the material about short message. She shown a video on youtube to teach the material of short message. The video is also animated, so they don't get bored easily while watching it. Furthermore, the researcher formed 8 groups, by counting from front to back. Most of them agreed with

the formation of this group because it was considered fair. Finally, out of the 8 groups, there were 4 members in it.

The group task this time was to create a simple short message text with 6 choices. Students were allowed to choose 2 out of 6 themes. During the discussion, the researcher went around monitoring the discussion. Some of them were still confused about the instructions from the researcher, because they still did not pay attention to what the researcher said. During the group task, some students still had difficulty in translating Indonesian into English, so the researcher took the initiative to help students to encourage them to learn to memorise vocabulary starting from simple ones.

When the students finished their work, the researcher asked them to submit their work. The researchers and the students then conducted a reflection on the advantages of the learning exercise. The learning process was concluded by the researcher praying in accordance with each participant's religion and beliefs.

## (2) Observation

(a) Observation from the researcher's side to the students

Based on the observation, the researcher saw the students interest in following lessons with using a video on youtube. The researcher showing a video on youtube to teach the material of short message. The video is also animated, so they don't get bored easily while watching it.

When the researcher give the task to make a group that consist of four students, they looked noisy because they were busy counting from one to eight and looking for their group members. When students started working, most of them were still confused with the instructions on the worksheet. The task aims to train students to create a simple short message text. This will help them in processing and memorising vocabulary. Then during the discussion, the researcher found out that most of all students were active in the discussion. Some groups were dividing the task for each member. Yet still some groups were found wrong in placing vocabulary. Besides that, there were also students who finished in a short time, the language they used was suitable for the theme of each number chosen.

(b) Observation from the English teacher's side

In the fourth meeting, the researcher made the class more active with make a group consist of 8 students to make a simple short message. This method is very useful for students because it can train them in remembering, memorising vocabulary to be used in short messages. The researcher also provided the explanation to the students clearly.

**b) Fifth meeting**

(Wednesday, May 24<sup>th</sup> 2023 at 07.00 a.m – 08.20 a.m)

(1) Action

In the second of meeting, the researcher began the learning process at 07.00 a.m. The fifth meeting began by giving the task using kahoot games application. The questions is about 32 multiple choices which contained vocabulary material. This is done to train students to be more familiar with vocabulary. The questions consist of filling in overlapping sentences in dialogue, the preposition of place and time, synonym, guessing word and picture. The researcher gave 20 second until 1 minutes in each questions depending on the difficulty of the question. The students bring their smartphone and start the quiz together.

The researcher went around to see the students working on the practice of using Kahoot. Some were fast in answer questions, and some students were still having difficulty answer, even ran out of the time. After the implementing of the Kahoot games, the researcher checked the students and see how many points they have earned.

In the second hour of learning, the researcher give the post-test 2. This post-test consist of 30 questions which contained vocabulary and short message material, like fill in the blank, synonym, meaning, understand the short message about, pronoun, and others. The researcher give 30minutes for the students to answer the post-test 2. Some of them finish their work in 15 minutes and 20 minutes. This indicates that students are already familiar with the vocabulay previously learned.

## (2) Observation

(a) Observation from the researcher's side to the students

The resaercher began the meeting with give them the task using Kahoot games application. The students allowed to bring their smartphone and started the games together. The researcher went

around to see the students working on the practice of using Kahoot. Some were fast in answer questions, and some students were still having difficulty answer, even ran out of the time. After the implementing of the Kahoot games, the researcher checked the students and see how many points they have earned.

In the second of hour in learning, the researcher give the post-test 2. This test is about 30 questions with vocabulary and short message material. The questions consist of fill in the blank, preposition of time and place, verb, noun, correct arrangement of word, similarity, and understanding of the short message. The researcher give 30 minutes for the students to answer the post-test 2. Some of them finish their work in 20 minutes and 30 minutes. This indicates that students are already familiar with the vocabulay previously learned.

(b) Observation from the English teacher's side

The researcher had been able to condition students included the Kahoot games practice. The students look happy in participating in learning, they also begin to understand the meaning in each

sentence. It can be seen from the second our where the researcher gave post-test 2, the students in 15 minutes had finished to answer the questions.

### **3) Reflecting**

After implementing the cycle 1 and see the results, the researcher and English teacher felt sufficient with the results of students' vocabulary mastery. They were better doing practice the Kahoot games application and doing group work that engage them to create a short message text. They also active in answer the question that researcher given. This showed that there was an increase in students' understanding of the vocabulary by using Kahoot games application.

The students comprehension in the meaning of words was improved. It can be seen from the Kahoot games question which contained guessing the words and fill in the blank. In addition, in the final post-test, the results showed an increase in their vocabulary mastery using this strategy of using that application. Proven by there were 90.6% of students passed the score of the second post-test.

According to Scruggs and Mastropieri's (1998) in Davidson & O'Connor, (2019) if the result of the students test is 90-100% of the total number of students, it indicates that the treatment was successful. Between 70-90% is success, and



below the 70% is not success. In this research, according to the rules, the investigation will be successful if 75% of the target students can reach the minimum target from the test. It can be concluded that the test results were successful in learning by using Kahoot games application. Therefore, the Classroom Action Research was stopped in the second cycle because more than 75% of students accordance with criteria.

#### **d. Finding after Implementing the Action**

##### **The Result of Post-test**

The purpose of the post-test that was conducted after Cycle 1 and 2 is to measure the students' vocabulary mastery development during and after implementing Kahoot games application. The first post-test was held on 19<sup>th</sup> May 2023, and the second post-test was held on 24<sup>th</sup> May 2023. Students were asked to answer 30 multiple choice questions about vocabularies with short message material. The researcher calculated the score of the post-test after giving the test to the students. The post-test result obtained as follows in the next page.

**1) The result of students' vocabulary competency in post-test 1 (cycle 1)**

**Table 4.2**

**The result of students' vocabulary competency in post-test 1**

<b>No.</b>	<b>Students' Number</b>	<b>Post-Test Score</b>
1	Student 1	76*
2	Student 2	78*
3	Student 3	70
4	Student 4	74
5	Student 5	84*
6	Student 6	78*
7	Student 7	76*
8	Student 8	76*
9	Student 9	80*
10	Student 10	74
11	Student 11	64
12	Student 12	88*
13	Student 13	82*
14	Student 14	86*
15	Student 15	70
16	Student 16	88*
17	Student 17	74
18	Student 18	80*
19	Student 19	82*
20	Student 20	80*

No.	Students' Number	Post-Test Score
21	Student 21	74
22	Student 22	86*
23	Student 23	82*
24	Student 24	84*
25	Student 25	76*
26	Student 26	78*
27	Student 27	68
28	Student 28	78*
29	Student 29	80*
30	Student 30	76*
31	Student 31	86*
32	Student 32	74
<b>Mean</b>		<b>78.3</b>

\*Students who passed the KKM

The result of the pre-test, the researcher calculated the mean score at first:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2506}{32}$$

$$Mx = 78.3$$

Furthermore, the researcher used the following formula to calculate the percentage of students who passed the KKM score:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{23}{32} \times 100\%$$

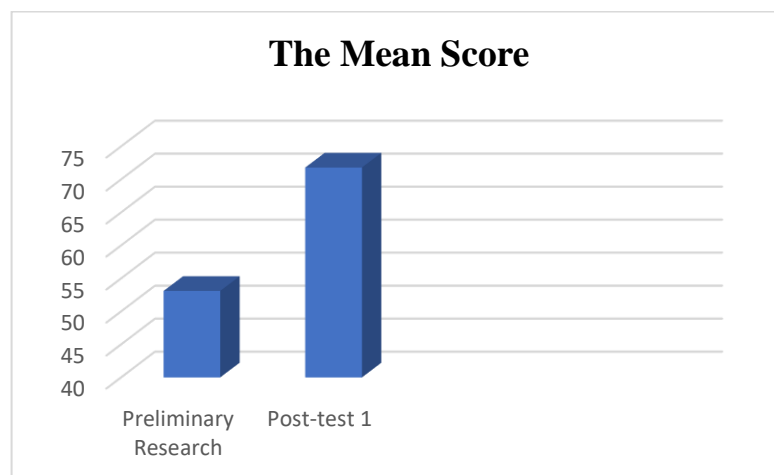
$$P = 71.9 \%$$

From the data show that the mean score in post-test 1 is 78.3. There were 23 students or 71,9% who got the score above KKM, and the 9 students were below the criterion. Thereupon, it can be shown that there has been an improvement in the average students' performance from the preliminary research to the first cycle. The average score from preliminary research was 76.3, while in the first cycle was 78.3. it means that there was 18.8% of mean score improvement. The improvement score obtained from the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{78.3 - 76.3}{76.3} \times 100\%$$

$$P = 18.8\%$$



**Figure 4.1 The Improvement of Students' Vocabulary Score in the First Cycle**

**2) The result of Students' Vocabulary Competency in Post-test 2**

**Table 4.3**

**The result of Students' Vocabulary Competency in Post-test 2**

No.	Students' Number	Post-Test Score
1	Student 1	92*
2	Student 2	86*
3	Student 3	84*
4	Student 4	90*
5	Student 5	94*
6	Student 6	92*
7	Student 7	84*
8	Student 8	90*

<b>No.</b>	<b>Students' Number</b>	<b>Post-Test Score</b>
9	Student 9	92*
10	Student 10	74
11	Student 11	92*
12	Student 12	96*
13	Student 13	90*
14	Student 14	88*
15	Student 15	72
16	Student 16	84*
17	Student 17	90*
18	Student 18	92*
19	Student 19	88*
20	Student 20	84*
21	Student 21	92*
22	Student 22	96*
23	Student 23	86*
24	Student 24	90*
25	Student 25	84*
26	Student 26	92*
27	Student 27	94*
28	Student 28	78*
29	Student 29	94*
30	Student 30	90*
31	Student 31	88*
32	Student 32	72
<b>Mean</b>		<b>87.8</b>

\*Students who passed the KKM

The result of the pre-test, the researcher calculated the mean score at first:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2810}{32}$$

$$Mx = 87.8$$

Furthermore, the researcher used the following formula to calculate the percentage of students who passed the KKM score:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{29}{32} \times 100\%$$

$$P = 90.6 \%$$

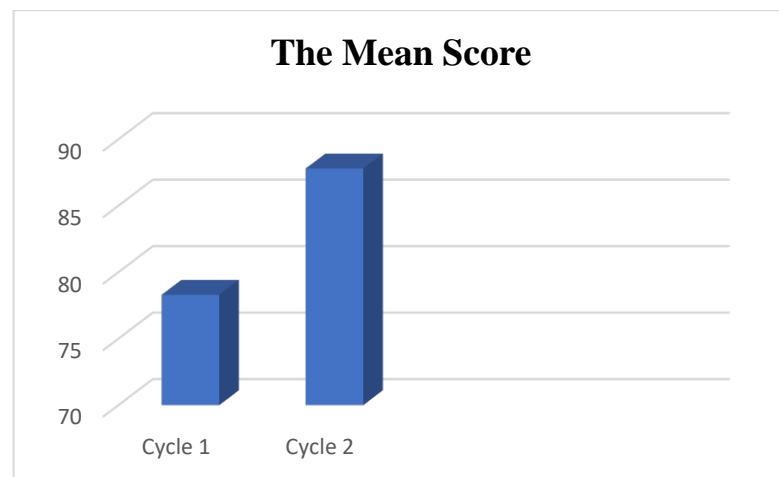
From the data show that the mean score in post-test 2 is 87.8. Besides, there were 29 students or 80% who got score above KKM, and the remaining 3 students were below the criterion. There has also been an increase in the average students' rate from the first cycle up to second cycle. The mean score from the first cycle was 78.3, while the second cycle is 87.8. It means there was was 9.5% of mean

score improvement. The improvement score obtained from the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{87.8 - 78.3}{78.3} \times 100\%$$

$$P = 9.5 \%$$



**Figure 4.2 The Improvement of Students' Vocabulary Score in the Second Cycle**



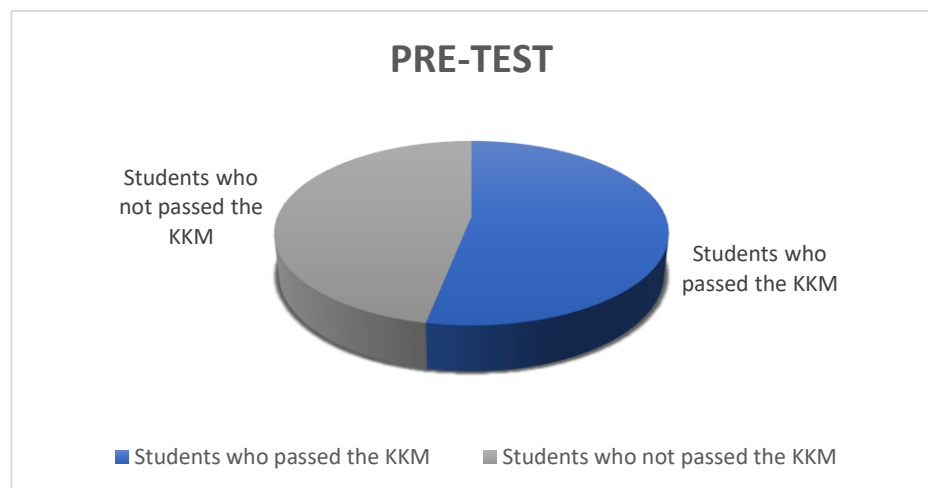
The comparison of all the tests result can be seen in the table as follows:

