

THE EFFECT OF KAHOOT GAME ON STUDENTS' VOCABULARY MASTERY: A STUDY AT THE TENTH GRADE OF SMKN DANDER

SKRIPSI



Presented to

IKIP PGRI Bojonegoro

in partial fulfillment of the requirements

for the degree of Sarjana in English Education

By:

Zahrotul Fatikhah

NIM 22120025

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

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MOTTO

“Even when facing an unknown path, this unwavering first step will mark the beginning of something great.”

~KIM MINGYU~

“Don’t get tired just yet, be sure that everything is beautiful. Close your eyes and surrender to God.”

~Nanti Kita Seperti ini – Batas Senja~

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I realize that this skripsi could not have been completed without the support, guidance, encouragement, and prayers of many people. Therefore, I would like to express my deepest gratitude and appreciation to:

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The author acknowledges that this thesis still has many shortcomings. Therefore, the author welcomes constructive criticism and suggestions to improve this thesis. May this thesis be of benefit to the author and readers in the field of education and serve as a reference for future researchers.

Bojonegoro, 10 July 2026

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STATEMENT OF AUTHENTICITY

I, the undersigned below:

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To uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

THE EFFECT OF KAHOOT GAME ON STUDENTS' VOCABULARY MASTERY: A STUDY AT THE TENTH GRADE OF SMKN DANDER

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 13 July. 2026



Zahrotul Fatikhah
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ABSTRACT

Fatikhah, Zahrotul. 2026. The Effect of Kahoot Game on Students' Vocabulary Mastery: A Study at the Tenth Grade of SMKN Dander. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Chyntia Heru Woro Prastiwi, M.Pd., (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

The purpose of this study is to determine how effective the use of Kahoot is as a tool for improving students' English vocabulary proficiency in the 10th grade at SMKN Dander. The background of this study is that conventional educational approaches cause students to become passive and bored while learning. This study employed a one-group pre-test-post-test pre-experimental design without a control group. Purposive sampling was used to select the study population and sample, consisting of 26 10th-grade students majoring in Multimedia at SMKN Dander. A vocabulary test, consisting of twenty multiple-choice questions (pre-test and post-test), and a questionnaire were used to collect data to measure students' reactions to the Kahoot app. Subsequently, learning outcomes before and after the intervention were evaluated using a Paired Sample T-test. The results of the study indicate that students' vocabulary skills have improved significantly. Students' pre-test scores before using Kahoot were 43.46, but after using it, their scores increased dramatically to 87.69. According to statistical analysis, the alternative hypothesis (H1) was accepted because the significance value (Sig., 2-tailed) was 0.000, which is less than 0.05 ($0.000 < 0.05$). In addition, the results show that students felt happier and more focused while using this app, with an average score of 44.23 out of a maximum of 50. Tenth-grade students at SMKN Dander saw a significant improvement in their English vocabulary proficiency as a result of using the Kahoot digital game.

Keywords: Kahoot Game, Vocabulary Mastery, Learning Media.

ABSTRAK

Fatikhah, Zahrotul. 2026. *The Effect of Kahoot Game on Students' Vocabulary Mastery: A Study at the Tenth Grade of SMKN Dander*. Skripsi, Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Chyntia Heru Woro Prastiwi, M.Pd., (II) Dr. Moh. Fuadul Matin, S.S., M.Pd.

Tujuan penelitian ini adalah untuk mengetahui seberapa efektif penggunaan permainan Kahoot sebagai alat untuk meningkatkan penguasaan kosakata bahasa Inggris siswa di kelas X SMKN Dander. Latar belakang masalah dalam penelitian ini adalah bahwa pendekatan pendidikan konvensional menyebabkan siswa menjadi pasif dan bosan saat belajar. Studi ini menggunakan desain pra-eksperimental satu kelompok pre-test dan post-test (satu kelompok pre-test-post-test design) tanpa kelas kontrol. Metode purposive sampling digunakan untuk memilih populasi dan sampel penelitian, yang terdiri dari 26 siswa dari kelas X jurusan Multimedia SMKN Dander. Tes kosa kata, yang terdiri dari dua puluh soal pilihan ganda (pre-test dan post-test), dan kuesioner digunakan untuk mengumpulkan data untuk mengukur reaksi siswa terhadap aplikasi Kahoot. Selanjutnya, hasil belajar sebelum dan sesudah perlakuan dievaluasi dengan uji Paired Sample T-test. Hasil penelitian menunjukkan bahwa kemampuan kosakata siswa telah meningkat secara signifikan. Nilai pre-test siswa sebelum menggunakan Kahoot adalah 43.46, tetapi setelah digunakan, nilainya meningkat drastis menjadi 87.69. Menurut analisis statistik, hipotesis alternatif (H1) diterima karena nilai signifikansi (Sig. 2-tailed) adalah 0.000, yang lebih kecil dari 0.05 ($0.000 < 0.05$). Selain itu, hasilnya menunjukkan bahwa siswa merasa senang dan lebih fokus saat menggunakan aplikasi ini, dengan skor rata-rata 44.23 dari maksimal 50. Siswa kelas X di SMKN Dander melihat peningkatan yang signifikan dalam penguasaan kosakata bahasa Inggris mereka sebagai hasil dari penggunaan permainan digital Kahoot.

Kata Kunci: Permainan Kahoot, Penguasaan Kosakata, Media Pembelajaran.