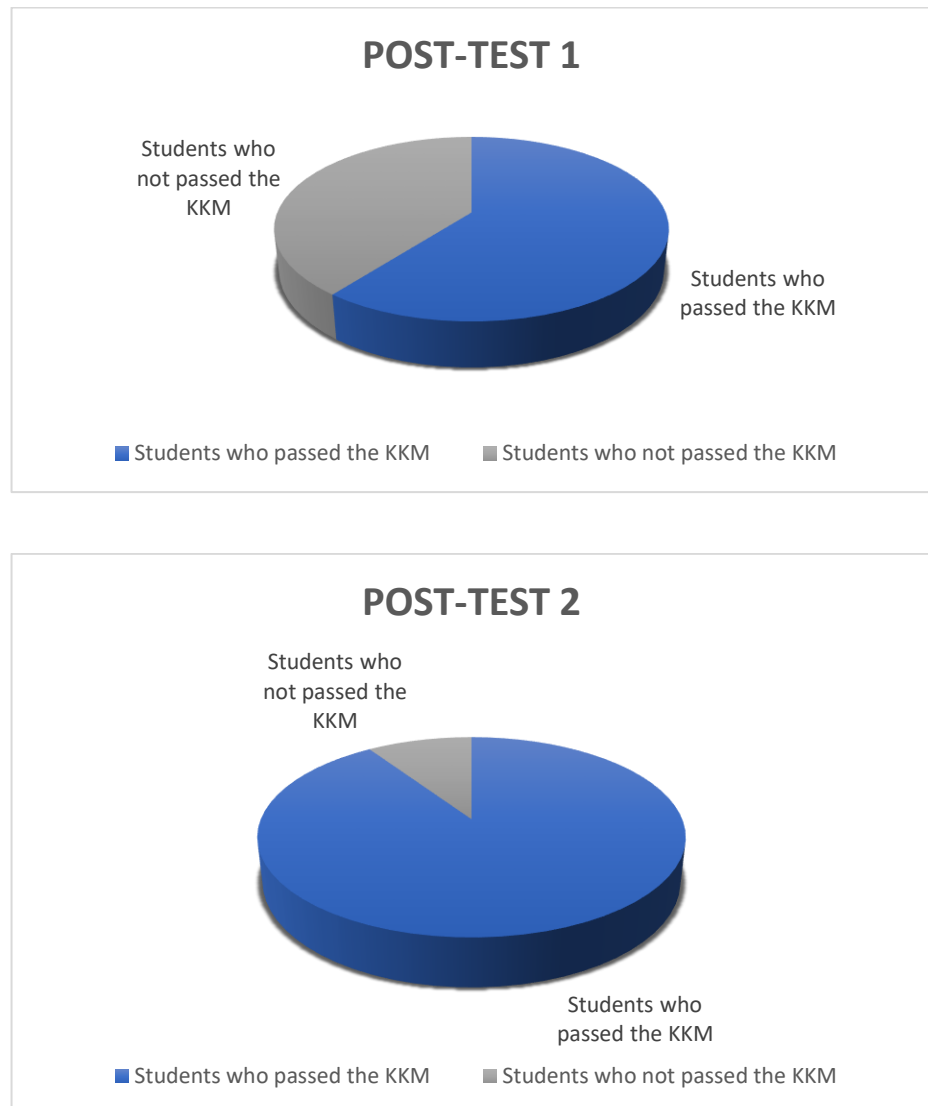
**Table 4.4**

**The comparison of Pre-test, Post-test 1, and Post-test 2**

No.	Test	Students' Vocabulary Score		Average	Percentage
		Lowest	Highest		
1.	Pre-Test	64	86	76.3	53.1%
2.	Post-Test 1	64	88	78.3	71.95%
3.	Post-Test 2	72	96	87.8	90.6%

The comparison is also showed in the diagram. Below is the figure of learners' percentage who passed the KKM:





**Figure 4.3 The Percentage of Students who passed the KKM and who do not passed the KKM**

Based on the figures 4.3, there has been a significant of improvement in the percentage of students' test result passing the KKM. In the pre-test, only 53.1% of students or 17 students who passed the KKM, while the rest of the students who were 15

students' score were under the KKM. There was a difference in the first post-test and second pot-test. There were 23 students out of 32 or 71.9% of students who could exceed the KKM. The post-test 2 the students who could pass the KKM also increased than the first pot-test. There were 29 students or 90% of students who passed the KKM. It can be concluded that the second post-test was succeeded because it exceeded the criterion of success in CAR, which is 75% of the total students in the class, and Kahoot games application could improve the students' vocabulary mastery.

## **2. The Motivation of Students after the Implementation of Kahoot Games Application**

The researcher used a questionnaire to found out the motivation of students. This tool used to know the motivation in learning english and to found out whether the use of Kahoot games application can motivate learning English or not.

The questionnaire consists of two, namely a motivation questionnaire during English learning and a response questionnaire after the implementation of the Kahoot games application. Each questionnaire consist of ten questions. The students asked to gave the checklist in the paper of sheet. The researcher gave the questionnaire sheet on Wednesday, May 24<sup>th</sup> 2023 at the end of the lesson.

### a. The Motivation of Learning English

The questionnaire filled out by 32 students. The following are the results of the English learning motivation questionnaire in class 8B.

**Table 4.5**

#### Motivation of Students in Learning English

No	Pernyataan	Respon / (dalam persen)				
		SS	S	R	TS	STS
1.	Saya selalu bersemangat untuk belajar bahasa inggris	5 (15.6%)	15 (46.9%)	12 (37.5%)	0	0
2.	Saya yakin bahwa saya akan berhasil dalam pembelajaran ini	2 (6.25%)	16 (50%)	14 (43.75%)	0	0
3.	Guru membuat materi pelajaran bahasa inggris menjadi penting	9 (28.125%)	17 (53.125%)	2 (6.25%)	4 (12.5%)	0
4.	Saya harus bekerja sangat keras agar berhasil dalam	8 (25%)	19 (59.375%)	5 (15.625%)	0	0

No	Pernyataan	Respon / (dalam persen)				
		SS	S	R	TS	STS
	pembelajaran ini.					
5.	Saya sering melamun di dalam kelas	5 (15.625%)	2 (6.25%)	13 (40.625%)	7 (21.875%)	5 (15.625%)
6.	Materi pembelajaran bahasa Inggris terlalu sulit bagi saya	2 (6.25%)	10 (31.25%)	12 (37.5%)	6 (18.75%)	2 (6.25%)
7.	Apakah saya akan berhasil/tidak berhasil dalam pembelajaran ini, hal itu tergantung pada saya	9 (28.125%)	14 (43.75%)	8 (25%)	0	1 (0.3125%)
8.	Saya senang bekerja dalam pembelajaran ini	4 (12.5%)	11 (34.375%)	12 (37.5%)	4 (12.5%)	1 (0.3125%)
9.	Saya merasa puas dengan apa yang saya peroleh dari	2 (6.25%)	15 (46.875%)	14 (43.75%)	1 (0.3125%)	0

No	Pernyataan	Respon / (dalam persen)				
		SS	S	R	TS	STS
	pembelajaran ini					
10.	Manfaat pribadi dari pembelajaran ini jelas bagi saya	6 (18.75%)	14 (43.75%)	9 (28.125%)	3 (9.375%)	0

Based on the table above, the motivation of learning English in eighth grade students of SMP Negeri 1 Simo especially 8B class as follows:

1) *Saya selalu bersemangat untuk belajar bahasa inggris*

**(I am always excited to learn English)**

From the previous statement, in class 8B answered as much as 46.5% or there were 15 students out of a total of 32 students who agreed that they were excited to learn English. The students usually feel more excited due to several things including learning materials that are made interesting, teaching methods that are not boring, and motivation from their teachers how important English is to learn.

2) *Saya yakin bahwa saya akan berhasil dalam pembelajaran ini*  
(I am confident that I will succeed in this learning)

The previous statement received an answer of 50% or 16 students out of a total of 32 students who agreed that they were sure they could succeed in learning English. Besides that, there are still 43.75% or 14 students who are still hesitant about learning English.

3) *Guru membuat materi pelajaran bahasa inggris menjadi penting*  
(The teacher makes the English subject matter important)

From the previous statement, 53.125% or 17 students agreed with the statement that teachers make English learning materials important. Supported by the answer 28.125% or 9 students answered strongly agree. The students, especially in class 8B, were initially not interested in English, they still underestimated it and felt that English did not need to be learnt because it was a foreign language. However, on this occasion, the researcher succeeded in changing the mindset of the students from being initially uninterested in English to being interested and making the learning material important.

4) *Saya harus bekerja sangat keras agar berhasil dalam pembelajaran ini.*

**(I had to work very hard to succeed in this learning)**

From the previous statement, the 59.375% or 19 out of 32 students answered agree with the statement that they have to work very hard to succeed in learning English. This is supported by 25%, namely 8 students out of 32 students answered strongly agree to the statement. Students have responsibility in learning and doing assignments, therefore students must work hard to get the best results.

5) *Saya sering melamun di dalam kelas*

**(I often daydream in class)**

The researcher also gave the above statement to find out the honesty of students during learning in the classroom. There were 40.625% who answered doubtfully or as many as 13 students, and answered disagree by 7 children out of 32 students. It can be concluded, that there are still many students who still do not pay attention to learning in class. It could be that the cause is less communicative, less interesting methods, and so on.



**6) *Materi pembelajaran bahasa inggris terlalu sulit bagi saya***  
**(English learning materials are too difficult for me)**

The previous statement received a doubtful answer by 12 out of 32 students or 37.15%. It is slightly different from those who answered agree, namely 10 students or 31.25% of the class population. From this slight difference, it can be concluded that students still have difficulties in learning English. Teachers should be able to make learning materials fun, and involve students actively learning in class.

**7) *Apakah saya akan berhasil/tidak berhasil dalam pembelajaran ini, hal itu tergantung pada saya***  
**(Whether I will be successful/unsuccessful in this learning depends on me)**

From the previous statement, 14 out of 32 students answered agree, namely with a presentation of 43.75% coupled with answers strongly agree by 9 students or 28.125%. Learning is a must for students to get a success in getting the desired score. From the above statement it can be concluded that more than half of the 32 students agreed with the statement above.

**8) *Saya senang bekerja dalam pembelajaran ini***

**(I enjoy working in this learning)**

The previous received answers agreed by 11 out of 32 students with a percentage of 34.375% and also undecided by 12 students with a percentage of 37.5%. The slight difference can be concluded that in delivering the material, it is necessary to give a treatment that is liked by the students, such as being filled with games or involving students actively.

**9) *Saya merasa puas dengan apa yang saya peroleh dari pembelajaran ini***

**(I feel satisfied with what I gained from this learning)**

A total of 15 out of 32 students agreed with the statement. However, there are still 14 students who are hesitant in understanding English learning materials.

**10) *Manfaat pribadi dari pembelajaran ini jelas bagi saya***

**(The personal benefits of this learning are clear to me)**

From the last statement, there were 14 out of 32 students agreed or with a percentage of 43.75% and those who answered strongly agreed were 18.75%. From the points above, it shows that eighth grade students mostly feel motivated in learning english, especially in vocabulary.

Vocabulary learning will have a good and positive role for students in order to influence their language skills. Vocabulary learning should be taught using effective and efficient strategies such as acquiring a large amount of vocabulary, understanding meaning, and using it well for communicative purposes to influence language skills. Then the researcher asked questions about student perceptions after the implementation of the Kahoot games application.

**b. The Motivation of Students after the Implementation of Kahoot Games Application**

**Table 4.6**

**The Motivation of Students after Implementation of the Kahoot Games Application**

No	Pernyataan	Respon				
		SS	S	R	TS	STS
1.	Saya merasa model pembelajaran yang guru terapkan adalah model pembelajaran yang terbaik bagi saya	9 (28.125%)	15 (46.875%)	8 (0.25%)	0	0
2.	Saya sangat tertarik dengan penggunaan media Kahoot	13 (40.625%)	15 (46.875%)	3 (9.375%)	1 (3.125%)	0

No	Pernyataan	Respon				
		SS	S	R	TS	STS
3.	Media Kahoot membuat pembelajaran tidak membosankan	21 (65.625%)	9 (28.125%)	0	1 (3.125%)	0
4.	Penggunaan media Kahoot membuat saya lebih bersemangat dalam belajar Bahasa Inggris	15 (46.875%)	10 (31.25%)	6 (18.75%)	1 (3.125%)	0
5.	Saya merasa lebih memahami apa yang disajikan pada media Kahoot	14 (43.75%)	7 (21.875)	10 (31.25%)	1 (3.125%)	0
6.	Pembelajaran dengan Kahoot sangat bermanfaat bagi saya	13 (40.625%)	12 (37.5%)	7 (21,875%)	0	0
7.	Media Kahoot sangat membantu dalam proses pembelajaran	15 (46.875%)	9 (28.125%)	7 (21.875%)	1 (3.125%)	0
8.	Media Kahoot mudah digunakan / diakses	10 (31.25%)	20 (62.5%)	1 (3.125%)	1 (3.125%)	0

No	Pernyataan	Respon				
		SS	S	R	TS	STS
9.	Tampilan visual pada Kahoot sangat menarik	12 (37.5%)	15 (46.875%)	3 (9.375%)	2 (6.25%)	0
10.	Menu dan tombol dalam media Kahoot mudah dimengerti	11 (34.375%)	18 (56.25%)	3 (9.375%)	0	0

Based on the table 4.6, the motivation of students after the implementation of Kahoot games as follows:

- 1) *Saya merasa model pembelajaran yang guru terapkan adalah model pembelajaran yang terbaik bagi saya*  
(I feel that the learning model that the teacher applies is the best learning model for me)

The first statement regarding learning applied by the teacher (researcher). There were 15 out of 32 students or 46.875% agreed with the statement, supported by 9 students answered strongly agree with a percentage of 28.125%. This proves that the Kahoot application can be accepted by eighth grade B students.

2) *Saya sangat tertarik dengan penggunaan media Kahoot*

**(I am very interested in using Kahoot media)**

The second statement managed to get more than half of the eighth grade B population. There were 15 students answered agree, with a percentage of 46.875% and 13 students with 40.625%. Kahoot application has many interesting elements, such as sound effects, colours, and themes in each question. This is in line with Dellos (2015) that Kahoot is a game-based learning platform aimed at being a responsive system for students, providing a way that makes students interested in using it in learning vocabulary.

3) *Media Kahoot membuat pembelajaran tidak membosankan*

**(Kahoot media makes learning not boring)**

The statement was successfully agreed by 21 out of 32 students with a percentage of 65.625%. Harlina and Ahmad (2017) state that Kahoot is one of the alternate options for different types of interactive learning media that make the learning process enjoyable and not boring, both for students and for teachers. This is because the Kahoot application emphasises learning styles that involve the active role of student participation with their peers competitively to the learning they are currently learning or have learned.

4) *Penggunaan media Kahoot membuat saya lebih bersemangat dalam belajar Bahasa Inggris*

**(The use of Kahoot media makes me more enthusiastic in learning English)**

The previous statement was answered strongly agree by 15 out of 32 students with a percentage of 46.875% and answered by 10 students with a percentage of 31.25%. This proves that the use of Kahoot games application encourages students to be enthusiastic in learning English.

5) *Saya merasa lebih memahami apa yang disajikan pada media Kahoot*

**(I feel that I understand more about what is presented in Kahoot media)**

The previous statement was answered strongly agree by 14 out of 32 students with a percentage of 43.75%. the rest with 7 children agreed and 10 children answered doubtfully. This could be due to using the kahoot app repeatedly might cause students to focus only on the game features rather than on learning.

**6) *Pembelajaran dengan Kahoot sangat bermanfaat bagi saya***  
**(Learning with Kahoot is very useful for me)**

The sixth statement regarding students' opinions about the role of Kahoot application in supporting English learning. There are 13 out of 32 students answered strongly agree with a percentage of 40.625% and answered agree 12 students or 37.5%. This proves that more than 70% of students feel the Kahoot application is very useful in supporting English learning especially vocabulary material.

**7) *Media Kahoot sangat membantu dalam proses pembelajaran***  
**(Kahoot media is very helpful in the learning process)**

15 out of 32 students answered strongly agree with a percentage of 46.875%. Supported by 9 students who answered agree. Teachers can create quizzes or that are related to the platform material being taught, and then share the platform link with the students. Students can use smartphones or other supporting devices to access the platform.

**8) *Media Kahoot mudah digunakan / diakses***  
**(Kahoot media is easy to use/access)**

The eighth statement was answered agree by 20 out of 32 students with a percentage of 62.5%. The rest answered strongly



agree with a percentage of 31.25%. Operating the Kahoot application requires a good internet signal.

**9) *Tampilan visual pada Kahoot sangat menarik***

**(The visual display on Kahoot is very attractive)**

The ninth statement was answered by 15 out of 32 students or 46.875% and answered strongly agree by 12 students with a percentage of 37.5%. The visual appearance of the Kahoot games application is very attractive, namely the theme in each question, illustrated questions, backsound, and the score display at the end.

**10) *Menu dan tombol dalam media Kahoot mudah dimengerti***

**(Menus and buttons in Kahoot media are easy to understand)**

The last statement regarding the features and buttons in the Kahoot games application. There were 18 agreed answers from 32 students with a percentage of 56.25% and the rest answered strongly agreed by 11 students, and 3 answered doubtfully. From this it is evident that the menu and buttons of the Kahoot application are easy for students to understand.

From the points above, it shows that eighth grade students mostly agree with the use of the kahoot games application and feel motivated to learning English. This is in line with Dellos (2015) that

Kahoot is a game-based learning platform aimed at being a responsive system for students, providing a way that makes students interested in using it in learning vocabulary. From the explanation above, it can be concluded that the kahoot application has a positive impact on students, and encourages students to be more active and motivated in learning English, especially vocabulary.

## **B. Discussion**

### **1. The Use of Kahoot Games Application**

The researcher used the Kahoot games application to improve the students vocabulary mastery. The action research was conducted in 2 cycle. The cycle consist of planning, acting, observing, and reflecting. The first cycle consist of three meetings, and cycle 2 is two meetings.

#### **a. The Cycle 1**

##### **1) Planning**

The cycle 1 was conducted on May 8<sup>th</sup> 2023 until May 17<sup>th</sup> 2023. In the planning phase, the researcher was using a lesson plan or RPP based on the existing syllabus. The material for eleventh grade is Short Message. Therefore, the researcher applied kahoot games to improve the vocabulary mastery with the material of Short Message. Besides, to prepare the lesson plan, the researcher also made an observation sheet. The observation sheet used to observe the students' learning process

during the use of kahoot games application. The researcher also determined the KKM set by the school towards English subject that has been set as 75. In this research, there must be 75% of the students or above who have a vocabulary score achieved the Minimum Mastery Criterion.

## **2) Acting and Observing**

In this phase, the researcher acted as a teacher and observe the students' reaction to the treatment given. The researcher implemented the use of Kahoot games application to improve the vocabulary mastery. The cycle 1 consist of three meetings.

### **First meeting**

The first meeting was conducted on Monday, May 8<sup>th</sup> 2023 at 09.45 a.m. Researchers practice teaching with short message material in accordance with the direction of the subject teacher. The researcher gave the powerpoint and explain the material to the students. When 1 hour end continued with a group task that was given to work on 2 numbers by sorting the short message text into a proper text. The researcher give 30 minutes to do their work.

The researcher found out the students were shy to answer questions, they hesitated because they did not know the meaning of the text in question. Researchers tried to help students so that

they were confident in their answers. The researcher continued to explain what they should do to the task. Most of them understood what was ordered, but some did not understand. Most of them did not know about the questions, so the researcher re-explained that the question is to rearrange of the generic structure to be good of short message.

### **The second meeting**

The second meeting was conducted on Wednesday, May 10<sup>th</sup> 2023 at 07.00 a.m. In this meeting, the researcher conduct the material and introducing the Kahoot games application. The introduction of kahoot games aims to help students learn English, especially about English vocabulary. According to Endang (2010), vocabulary is the foundation of language and is critical for language learners. They will indirectly become more familiar with the words for example, like the words "start, next, true, false, let's go". In the Kahoot application there are many features and question models, for basic users, they can create multiple choice and true-false questions. Hadijah, et al. (2020) said the teachers believe that in teaching English using technology will help students in the learning process. The use of technology will certainly make students more interested, enthusiastic, and fun when used as an educational support tool.

As planned, this part was completed. Which student understood the information was evident to the researcher.

### **The third meeting**

The third meeting was conducted on Wednesday, May 17<sup>th</sup> 2023 at 07.00 a.m. The researcher gave the assignment with the use of Kahoot games application. The students were enthusiastic, they were use the smartphone to acces the games. This is in line with Huang (2011: 92) said that research in the field of design education has shown that game-based learning is an effective teaching tool, particularly for maintaining motivation to continue learning. The researcher made vocabulary practice questions using the kahoot games application. The questions consisted of 32 which contained guess the picture, fill in the missing sentence, the meanings of words, and so on related to vocabulary.

### **3) Reflecting**

Based on the observation, the researcher and the english teacher found out that several factors were resulting in students still not achieving scores above the KKM. After three meetings, there were still some students not pay attention to the researcher when explaining the material. Some of them did not understand the meaning of words in the power point that researcher given.

Therefore, the researcher planned to modify the learning methods by using video in the youtube to improve their vocabulary and using the kahoot games as the task of the material.

## **b. The Cycle 2**

### **1) Planning**

The researcher also collaborated with the teacher of eighth grade students to arrange the lesson plan and instructional material. The researcher focused on the revision of the teaching and learning process in the first cycle, which is revising the teaching methods to develop students' vocabulary mastery.

### **2) Acting and observing**

In this phase, the researcher acted as a teacher and observe the students' reaction to the treatment given. The researcher implemented the use of kahoot games application to improve the vocabulary mastery. The cycle 2 consist of two meetings.

#### **Fourth meeting**

The fourth meeting conducted on Monday, May 22<sup>th</sup> 2023 at 09.45 a.m. The learning process was begun by reviewing the material about short message. The researcher showing a video on youtube to teach the material of short message. The video is also animated, so they don't get bored easily while

watching it. Then the researcher formed 8 groups. The group task this time was to create a simple short message text with 6 choices. Students were allowed to choose 2 out of 6 themes.

During the discussion, the researcher went around monitoring the discussion. Some of them were still confused about the instructions from the researcher, because they still did not pay attention to what the researcher said. During the group task, some students still had difficulty in translating Indonesian into English, so the researcher took the initiative to help students to encourage them to learn to memorise vocabulary starting from simple ones.

### **Fifth meeting**

The fifth meeting was conducted on Wednesday, May 24<sup>th</sup> 2023 at 07.00 a.m. The researcher gave the task using kahoot games application. The questions is about 32 multiple choices which contained vocabulary material. Hadijah, et al. (2020) students agreed more with the use of the Kahoot application as more practical compared to other traditional instructions in vocabulary tests. It contains many interesting elements such as videos and pictures. This is done to train students to be more familiar with vocabulary. The questions consist of filling in overlapping sentences in dialogue, the preposition of place and

time, synonym, guessing word and picture. The researcher give 20 second until 1 minutes in each questions depending on the difficulty of the question.

### **3) Reflecting**

After implementing the cycle 2 and see the results, the researcher and English teacher felt sufficient with the results of students' vocabulary mastery. They were better doing practice the Kahoot games application and doing group work that engage them to create a short message text. This is in line with Harlina & Ahmad (2017) this application is one of the alternative choices of various kinds of learning media that support the learning process to be exciting and fun. This is because the kahoot application emphasizes learning styles that involve active relationships between students and their peers competitively with the lessons they have gone through or learned. This showed that there was an increase in students' understanding of the vocabulary by using Kahoot games application.

## **c. The Result of Test**

### **1) The Result of Pre-Test**

The pre-test was conducted on May 3<sup>rd</sup> 2023. The mean score of pre-test was  $Mx = 76.3$  and the percentage of students who passed the KKM score was  $P = 53.1 \%$ . There were seventeen students who got a score above the KKM or



Minimum Mastery Criterion and the other 15 students were below the criterion. From the analysis, it can be concluded that more than half of the eleventh grade of SMP Negeri 1 Simo still had a lack of vocabulary knowledge.

## **2) The Result of Post-Test 1**

The first post-test was held on May 19<sup>th</sup> 2023. The mean score of post-test 1 was  $Mx = 78.3$  and the percentage of students who passed the KKM score was  $P = 71.9\%$ . There were 23 students or 71,9% who got the score above KKM, and the 9 students were below the criterion. Thereupon, it can be shown that there has been an improvement in the average students' performance from the preliminary research to the first cycle. The improvement score was  $P = 18.8\%$ .

## **3) The Result of Post-Test 2**

The second post-test was held on May 24<sup>th</sup> 2023. The mean score was  $Mx = 87.8$  and the percentage of students who passed the KKM score was  $P = 90.6\%$ . there were 29 students or 80% who got score above KKM, and the remaining 3 students were below the criterion. There has also been an increase in the average students' rate from the first cycle up to second cycle. The mean score from the first cycle was 78.3, while the second cycle is 87.8. It means there was  $P = 9.5\%$ .

#### 4) The Comparison of Pre-Test, Post-Test 1, and Post-Test 2

**Table 4.7**

##### **The Comparison of Pre-Test, Post-Test 1, and Post-Test 2**

No.	Test	Students' Vocabulary Score		Average	Percentage
		Lowest	Highest		
1.	Pre-Test	64	86	76.3	53.1%
2.	Post-Test 1	64	88	78.3	71.95%
3.	Post-Test 2	72	96	87.8	90.6%

From the table 4.7, it can be concluded that the second post-test was succeeded because it exceeded the criterion of success in Classroom Action Research, which is 75% of the total students in the class, and the use of Kahoot games application could improve the students' vocabulary mastery. Because of the result, the Classroom Action Research was successful without continuing in the next cycle because it has reached the predetermined criteria.

## 2. The Motivation of Students after the Implementation Kahoot Games Application

Motivation according to Schunk, Pintrich, & Meece (2014) defined as disposition or desire to engage and persist in a task. The

students without motivation, they will be lack inspiration to learn a new behaviour and will not participate in any educational activity.

The researcher used a questionnaire to found out the motivation of students in learning English. Kothari (2004) defined a questionnaire is made up of a number of questions that are printed or typed on a form or set of forms in a specific order. The questionnaire is mailed to respondents, who are supposed to read, comprehend, and respond to the questions in the area provided on the actual questionnaire. The researcher made two questionnaire; the motivation of learning English and the motivation after implementing the Kahoot games. The questionnaire filled out by 32 students of eighth grade B.

The students motivation according to Keller (2010) has 4 categories as well as systematic process of motivational design. The first categories were attention. When the researcher conducted the research, she introduced the Kahoot games application to make the students interest in learning English. The implementation of the application runs according to expectations, which can make students motivated in learning English. kahoot application also makes students' interest in learning English higher than before. The students become excited because it is supported by learning applications in the form of games.

The next categories were relevance. The relevance is refer to making the learning experince personally meaningful. To establish the

perceived relevance of the learning materials is to use the real world example and assignments, simply the instruction to what is familiar to learners. The researcher used the Kahoot application as the media in learning English. In the Kahoot application there were many English features, so that indirectly they also learn English vocabulary. From the statement above, it can be concluded that the use of Kahoot games application is relevance in teaching English.

The third categories were confidence. The expectancy-value theory's confidence category is relevant to self-efficacy and success expectations. Strategies The way to enhance confidence is to foster learners' belief that they have control over their performance. This was successfully done with the results from the pre-test to post-test 2 which had a significant increase to 90.6%. they have begun to get used to questions about guessing the grouping of nouns, verbs, filling in hollow sentences, using prepositions, and so on. the researcher feels that this research is successful because it can foster their confidence in learning English, especially learning vocabulary.

The last categories were satisfaction. The satisfaction focus on learners' continued motivation to learn. According to Ryan & Deci (2000) satisfying or positive consequences of instruction can result both extrinsic and intrinsic matters. The most common extrinsic outcomes are high grades, certificates, and other tangible rewards. After the implementation of the kahoot game, the researcher hopes that students'

motivation in learning English can continue to increase and make them happy to continue learning English.

From the result in research findings, it can be concluded that the students motivation can increased with the interesting method and also using an effective strategies. According to Jeanette, et al. (2013:15) the learners need to understand the context of the surrounding words and how they connect to the unknown word. To make the students happy and motivated of learning vocabulary, teachers must be creative and use the strategies in teaching vocabulary.

When the researcher applied the Kahoot games application, the students feel motivated to learning English, especially in vocabulary. They were interested to play the game because of the application consist of many features; true or false, multiple choices; guessing picture, and fill in the blank. This is in line with Dellos (2015) that Kahoot is a game-based learning platform aimed at being a responsive system for students, providing a way that makes students interested in using it in learning vocabulary. From the explanation above, it can be concluded that the kahoot application has a positive impact on students, and encourages students to be more active and motivated in learning English, especially vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Researcher found that the use of Kahoot games application effective to teach them in vocabulary. Students practice working on vocabulary questions in the Kahoot games application, in which there is an attractive visual display and is equipped with audio. After they finish working, the score of each participant who completes the question will appear. There have been a lot of progress in the vocabulary learning using Kahoot games application. It is proven by the results of some data used in this study; observation, student test scores, and questionnaire.

The results of the observation and interview revealed significant student growth from the beginning of CAR to the finish. The use of this technique make the students' engagement in the learning process, vocabulary comprehension, and motivation to study English all greatly increased. The method would be a successful way to raise students vocabulary proficiency, according to the teacher's response.

The last, the students' score from pre-test to the final test showed a good improvement. In the pre-test, there were only 17 out of 32 students or 53.1% who could exceed the KKM (minimum mastery criterion), and the average score was 76.3. Furthermore, in the first post-test that was conducted after cycle

1, the students who passed the KKM were increased. There were 23 students or 71.9% of all students who exceed the KKM, and the average of students was 78.3. Then, in the second post-test that was addressed after cycle 2, 90.6% students could pass the KKM and achieved the criteria of success. While the motivation of the students were increased. When the researcher applied the Kahoot games application, the students feel motivated to learning English, especially vocabulary. It is proven by the questionnaire that answered by the students.

## **B. Suggestion**

Based on the research findings, the researcher would like to make the following recommendations for English teachers, students, and other researchers that might be helpful for the future teaching and learning process:

1. The teacher should be more imaginative and communicative when leading a lesson, especially when teaching vocabulary. Therefore, it will keep learners engaged and prevent them from getting bored while learning.
2. Using the technique provided to support their proficiency in English, particularly reading, writing, listening, and speaking skills, the students are expected to be able to master vocabulary.
3. This approach is anticipated to be used in future research by other researchers who are interested in addressing related research.

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## APPENDICES

### Appendix 1a Observation Sheet in Cycle 1 Phase 1

#### Observation Sheet for Students' Activity

<b>Date: May 8<sup>th</sup> 2023</b>	<b>Time: 09.45 – 11.05</b>
<b>Topic: Short Message</b>	<b>Address: SMP Negeri 1 Simo</b>
<b>Cycle/Phase:1 / 1</b>	

#### Phase Summary

Observations were conducted directly by researchers on Monday, 8 May 2023 in class 8B. This class consists of 32 students. Researchers practice teaching with short message material in accordance with the direction of the subject teacher. Learning starts at 09.45 – 11.05 a.m. At the beginning of the meeting, researchers introduced themselves to the children followed by learning using ppt media. Learning went well, but there were still many children who were shy to answer questions, they hesitated because they did not know the meaning of the text in question. Researchers tried to help children so that they were confident in their answers. At second hour of learning o'clock a group task was given to work on 2 numbers by sorting the short message text into a proper text, then the researcher called the children to come forward to represent 2 groups. After that the learning was finished at 11.05 a.m.

Observer



Ghaida Ayu Puspitaningsih

**Appendix 1b** Observation Sheet in Cycle 1 Phase 2**Observation Sheet for Students' Activity**

<b>Date: May 10<sup>th</sup> 2023</b>	<b>Time: 07.00 – 08.20</b>
<b>Topic: Short Message</b>	<b>Address: SMP Negeri 1 Simo</b>
<b>Cycle/Phase:1 / 2</b>	

**Phase Summary**

The researcher come to the VIII-B class to conduct the material with the use of Kahoot games application. Then the researcher give further explanation about short message. The students' responses some of them were paying attention to my explanation, and there were two students did not pay attention.

When the researcher give the explanation about kahoot games application the students were enthusiastic. The introduction of kahoot games aims to help students learn English, especially about English vocabulary. They will indirectly become more familiar with the words for example, like the words "start, next, true, false, let's go". Kahoot application there are many features and question models, for basic users, they can create multiple choice and true-false questions. As planned, this part was completed. Which student understood the information was evident to the researcher. Some of them were able to understand the language features, examples, and short message definitions.

Observer



Ghaida Ayu Puspitaningsih



**Appendix 1c** Observation Sheet in Cycle 1 Phase 3**Observation Sheet for Students' Activity**

<b>Date: May 17<sup>th</sup> 2023</b>	<b>Time: 07.00 – 08.20 a.m</b>
<b>Topic: Practice Kahoot Games</b>	<b>Address: SMP Negeri 1 Simo</b>
<b>Cycle/Phase:1 / 3</b>	

**Phase Summary**

First, the researcher calling the students with ask them to answer with their idol name. The class situation got a little noisy, but they enjoy the first class with that treatment. The researcher ask “What’s your idol name?” they asked “Neymar, Iqbaal Ramadhan, Tulus, and others”. Then the researcher observed the students’ reaction when they will be do the exercise about vocabulary. They were enthusiastic with the use of kahoot games application.

The assignment is for individual student and consist of 32 questions. They enjoy the kahoot games and feel happy. The researcher give each question with 10 second in guess the picture, 20 second in overlapping sentence, and 30 seconds for the word grouping. Some finished in 10 minutes, some even finished in approximately 5 minutes. After they finish working, the score of each student will appear. So there will be a ranking from 1 to 32. Their expression after the implementation of kahoot games is happy, they feel motivated, and interesting to play again that games.

Observer



Ghaida Ayu Puspitaningsih

**Appendix 1d** Observation Sheet in Cycle 2 Phase 1**Observation Sheet for Students' Activity**

<b>Date: May 22<sup>nd</sup> 2023</b>	<b>Time: 09.45 – 11.05 a.m</b>
<b>Topic: Review Short Message</b>	<b>Address: SMP Negeri 1 Simo</b>
<b>Cycle/Phase: 2 / 1</b>	

**Phase Summary**

The researcher showing a video on youtube to teach the material of short message. The video is also animated, so they don't get bored easily while watching it. When the researcher give the task to make a group that consist of four students, they looked noisy because they were busy counting from one to eight and looking for their group members. When students started working, most of them were still confused with the instructions on the worksheet. The task aims to train students to create a simple short message text. This will help them in processing and memorising vocabulary. Then during the discussion, the researcher found out that most of all students were active in the discussion. Some groups were dividing the task for each member. Yet still some groups were found wrong in placing vocabulary. Besides that, there were also students who finished in a short time, the language they used was suitable for the theme of each number chosen.

Observer



Ghaida Ayu Puspitaningsih

**Appendix 1e** Observation Sheet in Cycle 2 Phase 2**Observation Sheet for Students' Activity**

<b>Date: May 24<sup>th</sup> 2023</b>	<b>Time: 07.00 – 08.20 a.m</b>
<b>Topic: Review Short Message</b>	<b>Address: SMP Negeri 1 Simo</b>
<b>Cycle/Phase: 2 / 2</b>	

**Phase Summary**

The researcher began the meeting with give them the task using Kahoot games application. The students allowed to bring their smartphone and started the games together. The researcher went around to see the students working on the practice of using Kahoot. Some were fast in answer questions, and some students were still having difficulty answer, even ran out of the time. After the implementing of the Kahoot games, the researcher checked the students and see how many points they have earned.

In the second of hour in learning, the researcher give the post-test 2. This test is about 30 questions with vocabulary and short message material. The questions consist of fill in the blank, preposition of time and place, verb, noun, correct arrangement of word, similarity, and understanding of the short message. The researcher give 30minutes for the students to answer the post-test 2. Some of them finish their work in 15 minutes and 20 minutes. This indicates that students are already familiar with the vocabulay previously learned.

Observer



Ghaida Ayu Puspitaningsih

### Appendix 1f Observation Sheet of Researcher Cycle 1 Phase 1

#### Observation Checklist of Researcher as the Teacher

**School** : SMP Negeri 1 Simo  
**Class** : VIII-B  
**Cycle/Phase** : C1/P1  
**Day/Date** : Monday, May 8<sup>th</sup> 2023

Berilah tanda *check-list* pada kolom sesuai pengamatan anda. Mohon diisi dengan sebenar-benarnya.

*1= excellent*      *2= satisfactory*      *3= good*      *4= not satisfactory*

No.	Aspek yang diamati  The researcher (as a teacher)	Nilai			
		1	2	3	4
1.	Mempersiapkan materi dan media yang sesuai dengan pembelajaran	√			
2.	Mengkondisikan situasi pembelajaran dan mempersiapkan siswa untuk mengikuti proses pembelajaran	√			
3.	Menyampaikan pembelajaran secara jelas dan sistematis/berurutan.		√		
4.	Menjelaskan tujuan dan manfaat dari materi yang dipelajari.	√			
5.	Melibatkan siswa dalam aktivitas pembelajaran dan mendorong siswa untuk mengembangkan kemampuan menulis		√		
6.	Menjelaskan terkait pembelajaran short message dengan menggunakan media power point.		√		

7.	Memberi tugas kepada siswa secara berkelompok dengan menyusun kalimat menjadi teks short message yang tepat.	√			
8.	Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan.		√		
9.	Memberikan feedback dan masukan kepada siswa.		√		
10.	Memastikan seluruh siswa mengerti tentang instruksi dan arahan dari guru.		√		

### Hal-hal yang perlu diperhatikan

#### (Things to Consider):

1. Suara harus lebih keras dalam menyampaikan materi agar siswa di belakang bisa mendengar dengan jelas
2. Lebih santai dalam menyampaikan materi, karena masih terlihat kaku

Observer



Rosyidah, S. Pd.

NIP. 196908200702023

### Appendix 1g Observation Sheet of Researcher Cycle 1 Phase 2

#### Observation Checklist of Researcher as the Teacher

**School** : SMP Negeri 1 Simo  
**Class** : VIII-B  
**Cycle/Phase** : C1/P2  
**Day/Date** : Wednesday, May 10<sup>th</sup> 2023

Berilah tanda *check-list* pada kolom sesuai pengamatan anda. Mohon diisi dengan sebenar-benarnya.

*1= excellent*      *2= satisfactory*      *3= good*      *4= not satisfactory*

No.	Aspek yang diamati  The researcher (as a teacher)	Nilai			
		1	2	3	4
1.	Mempersiapkan materi dan media yang sesuai dengan pembelajaran	√			
2.	Mengkondisikan situasi pembelajaran dan mempersiapkan siswa untuk mengikuti proses pembelajaran	√			
3.	Menyampaikan pembelajaran secara jelas dan sistematis/berurutan.		√		
4.	Menjelaskan tujuan dan manfaat dari materi yang dipelajari.	√			
5.	Melibatkan siswa dalam aktivitas pembelajaran dan mendorong siswa untuk mengembangkan kemampuan menulis.		√		
6.	Menjelaskan terkait pembelajaran short message dengan menggunakan media power point.		√		

7.	Memberi tugas kepada siswa secara berkelompok dengan menyusun kalimat menjadi teks short message yang tepat.	√			
8.	Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan.		√		
9.	Memberikan feedback dan masukan kepada siswa.		√		
10.	Memastikan seluruh siswa mengerti tentang instruksi dan arahan dari guru.		√		

### Hal-hal yang perlu diperhatikan

#### (Things to Consider):

Sudah cukup bagus, banyak perkembangan baik dari peneliti maupun siswa.

Observer



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### Appendix 1h Observation Sheet of Researcher Cycle 1 Phase 3

#### Observation Checklist of Researcher as the Teacher

**School** : SMP Negeri 1 Simo  
**Class** : VIII-B  
**Cycle/Phase** : C1/P3  
**Day/Date** : Wednesday, May 17<sup>th</sup> 2023

Berilah tanda *check-list* pada kolom sesuai pengamatan anda. Mohon diisi dengan sebenar-benarnya.

*1= excellent*      *2= satisfactory*      *3= good*      *4= not satisfactory*

No.	Aspek yang diamati The researcher (as a teacher)	Nilai			
		1	2	3	4
1.	Mempersiapkan materi dan media yang sesuai dengan pembelajaran	√			
2.	Mengkondisikan situasi pembelajaran dan mempersiapkan siswa untuk mengikuti proses pembelajaran	√			
3.	Menyampaikan pembelajaran secara jelas dan sistematis/berurutan.		√		
4.	Menjelaskan tujuan dan manfaat dari materi yang dipelajari.	√			
5.	Melibatkan siswa dalam aktivitas pembelajaran dan mendorong siswa untuk mengembangkan kemampuan menulis		√		
6.	Menjelaskan terkait pembelajaran short message dengan menggunakan media power point.		√		



7.	Memberi tugas kepada siswa secara berkelompok dengan menyusun kalimat menjadi teks short message yang tepat.	√			
8.	Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan.		√		
9.	Memberikan feedback dan masukan kepada siswa.		√		
10.	Memastikan seluruh siswa mengerti tentang instruksi dan arahan dari guru.		√		

### Hal-hal yang perlu diperhatikan

#### (Things to Consider):

Sudah bagus, peneliti menerapkan aplikasi kahoot dengan baik. Siswa tampak antusias dengan latihan soal memakai aplikasi kahoot

Observer



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### Appendix 1i Observation Sheet of Researcher Cycle 2 Phase 1

#### Observation Checklist of Researcher as the Teacher

**School** : SMP Negeri 1 Simo  
**Class** : VIII-B  
**Cycle/Phase** : C2/P1  
**Day/Date** : Monday, May 22<sup>nd</sup> 2023

Berilah tanda *check-list* pada kolom sesuai pengamatan anda. Mohon diisi dengan sebenar-benarnya.

*1= excellent*      *2= satisfactory*      *3= good*      *4= not satisfactory*

No.	Aspek yang diamati The researcher (as a teacher)	Nilai			
		1	2	3	4
1.	Mempersiapkan materi dan media yang sesuai dengan pembelajaran	√			
2.	Mengkondisikan situasi pembelajaran dan mempersiapkan siswa untuk mengikuti proses pembelajaran	√			
3.	Menyampaikan pembelajaran secara jelas dan sistematis/berurutan.		√		
4.	Menjelaskan tujuan dan manfaat dari materi yang dipelajari.	√			
5.	Melibatkan siswa dalam aktivitas pembelajaran dan mendorong siswa untuk mengembangkan kemampuan menulis		√		
6.	Menjelaskan terkait pembelajaran short message dengan menggunakan media power point.		√		

7.	Memberi tugas kepada siswa secara berkelompok dengan menyusun kalimat menjadi teks short message yang tepat.		√		
8.	Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan.		√		
9.	Memberikan feedback dan masukan kepada siswa.		√		
10.	Memastikan seluruh siswa mengerti tentang instruksi dan arahan dari guru.		√		

### Hal-hal yang perlu diperhatikan

#### (Things to Consider):

Sangat baik, peneliti membagi kelompok dengan tugas membuat teks short message sederhana. Hal ini dapat membantu siswa mengeksplor kosa kata baru.

Observer



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NIP. 196908200702023

### Appendix 1j Observation Sheet of Researcher Cycle 2 Phase 2

#### Observation Checklist of Researcher as the Teacher

**School** : SMP Negeri 1 Simo  
**Class** : VIII-B  
**Cycle/Phase** : C2/P1  
**Day/Date** : Wednesday, May 24<sup>th</sup> 2023

Berilah tanda *check-list* pada kolom sesuai pengamatan anda. Mohon diisi dengan sebenar-benarnya.

*1= excellent*      *2= satisfactory*      *3= good*      *4= not satisfactory*

No.	Aspek yang diamati  The researcher (as a teacher)	Nilai			
		1	2	3	4
1.	Mempersiapkan materi dan media yang sesuai dengan pembelajaran	√			
2.	Mengkondisikan situasi pembelajaran dan mempersiapkan siswa untuk mengikuti proses pembelajaran	√			
3.	Menyampaikan pembelajaran secara jelas dan sistematis/berurutan.		√		
4.	Menjelaskan tujuan dan manfaat dari materi yang dipelajari.	√			
5.	Melibatkan siswa dalam aktivitas pembelajaran dan mendorong siswa untuk mengembangkan kemampuan menulis		√		
6.	Menjelaskan terkait pembelajaran short message dengan menggunakan media power point.		√		

7.	Memberi tugas kepada siswa secara berkelompok dengan menyusun kalimat menjadi teks short message yang tepat.		√		
8.	Memberikan kesempatan kepada siswa untuk mengajukan pertanyaan.		√		
9.	Memberikan feedback dan masukan kepada siswa.		√		
10.	Memastikan seluruh siswa mengerti tentang instruksi dan arahan dari guru.		√		

### Hal-hal yang perlu diperhatikan

#### (Things to Consider):

Sangat baik, peneliti membagi kelompok dengan tugas membuat teks short message sederhana. Hal ini dapat membantu siswa mengeksplor kosa kata baru.

Observer



Rosyidah, S. Pd.

NIP. 196908200702023

## Appendix 2a Motivation of Student in Learning English

### MOTIVASI SISWA TERHADAP PEMBELAJARAN BAHASA INGGRIS DI KELAS

Nama :

No. Absen/ Kelas :

#### PETUNJUK

1. Bacalah pernyataan di bawah ini dengan baik dan cermat.
2. Pada tabel berikut disajikan beberapa pertanyaan terkait proses pembelajaran. Berilah jawaban dengan tanda (√) pada kolom yang sesuai dengan pilihan anda.

3. Keterangan jawaban:

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	Respon				
		SS	S	R	TS	STS
1.	Saya selalu bersemangat untuk belajar bahasa inggris					
2.	Saya yakin bahwa saya akan berhasil dalam pembelajaran ini					
3.	Guru membuat materi pelajaran bahasa inggris menjadi penting					
4.	Saya harus bekerja sangat keras agar berhasil dalam pembelajaran ini.					
5.	Saya sering melamun di dalam kelas					

6.	Materi pembelajaran bahasa inggris terlalu sulit bagi saya					
7.	Apakah saya akan berhasil/tidak berhasil dalam pembelajaran ini, hal itu tergantung pada saya					
8.	Saya senang bekerja dalam pembelajaran ini					
9.	Saya merasa puas dengan apa yang saya peroleh dari pembelajaran ini					
10.	Manfaat pribadi dari pembelajaran ini jelas bagi saya					

## Appendix 2b Motivation of Students after Implementing Kahoot

### TANGGAPAN SISWA TERHADAP PENGGUNAAN APLIKASI KAHOOT DALAM PEMBELAJARAN BAHASA INGGRIS

Nama :

No. Absen/ Kelas :

#### PETUNJUK

1. Bacalah pernyataan di bawah ini dengan baik dan cermat.
2. Pada tabel berikut disajikan beberapa pertanyaan terkait proses pembelajaran. Berilah jawaban dengan tanda (√) pada kolom yang sesuai dengan pilihan anda.
3. Keterangan jawaban:
 

SS	= Sangat Setuju	TS	= Tidak Setuju
S	= Setuju	STS	= Sangat Tidak Setuju
R	= Ragu-ragu		

No	Pernyataan	Respon				
		SS	S	R	TS	STS
1.	Saya merasa model pembelajaran yang guru terapkan adalah model pembelajaran yang terbaik bagi saya					
2.	Saya sangat tertarik dengan penggunaan media Kahoot					
3.	Media Kahoot membuat pembelajaran tidak membosankan					
4.	Penggunaan media Kahoot membuat saya lebih bersemangat dalam belajar Bahasa Inggris					



5.	Saya merasa lebih memahami apa yang disajikan pada media Kahoot					
6.	Pembelajaran dengan Kahoot sangat bermanfaat bagi saya					
7.	Media Kahoot sangat membantu dalam proses pembelajaran					
8.	Media Kahoot mudah digunakan / diakses					
9.	Tampilan visual pada Kahoot sangat menarik					
10.	Menu dan tombol dalam media Kahoot mudah dimengerti					

**Appendix 3a** Instrument of Test and Answer Key in Pre-Test**PRE-TEST**

**Nama** :

**Nomor absen** :

**Kelas** :

---



---

*Choose the correct answer by crossing A, B, C, or D!*

- |   |   |
|---|---|
| <p>1. E-I-P-R-A-R<br/>A. Repair<br/>B. Ripear<br/>C. Raiper<br/>D. Riaper</p>   | <p>5. The eraser is under the desk.<br/>What is the meaning of<br/>“under” in Indonesian?<br/>A. Di atas<br/>B. Di bawah<br/>C. Di samping<br/>D. Di belakang</p> |
| <p>2. The computer is so<br/>expensive. What is the<br/>meaning of “expensive in<br/>Indonesian?”<br/>A. Murah<br/>B. Mahal<br/>C. Besar<br/>D. Kecil</p> | <p>6. H-D-B-E-I-N<br/>The correct arrangement is....<br/>A. Beinhd<br/>B. Behind<br/>C. Bihend<br/>D. Biehnd</p>  |
| <p>3. What is the synonym of Big?<br/>A. Little<br/>B. Small<br/>C. Large<br/>D. Narrow</p>   | <p>7. What is the antonym in front<br/>of?<br/>A. Behind<br/>B. Beside<br/>C. Under<br/>D. Between</p>  |
| <p>4. Book, globe, comb, chair.<br/>There are the word class of...<br/>A. Adjective<br/>B. Verb<br/>C. Noun<br/>D. Preposition</p>                        | <p>8. Athis activity is clean<br/>something usually with soap<br/>and water, it is called....<br/>A. Cook<br/>B. Sweeping<br/>C. Wash<br/>D. Make</p>             |

9. Tolong ambilkan sisir.  
How do you say “sisir” in English?  
A. Clock  
B. Blanket  
C. Comb  
D. Hanger
10. What is the antonym of repair?  
A. Improve  
B. Destroy  
C. Fix  
D. Renovate
11. The person who change writing into another language is....  
A. Teache  
B. Judge  
C. Translator  
D. Lawyer
12. The person who work in a laboratory and does the experiments is....  
A. Pharmacist  
B. Scientist  
C. Sailor  
D. Librarian
- Text for number 13-18**
- Last week I ....(1) my grandmother’s house. I .... (2) public transportation to reach the house. On the trip, .... (3) so many beautiful scenery there. My grandmother greet me, when I .... (4) her house. She looked so glad. She .... (5) me her delicious food, then we .... (6) together.
13. The suitable word for number 1 is ....  
A. Go to  
B. Went to  
C. Goes to  
D. Gone to
14. The suitable word for number 2 is ....  
A. Took  
B. Take  
C. Taken  
D. Takked
15. The suitable word for number 3 is ....  
A. See  
B. Seen  
C. Saw  
D. Sawed
16. The suitable word for number 4 is ....  
A. Came  
B. Come  
C. Coming  
D. Comed
17. The suitable word for number 5 is ....  
A. Give  
B. Gift  
C. Given  
D. Gave
18. The suitable word for number 6 is ....  
A. Eat  
B. Eated  
C. Ate  
D. Eating

**Complete the conversation below  
using one of the best choices**

- A : Hi, Buddy  
 B : Oh Hi!  
 A : Have you ever watched Laskar Pelangi?  
 B : Yes I have  
 A : ..... that movie?  
 B : I think it was so amazing movie
19. A. I don't think so  
 B. Can I have  
 C. What do you think of  
 D. Can you
20. Rara : Jimmy, ..... your cell phone's number please?  
 Jimmy : Of course!  
 A. I don't think so  
 B. Can I have  
 C. What do you think of  
 D. Can you
21. Devi : I think she is very strong girl  
 Chelsea : ..... because somebody told me that she was crying  
 A. I don't think so  
 B. Can I have  
 C. What do you think of  
 D. Can you
22. Rafi : Oh no! I forgot to bring my pen..... lend me your pen, please?  
 Adit : Sure!  
 A. I don't think so  
 B. Can you  
 C. What do you think of  
 D. Can I have
23. Arya : Excuse me, ..... where the barber shop?  
 Farah : Just to go straight down this road, the barbershop is on the right side  
 A. Do you know  
 B. This is Arya speaking  
 C. What's wrong  
 D. Do you agree
24. They ..... to the school together yesterday  
 A. Are  
 B. Went  
 C. Go  
 D. Were
25. You ..... come at the party, because it will make you happy  
 A. Are  
 B. Were  
 C. Should  
 D. Could
26. Lina ..... the match in Olympic Games. She is so sad  
 A. Won  
 B. Lost  
 C. Jumped  
 D. Celebrated
27. I went to dentist yesterday, because my ..... were in pain  
 A. Hands  
 B. Fingers

- C. Teeth
- D. Ears

28. Mr. Haidar : Can you help me?

Eli : Yes, of course. What can I do for you?

Mr. Haidar : Please, ..... this bag to my room

Eli : Yes, Sir

- A. Bring
- B. Help
- C. Give
- D. Has

29. This exercise is too ..... for me. I got score 100

- A. Difficult
- B. Easy
- C. Expensive
- D. High

30. The carpet is so ..... I want to clean it

- A. Large
- B. Shiny
- C. Dirty
- D. Soft

**PRE-TEST Key Answer**

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

**Appendix 3b** Students Score in Pre-Test**The Result of Students' Vocabulary Competency in Pre-Test**

No.	Students' Number	Pre-test Score
1	Student 1	74
2	Student 2	76*
3	Student 3	68
4	Student 4	72
5	Student 5	80*
6	Student 6	76*
7	Student 7	72
8	Student 8	74
9	Student 9	78*
10	Student 10	74
11	Student 11	64
12	Student 12	86*
13	Student 13	80*
14	Student 14	82*
15	Student 15	70
16	Student 16	84*
17	Student 17	74
18	Student 18	82*
19	Student 19	80*
20	Student 20	78*
21	Student 21	74
22	Student 22	82*
23	Student 23	82*

24	Student 24	80*
25	Student 25	74
26	Student 26	74
27	Student 27	76*
28	Student 28	68
29	Student 29	78*
30	Student 30	74
31	Student 31	82*
32	Student 32	74
<b>Mean</b>		<b>76,3</b>

\*Students who passed the KKM



**Appendix 4a** The Instrument of Test and Answer Key in Post-Test 1**POST-TEST 1**

Nama :

Nomor absen :

Kelas :

**Choose the correct answer by crossing A, B, C, or D!**

- |  |  |
|--|--|
| <p>1. X : " I want to make a .... for my daughter. It is for her uniform."<br/>Y : " What is the colour?"<br/>X: "Blue."<br/>a. Blouse<br/>b. Shorts<br/>c. Skirt<br/>d. Shirt</p> | <p>Jessica : "Yes, we need it to make .... ."<br/>a. Food<br/>b. Roads<br/>c. Houses<br/>d. Clothes</p>  |
| <p>2. To play "Snake and ladder" game, every player must throw the .... to get the number.<br/>a. Box<br/>b. Marble<br/>c. Rope<br/>d. Dice</p>                                    | <p>5. Ratna: " What is Rona?"<br/>Juwita: " She is a .... ?"<br/>She serves food and drink to the guests in the restaurant.<br/>a. Stewarades<br/>b. Chef<br/>c. Servant<br/>d. Waitress</p> |
| <p>3. These are parts of the body we use to see something is....<br/>a. Ears<br/>b. Heart<br/>c. Eyes<br/>d. Lungs</p>   | <p>6. Dika always studies well, so he is a .... boy.<br/>a. Diligent<br/>b. Careful<br/>c. Friendly<br/>d. Polite</p>  |
| <p>4. Yoona : " What's that?"<br/>Jessica : " Oh, it's cotton."<br/>Yoona : "Do we need it?"</p>   | <p>7. Talita likes telling the truth. From the information above we know that Talita is a very .... girl.<br/>a. Dishonest<br/>b. Naughty</p>  |

- c. Honest  
d. Friendly
8. Dion : " What do we call a very large and dry land covered with hot sand?"  
Yeni : " We call it a ....."  
a. Valley  
b. Forest  
c. Desert  
d. Plain
9. Book, globe, comb, chair.  
There are the word class of ....  
a. Adjective  
b. Noun  
c. Adverb  
d. Preposition
10. H-D-B-E-I-N  
The correct arrangement is ...  
a. Bihend  
b. Behind  
c. Beinhd  
d. Biehnd
11. This activity is clean something usually with soap and water, it is called .....
- a. Make  
b. Cook  
c. Paint  
d. Wash
12. Which one belongs to the verb class below .....
- a. Chair, table, bag, chalk  
b. Open, wash, hang, paint
- c. Behind, beside, between, under  
d. Beautiful, little, expensive
13. Last week I .... my grand mother's house  
a. Go to  
b. Goes to  
c. Went to  
d. Going to
14. Angel's doll is broken. Angel is very .... now  
a. Happy  
b. Flat  
c. Sad  
d. Alright
15. Lina : "I want you to come to my birthday party tonight."  
Vera : "..... I have a lot of homework"  
a. Very good  
b. Sorry, i can not  
c. I agree with you  
d. That's great
- Text for number 16-**
- To: Mark

Please forward to others. Due to the long holiday, all students of 8A must complete their writing assignment. The assignment must be submitted before September 9th.

Mr. Ahmad
16. Based on the message about we know that... *except*

- a. The message is intended for 8A students  
 b. The students can submit their assignment on September 9th  
 c. The students must submit their assignment before September 9th  
 d. Mark is the chair person of 8A
17. What is the meaning of “assignment”?  
 a. PR  
 b. Tugas  
 c. Tugas kelompok  
 d. Ulangan
18. The assignment must be submitted before September 9th.  
 The underlined word is similar to ...  
 a. Exercise  
 b. Exam  
 c. Task  
 d. Homework
19. Who is Mark?  
 a. The students of 8B  
 b. The chair person of 8B  
 c. The students of 8A  
 d. The chair person of 8A
20. Why Lisa’s mom can’t keep the promise?  
 a. Because her mom will go to the market  
 b. Because her mom will meet with Mrs. Cathy  
 c. Because her mom confused  
 d. Because the plan is delay to next day
21. “I have to meet Mrs. Cathy....”  
 The word *meet* is simliar to...  
 a. Hide  
 b. Avoid  
 c. Join  
 d. Divide
22. How Lisa’s feel after read the message?  
 a. Impressed  
 b. Confused  
 c. Sad  
 d. Guilty
23. The mom writes the text in order to...  
 a. Remind Lisa that she has promise with her  
 b. Tell Lisa that she has to go to the meeting  
 c. Say that she can meet Lisa in Mall  
 d. Apologize for not keeping the promise

**Text for number 20-23**

To: Lisa

Sorry honey, I can’t keep my promise to go with you to the Mall tonight. I have to meet Mrs. Cathy at 07.00 pm. Please don’t be angry

Your Mom

**Text for number 24-26**

To: Jeno

Happy 22th birthday, my best friend. I wish you have many other years to celebrate. I hope you like the gift, i know you like to read.

Jaemin

24. What is the text about?

**Except**

- a. Jen0 is having birthday
- b. Jaemin is the sender of the message
- c. Jaemin will give a video game to Jen0
- d. Jen0 is 22th years old now

25. What is the antonym of "best"?

- a. Great
- b. Good
- c. Worst
- d. Better

26. How old is Jen0?

- a. Twenty years old
- b. Twenty one years old
- c. Twenty two years old
- d. Twenty three years old

**Text for number 27-30**

To: Adit

Buddy, i've just received news from Ara. This afternoon Mrs. Jennie wants us to finish our project at school. Please don't come late. Our group presentation must be good next week!

Angga

27. Why did Angga ask Adit to come to school?

- a. To finish the project
- b. To meet his teacher
- c. To receive Ara's present
- d. To ask for his buddy's friend

28. From the text we know that...

**except**

- a. Angga is the Adit classmate
- b. They will finish their project
- c. Their group will be presentation next week
- d. Angga ask Adit to meet his teacher

29. What is the relation ship between Adit and Angga?

- a. Brothers
- b. Relatives**
- c. Classmates**
- d. Roommates**

30. "Our group presentation must be good next week!"

The underlined word is adressed to....

- a. Adit
- b. Angga
- c. Adit and Angga
- d. Ara and Mrs. Jennie

**POST-TEST 1 Key Answer**

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

**Appendix 4b** Students Score in Post-Test 1**The Result of Students' Vocabulary Competency in Post-Test 1**

No.	Students' Number	Post-Test Score
1	Student 1	76*
2	Student 2	78*
3	Student 3	70
4	Student 4	74
5	Student 5	84*
6	Student 6	78*
7	Student 7	76*
8	Student 8	76*
9	Student 9	80*
10	Student 10	74
11	Student 11	64
12	Student 12	88*
13	Student 13	82*
14	Student 14	86*
15	Student 15	70
16	Student 16	88*
17	Student 17	74
18	Student 18	80*
19	Student 19	82*
20	Student 20	80*
21	Student 21	74
22	Student 22	86*

23	Student 23	82*
24	Student 24	84*
25	Student 25	76*
26	Student 26	78*
27	Student 27	68
28	Student 28	78*
29	Student 29	80*
30	Student 30	76*
31	Student 31	86*
32	Student 32	74
<b>Mean</b>		<b>78.3</b>

\*Students who passed the KKM

**Appendix 5a** The Instrument of Test and Answer Key in Post-Test 2**POST-TEST 2**

Nama :

Nomor absen :

Kelas :

**Choose the correct answer by crossing A, B, C, or D!**

1. Intan : Arsyi, your shoes are good and really fit in your ..... . You look charming and cool.  
Arsyi : Thank you, Intan.  
a. Body  
b. Ears  
c. Feet  
d. Hand
2. Ratna: " What is Rona?"  
Juwita: " She is a .... ?"  
She serves food and drink to the guests in the restaurant.  
a. Stewards  
b. Chef  
c. Servant  
d. Waitress
3. X : " I want to make a .... for my daughter. It is for her uniform."  
Y : " What is the colour?"  
X: "Blue."  
a. Blouse  
b. Shorts  
c. Skirt  
d. Shirt
4. My little sister and brother are very hungry, so I ..... lunch for them.  
a. Wear  
b. Prepare  
c. Throw  
d. Kick
5. To play "Snake and ladder" game, every player must throw the .... to get the number.  
a. Box  
b. Marble  
c. Rope  
d. Dice
6. Talita likes telling the truth. From the information above we know that Talita is a very .... girl.  
a. Honest  
b. Dishonest  
c. Naughty  
d. Friendly
7. Dika always studies well, so he is a .... boy.  
a. Careful  
b. Friendly



- c. Diligent  
d. Polite
8. The exam was too ..... for her.  
She got an A!  
a. Easy  
b. Expensive  
c. Difficult  
d. High
9. Dino : when do you usually  
get up in the morning?  
Joshua : .....  
a. I have breakfast with my  
family  
b. I get up at 5 a.m  
c. I go to bed  
d. I'm sleepy
10. My uncle has a new job, he  
works ..... the evening  
a. On  
b. In  
c. At  
d. When
11. We are going to have a picnic  
..... Saturday afternoon  
a. At  
b. In  
c. On  
d. When
12. Which one belongs to the  
verb class below .....  
a. Chair, table, bag, chalk  
b. Open, wash, hang, paint  
c. Behind, beside, between,  
under  
d. Beautiful, little,  
expensive
13. Book, globe, comb, chair.  
There are the word class of  
....  
e. Adjective  
f. Noun  
g. Adverb  
h. Preposition
14. T-E-W-E-N-E-B  
The correct arrangement is....  
a. Beetwen  
b. Between  
c. Benweet  
d. Bewteen
15. F-A-D-R-W-O-R  
The correct arrangement is....  
a. Fordwar  
b. Fardwor  
c. Forward  
d. Fordraw
- Text for number 16-20**
- |  |
|--|
| <p>To: Lisa</p> <p>Sorry honey, I can't keep my promise to go with you to the Mall tonight. I have to meet Mrs. Cathy at 07.00 pm. Please don't be angry</p> <p>Your Mom</p> <p style="text-align: center;">12</p> |
|--|
16. The word "meet" is similar  
to...  
a. Hide  
b. Join  
c. Avoid  
d. Divide

17. The mom writes the text in order to...
- Remind Lisa that she has promise with her
  - Tell Lisa that she has to go to the meeting
  - Say that she can meet Lisa in Mall
  - Apologize for not keeping the promise

18. Why Lisa's mom can't keep the promise?
- Because her mom will go to the market
  - Because her mom will meet with Mrs. Cathy
  - Because her mom confused
  - Because the plan is delay to next day

19. How lisa's feel after read the message?
- Impressed
  - Confused
  - Sad
  - Happy

20. "I can't keep my promise to go with you..."  
The word keep is similar to...  
**except**
- Carry on
  - Continue
  - Stay
  - Ignore

### Text for number 21-22

To: Mark

Please forward to others. Due to the long holiday, all students of 8A must complete their writing assignment. The assignment must be submitted before September 9th.

Mr. Ahmad

21. Based on the message about we know that... **except**
- The message is intended for 8A students
  - The students can submit their assignment on September 9th
  - The students must submit their assignment before September 9th
  - Mark is the chair person of 8A

22. "all students of 8A must complete their writing assignment"  
The underline word is similar to....
- Exercise
  - Exam
  - Task
  - Homework

### Text for number 23-26

To: Adit

Buddy, i've just received news from Ara. This afternoon Mrs. Jennie wants us to finish our project at school. Please don't come late. Our group presentation must be good next week!

Angga

23. Why did Angga ask Adit to come to school?
- To finish the project
  - To meet his teacher
  - To receive Ara's present
  - To ask for his buddy's friend
24. From the text we know that.... *except*
- Angga is the Adit classmate
  - They will finish their project
  - Their group will be presentation netweek
  - Angga ask Adit to meet his teacher
25. What is the relation ship between Adit and Angga?
- Brothers
  - Classmates
  - Relatives
  - Roommates
26. "Our group presentation must be good next week!"  
The underlined word is adressed to....
- Adit
  - Angga
  - Adit and Angga
  - Ara and Mrs. Jennie

**Text for number 27-30**

Hi, Mom.

I am sorry I will come late to home today because I must preparing my TOEFL and having some additional lesson for that.

Jean

27. Who is the sender of the text about?
- Mom
  - Jean
  - Johnny
  - The daughter
28. What is the "preparing" meaning?
- Mempersiapkan
  - Membawakan
  - Mengandalkan
  - Meminjamkan
29. Why Jean come late to home?
- Having meet with her friends
  - Because of preparing her TOEFL
  - Because she is having TOEFL test
  - Because TOEFL is veri important
30. When Jean will come late to her house?
- Tomorrow
  - Next day
  - Today
  - Yesterday

**POST-TEST 2 Answer Key**

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

**Appendix 5b** Students Score in Post-Test 2

**The Result of Students' Vocabulary Competency in Post-Test 2**

No.	Students' Number	Post-Test Score
1	Student 1	92*
2	Student 2	86*
3	Student 3	84*
4	Student 4	90*
5	Student 5	94*
6	Student 6	92*
7	Student 7	84*
8	Student 8	90*
9	Student 9	92*
10	Student 10	74
11	Student 11	92*
12	Student 12	96*
13	Student 13	90*
14	Student 14	88*
15	Student 15	72
16	Student 16	84*
17	Student 17	90*
18	Student 18	92*
19	Student 19	88*
20	Student 20	84*
21	Student 21	92*
22	Student 22	96*

23	Student 23	86*
24	Student 24	90*
25	Student 25	84*
26	Student 26	92*
27	Student 27	94*
28	Student 28	78*
29	Student 29	94*
30	Student 30	90*
31	Student 31	88*
32	Student 32	72
<b>Mean</b>		<b>87.8</b>

\*Students who passed the KKM

**Appendix 6a** Blue Print of Pre-Test**BLUEPRINT OF PRE-TEST**

<b>Aspect</b>	<b>Indicator</b>	<b>Test item</b>	<b>Total</b>
Noun	Noun	4, 9, 27	3
	Pronoun	-	-
Verb	Verb	1, 8, 10, 13, 14, 15, 16, 17, 18, 26, 28	11
Adjective	Adjective	2, 3, 29, 30	4
Adverb	Adverb of time	-	-
	Adverb of place	5, 6, 7	3
Asking and giving opinion	Asking and giving opinion	19, 20, 21, 22, 23	5

**Appendix 6b** Blue Print of Post-Test 1**BLUEPRINT OF POST-TEST 1****A. Short Message**

Understanding of short message (material in 8B class)

**B. Vocabulary**

<b>Aspect</b>	<b>Indicator</b>	<b>Test item</b>	<b>Total</b>
Noun	Noun	1, 2, 3, 4, 9	5
	Pronoun	5, 19, 30	3
Verb	Verb	11, 12, 13, 21	4
Adjective	Adjective	6, 7, 14, 22, 25	5
Adverb	Adverb of time	13	1
	Adverb of place	8, 10	2



**Appendix 6c** Blue Print of Post-Test 2**BLUEPRINT OF POST-TEST 2****A. Short Message**

Understanding of short message (material in 8B class)

**B. Vocabulary**

<b>Aspect</b>	<b>Indicator</b>	<b>Test item</b>	<b>Total</b>
Noun	Noun	1, 3, 5, 13, 22	5
	Pronoun	25, 26, 27	3
Verb	Verb	4, 9, 12, 15, 16, 20, 23, 28	8
Adjective	Adjective	6, 7, 8, 19	4
Adverb	Adverb of time	10, 11, 30	3

## Appendix 7a Lesson Plan used in Cycle 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 1 Simo  
 Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Menyusun teks tulis pesan singkat  
 Tema/Sub tema : Short Message  
 Kelas/ Semester : VIII/II  
 Alokasi waktu : 3 minggu x 2 jam pelajaran @40 menit

#### A. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

KOMPETENSI DASAR		INDIKATOR PENCAPAIAN KOMPETENSI	
4.12.2	Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan ( <i>notice</i> ), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.12.2.1	Peserta didik mampu menyusun short message sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
		4.12.2.1	Peserta didik mampu menulis/membuat short message menggunakan kata dan tata bahasa yang lazim digunakan dalam short message secara kelompok

### C. TUJUAN PEMBELAJARAN

- a. Melalui kegiatan diskusi dan tanya jawab dan kerja kelompok peserta didik mampu menyusun teks short message sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- b. Melalui kegiatan diskusi dan tanya jawab dan kerja kelompok, peserta didik mampu membuat pesan singkat menggunakan kata dan tata bahasa yang lazim dengan berperilaku disiplin dan bertanggung jawab

### D. PENGUATAN PENDIDIKAN KARAKTER (PPK)

- Religiusitas
- Kedisiplinan
- Kejujuran
- Gotong royong

### E. MATERI PEMBELAJARAN

Menulis pesan singkat (short message) personal berupa memo

Struktur teks/ generic structure of short message

1. Opening  
Pada bagian ini, dituliskan kata – kata pembuka yang biasanya berupapasaan diikuti dengan nama penerima pesan (receiver).  
Contohnya: Hi mom, Dear Julie, Hello Thomas.
2. Purpose  
Pesan yang dituliskan dalam short message berisikan tujuan penulisan pesan, informasi atau instruksi apa yang disampaikan kepada penerima. Dalam short message, pesan dituliskan secara singkat namun jelas.
3. Closing  
Penutup pada short message hanya singkat saja, biasanya berupa ucapan terima kasih “thank you” atau kata – kata penutup lainnya seperti “bye” “see you” “love” dan biasanya diikuti dengan nama penulis pesan (sender).

Language features of short message:

1. Penggunaan kalimat Imperative positif dan negatif.
2. Penggunaan kata kerja bantu Modal will, should, must.  
Menggunakan pola simple present tense, present continuous tense dan present perfect tense
3. Ungkapan seperti make sure, please, dan ungkapan kesopanan lainnya.
4. Kosakata yang digunakan bersifat khusus pada konteks penggunaannya.
5. Karena disampaikan secara tertulis, maka ejaan, penggunaan huruf besar dan tanda baca, serta tulisan perlu dijaga ketepatan dan kejelasannya agar pesannya dapat diterima dengan benar oleh pembacanya.

Kinds of short message:

1. Formal : memo, e-mail
2. Non formal : SMS, social media

Social function of short message

1. To tell/ inform
2. To ask
3. o remain

Example of short

message

*Dear Sophie,*

*I' ll be home late because I' ll work over time. Please cook dinner for your brother and help him do his homework.*

*Love,*

*Mom*

#### **F. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN**

1. Pendekatan : Saintifik
2. Model pembelajaran : Problem Based Learning
3. Metode pembelajaran : Diskusi, kerja kelompok

#### **G. MEDIA, ALAT DAN SUMBER BELAJAR**

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

Kamus bahasa Inggris Internet

## H. LANGKAH-LANGKAH KEGIATAN

### Pertemuan Pertama

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> <li>- Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing</li> <li>- Guru meminta salah seorang peserta didik untuk memimpin do'a sebelum memulai pembelajaran.</li> <li>- Peserta didik dicek kehadiran dengan melakukan presensi oleh guru</li> <li>- Peserta didik menyiapkan diri agar siap untuk belajar serta memeriksa kerapihan diri dan bersikap disiplin dalam setiap kegiatan pembelajaran.</li> <li>- Apersepsi</li> <li>- Peserta didik bersama guru mengaitkan materi pembelajaran (Collaboration-4C) yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya (Literasi)</li> <li>- Peserta didik diberikan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan sebagai identifikasi masalah terkait materi short message (Communication and Critical thinking-4C)</li> </ul> <p>Motivasi</p> <p>Memberikan gambaran tentang manfaat mempelajari menulis pesan singkat dalam kehidupan sehari – hari (4C:Communication)</p> <p>Pemberian Acuan</p> <ul style="list-style-type: none"> <li>- Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai kepada peserta didik</li> <li>- Menyampaikan teknik penilaian</li> </ul>	5 menit
Kegiatan Inti  Sintak Pembelajaran Project Based Learning  FASE 1 Menentukan	<ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan sebagai langkah awal dalam mengamati video yang akan ditampilkan.</li> <li>- Peserta didik mengamati video tentang short message (<a href="https://youtu.be/IXuyv1R4sk4">https://youtu.be/IXuyv1R4sk4</a> ) yang ditayangkan guru melalui slide</li> <li>- Point (TPACK)</li> </ul>	10 menit

<p>pertanyaan dasar</p>	<ul style="list-style-type: none"> <li>- Peserta didik diberikan beberapa pertanyaan dan merespon pertanyaan guru terkait materi yang ditampilkan melalui video dengan menanyakan “What did you see on the video?” “What is the text about?” “What is the generic structure of the text?”</li> <li>- Guru <i>memperjelas</i> materi, struktur teks, dan unsur kebahasaan dari short message melalui slide power point</li> </ul>	
<p>FASE 2 Membuat desain proyek</p>	<ul style="list-style-type: none"> <li>- Guru membagi peserta didik menjadi beberapa group (maks 4 orang/group)</li> <li>- Guru memfasilitasi setiap kelompok untuk menentukan ketua kelompok secara demokratis dan mendiskripsikan tugas masing-masing setiap anggota kelompok.</li> <li>- Guru dan peserta didik membicarakan aturan main untuk disepakati bersama dalam proses penyelesaian proyek. Hal-hal yang disepakati: pemilihan aktivitas waktu maksimal yang direncanakan, peralatan dan bahan serta aturan main kerja kelompok dalam penyelesaian proyek</li> </ul>	10 menit
<p>FASE 3 Menyusun penjadwalan</p>	<ul style="list-style-type: none"> <li>- Guru memfasilitasi peserta didik untuk membuat jadwal aktivitas yang mengacu pada waktu maksimal yang disepakati</li> <li>- Guru memfasilitasi peserta didik untuk menyusun langkah alternatif jika ada subaktivitas yang molor dari waktu yang telah dijadwalkan</li> </ul>	5 menit
<p>FASE 4 Memonitor keaktifan dan perkembangan proyek</p>	<ul style="list-style-type: none"> <li>- Guru membagikan Lemba Kerja Siswa yang berisi tugas proyek dengan tagihan menyusun kata/ kalimat yang tersedia menjadi dua buah short message pada masing-masing kelompok dengan memperhatikan: <ul style="list-style-type: none"> <li>- Text Structure</li> <li>- Language features</li> <li>- Jenis short message</li> <li>- Purpose of short message</li> </ul> </li> <li>- Guru memonitoring aktivitas masing-masing kelompok dalam mengerjakan proyek. Untuk memastikan dan membantu jika ada kelompok yang ragu</li> </ul>	30 menit

	dalam mengerjakan dan apakah langkah-langkah suatu pekerjaan sudah sesuai.	
FASE 5 Penilaian hasil	Guru melakukan penilaian dengan mengacu padarubrik penilaian yang bertujuan: <ul style="list-style-type: none"> <li>- Mengukur ketercapaian standar</li> <li>- Berperan dalam mengevaluasi kemajuan masing- masing peserta didik</li> <li>- Memberi umpan balik tentang tingkat pemahaman yang sudah dicapai peserta didik</li> <li>- Membantu guru dalam menyusun strategi pembelajaran berikutnya</li> </ul>	10 menit
FASE 6 Evaluasi pengalaman	<ul style="list-style-type: none"> <li>- Guru mempersilakan peserta didik secara berkelompok melakukan refleksi terhadap aktifitas dari hasil proyek yang sudah dijalankan. Hal-hal yang direfleksi adalah kesulitan-kesulitan yang dialami dan caramengatasinya serta perasaan yang dirasakan pada saat menemukan solusi dari masalah yang dihadapi. Selanjutnya kelompok lain diminta menanggapi.</li> <li>- Guru dan peserta didik memberikan apresiasi</li> </ul>	5 menit
Penutup	<ul style="list-style-type: none"> <li>- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>- Peserta didik diberikan beberapa pertanyaan guna melakukan refleksi terkait pembelajaranyang telah dilaksanakan</li> <li>- Guru memberikan tugas untuk dikerjakan di rumah</li> <li>- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> </ul>	5 menit

	<p>- Guru dan peserta didik berdoa bersama sebelum mengakhiri kegiatan</p> <p>Guru dan peserta didik saling mengucapkan salam penutup.</p>	
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**C. PENILAIAN HASIL BELAJAR**

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

Penilaian Pengetahuan: Tes tertulis

**D. REMEDIAL**

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

**E. PENGAYAAN**

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

-Pemahaman materi selanjutnya

-Penugasan



**Appendix 7b** Lesson Plan used in Cycle 2

**Pertemuan Kedua**

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>- Guru bersama Peserta didik saling memberi dan menjawab salam serta menyampaikan kabarnya masing – masing</li> <li>- Guru meminta salah seorang peserta didik untuk memimpin do'a sebelum memulai pembelajaran.</li> <li>- Peserta didik dicek kehadiran dengan melakukan presensi oleh guru</li> <li>- Peserta didik menyiapkan diri agar siap untuk belajar serta memeriksa kerapian diri dan bersikap disiplin dalam setiap kegiatan pembelajaran.</li> <li>- Apersepsi</li> <li>- Peserta didik bersama guru mengaitkan materi pembelajaran (Collaboration-4C) yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya (Literasi)</li> <li>- Peserta didik diberikan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan sebagai identifikasi masalah terkait short message (Communication and Critical thinking- 4C)</li> </ul> <p><b>Motivasi</b> Memberikan gambaran tentang manfaat mempelajari menulis pesan singkat dalam kehidupan sehari – hari (4C:Communication)</p> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>- Guru menyampaikan kompetensi dasar dan tujuan</li> </ul>	5 menit

	<p>pembelajaran yang akan dicapai kepada peserta didik</p> <p>Menyampaikan teknik penilaian</p>	
<p>Kegiatan inti</p> <p>Sintak Pembelajaran Project Based Learning</p> <p>FASE 1 Menentukan pertanyaan dasar</p>	<ul style="list-style-type: none"> <li>- Guru memberikan beberapa pertanyaan sebagai langkah awal dalam mengamati video yang akan ditampilkan.</li> <li>- Peserta didik mengamati video tentang short message (<a href="https://youtu.be/lXuyv1R4sk4">https://youtu.be/lXuyv1R4sk4</a>) yang ditayangkan guru melalui slide Power Point (TPACK)</li> <li>- Peserta didik diberikan beberapa pertanyaan dan merespon pertanyaan guru terkait materi yang ditampilkan melalui video dengan menanyakan  “What did you see on the video?”  “What is the text about?”  “ What is the social function of the text?”</li> <li>- Guru <i>memperjelas</i> materi tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari short message melalui slide power point</li> </ul>	10 menit
<p>FASE 2 Membuat desain proyek</p>	<ul style="list-style-type: none"> <li>- Guru membagi peserta didik menjadi beberapa group (maks 4 orang/group)</li> <li>- Guru memfasilitasi setiap kelompok untuk menentukan ketua kelompok secara demokratis dan mendiskripsikan tugas masing-masing setiap anggota kelompok.</li> <li>- Guru dan peserta didik membicarakan aturan main untuk disepakati bersama dalam proses penyelesaian proyek. Hal-hal yang</li> </ul>	10 menit

	disepakati: pemilihan aktivitas waktu maksimal yang direncanakan, peralatan dan bahan serta aturan main kerja kelompok dalam penyelesaian proyek	
FASE 3 Menyusun penjadwalan	<ul style="list-style-type: none"> <li>- Guru memfasilitasi peserta didik untuk membuat jadwal aktivitas yang mengacu pada waktu maksimal yang disepakati</li> <li>- Guru memfasilitasi peserta didik untuk menyusun langkah alternatif jika ada subaktivitas yang molor dari waktu yang telah dijadwalkan</li> </ul>	5 menit
FASE 4 Memonitor keaktifan dan perkembangan proyek	<ul style="list-style-type: none"> <li>- Guru membagikan Lemba Kerja Siswa yang berisi tugas peroyek dengan tagihan membuat/ menulis dua sebuah short message pada masing-masing kelompok dengan memperhatikan: <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Language features</li> <li>• Jenis short message</li> <li>• Social function of short message</li> </ul> </li> <li>- Guru memonitoring aktivitas masing-masing kelompok dalam mengerjakan proyek. Untuk memastikan dan membantu jika ada kelompok yang ragu dalam mengerjakan</li> </ul>	30 menit
FASE 5 Penilaian hasil	<p>Guru melakukan penilaian dengan mengacu pada rubrik penilaian yang bertujuan:</p> <ul style="list-style-type: none"> <li>- Mengukur ketercapaian standar</li> <li>- berperan dalam mengevaluasi kemajuan masing-masing peserta didik</li> <li>- memberi umpan balik tentang tingkat pemahaman yang sudah dicapai peserta didik</li> <li>- membantu guru dalam menyusun strategi pembelajaran berikutnya</li> </ul>	10 menit

<p>FASE 6 Evaluasi pengalaman</p>	<ul style="list-style-type: none"> <li>- Guru mempersilakan peserta didik secara berkelompok melakukan refleksi terhadap aktifitas dari hasil proyek yang sudah dijalankan. Hal-hal yang direfleksi adalah kesulitan-kesulitan yang dialami dan cara mengatasinya serta perasaan yang dirasakan pada saat menemukan solusi dari masalah yang dihadapi. Selanjutnya kelompok lain diminta menanggapi.</li> <li>- Guru dan peserta didik memberikan apresiasi</li> </ul>	<p>5 menit</p>
<p>Penutup</p>	<ul style="list-style-type: none"> <li>- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.</li> <li>- Peserta didik diberikan beberapa pertanyaan guna melakukan refleksi terkait pembelajaranyang telah dilaksanakan</li> <li>- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>- Guru dan peserta didik berdoa bersama sebelum mengakhiri kegiatan</li> <li>- Guru dan peserta didik saling mengucapkan salam penutup.</li> </ul>	<p>5 menit</p>

**I. PENILAIAN HASIL BELAJAR**

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

Penilaian pengetahuan : tes tertulis

**J. REMEDIAL**

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

**K. PENGAYAAN**

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

- Pemahaman untuk materi selanjutnya
- Penugasan

Mengetahui,  
Guru Mata Pelajaran

Rosyidah, S. Pd.

Simo, 3 Mei 2023

Peneliti

Ghaida Ayu Puspitaningsih

## Appendix 8 Photographs of Students' Activity

### Arrange Lesson Plan with English Teacher of Eighth Grade



The researcher collaborated with the English teacher to arrange lessons plan and instructional materials.

### Pre-test



The Pre-Test was conducted on Monday, May 3rd, 2023

### Cycle 1



The researcher was conduct the cycle 1 on May 8th, 2023 with short message material. The right side is the presentation of group, and the left side is when the researcher describe the material

### The Implementation of Kahoot Games



The students practice the Kahoot games on May 17th, 2023.

### Post-test 1



The Post-test 1 was conducted on May 20th, 2023.

### Cycle 2



The researcher was conducted the cycle 2 on May 22th, 2023. This meeting was conducted with the group discussion to teach vocabulary mastery.

### Post-test 2



The post-test 2 was conducted on May, 24th 2023.