PREFACE

Praise be to Allah SWT, the Almighty, who has bestowed His mercy, blessings, guidance, and grace upon the researcher so that this undergraduate thesis entitled "The Effect of Kahoot Game on Students' Vocabulary Mastery: A Study at the Tenth Grade of SMKN Dander" could be completed successfully. May peace and blessings always be upon the Prophet Muhammad SAW, who has guided mankind from the darkness into the light of knowledge and truth.

This study aims to investigate the effect of using Kahoot as a game-based learning medium on students' vocabulary mastery at the tenth grade of SMKN Dander. Throughout the process of conducting this research, the researcher encountered various challenges and obstacles, particularly in preparing the research instruments, collecting the data, and analyzing the research findings. However, with the guidance, support, encouragement, and assistance from many parties, this thesis was finally completed.

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The researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and valuable suggestions are sincerely expected for the improvement of this thesis. Finally, the researcher hopes that this thesis will provide benefits for readers, English teachers, future researchers, and everyone interested in English language education.

Bojonegoro, 10 July 2026

Zahrotul Fatikhah
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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of globalization, English is one of the important subjects in secondary education because it plays a role in supporting students' communication skills. Proficiency in English is considered important because it is widely used in the world as a primary, secondary, and foreign language. In addition to being considered important in education, English has also become a universal language in many fields such as science, technology, and politics.

One of the main aspects of learning English is vocabulary mastery. Vocabulary serves as the foundation for the four skills of listening, speaking, reading, and writing. According to Chyntia et al, (2022) Vocabulary is the foundation of language comprehension and application. Without sufficient vocabulary, students will have difficulty understanding reading material, conveying ideas, and actively participating in various language activities (Lia, 2023).

However, in reality, many students still have difficulty understanding English vocabulary. Students often feel bored during the learning process because the methods used by teachers have not kept up with technological developments, such as taking notes, memorizing word lists, or doing exercises from textbooks. These methods make students passive and less interactive, causing them to only remember vocabulary in the short term. This situation shows that innovations are needed to develop student learning methods in this era of globalization.

Based on the results of initial observations at SMKN Dander, English language instruction has not yet widely adopted a game-based learning approach in teaching and learning activities. The learning process is still dominated by conventional methods, so students have not had many opportunities to learn through interactive and enjoyable activities. In fact, the use of educational games has the potential to increase student engagement during instruction, especially considering that most students at SMKN Dander have a strong interest in games.

It is undeniable that technology is advancing rapidly today. Many online learning platforms keep students engaged, but not many people are aware of these platforms. Currently, individual advancement correlates perfectly with the development of globalization (Mawarni et al., 2021). As teachers, it is necessary to be tech-savvy to prevent outdated learning methods that may impact students' abilities.

To address this issue, teachers need engaging and interactive learning media to motivate students to learn vocabulary. One such medium is Kahoot!, a game-based learning platform. Kahoot! is an internet platform that allows teachers and students to conduct specific assessments during a certain period of time (Uci and Ellya, 2020). In this game, teachers can create interactive quizzes with attractive visual displays. Kahoot! provides a different atmosphere because students can learn while playing and competing healthily with their classmates.

Previous studies have shown that the use of Kahoot in English language learning yields results, namely an increase in students' vocabulary and motivation to learn. The results of the study show that the use of Kahoot improves students' vocabulary mastery (Aisyah and Salmiah, 2024). The results of the experimental

treatment showed an increase in English vocabulary knowledge using the Kahoot! application, with varying results that were significant and had a moderate effect (Quiroz et al., 2021). Using Kahoot as a learning tool can boost students' motivation because it offers interactive quizzes presented in the form of games. Features such as scores, time limits, and leaderboards create a competitive learning environment while encouraging student engagement. In addition, immediate feedback helps students understand their mistakes, making the learning experience more meaningful and effective.

Based on this description, the researcher will be interested in conducting a study entitled "The Effect of Kahoot Game on Students' Vocabulary Mastery: A Study at the Tenth Grade of SMKN Dander". This study is expected to provide an overview of the extent to which the use of Kahoot can improve students' vocabulary, as well as become an alternative learning strategy that is more effective and enjoyable for English teachers in the current era of globalization.

B. Formulation of question

In this study, the researcher has a problem to analyze, namely: How effective is the use of Kahoot Game media in teaching vocabulary to the tenth graders at SMKN Dander?

C. Objective of the Research

Based on the above issues, the objective of this study is to determine whether there is a significant effect between the use of Kahoot Game media and the vocabulary mastery of tenth-grade students at SMKN Dander.

D. Significance of the Research

1. Theoretically

It is hoped that this research can contribute to the development of English language learning theory, particularly regarding the application of technology-based learning media and vocabulary mastery. The results of this research can also serve as additional reference for further research discussing the effectiveness of game-based learning media such as Kahoot! in improving students' English vocabulary mastery.

2. Practically

a. For educators

It is hoped that this research will provide input for English teachers in choosing learning media that is interesting, interactive, and in line with the times. With Kahoot!, the learning atmosphere will be more enjoyable and increase student participation during learning.

b. For future researchers

This study is expected to serve as a reference for other researchers who wish to conduct further research on the use of Kahoot! in English language learning.

E. Definition of Key Terminologies

1. Kahoot Game

Kahoot is an online learning platform that allows teachers to create and share interactive games, quizzes, and surveys with their students (Awaludin, 2023). According to Al-Hadithy in Rayani Siregar and Angela (2019) Kahoot is an online learning game that can increase student motivation. Kahoot is a dynamic game-based learning platform that can significantly improve English teaching in the classroom (Devitriana and Wijirahayu, 2025). So, Kahoot in this study refers to an online learning platform that allows teachers to create interactive quizzes to boost student motivation and improve students' English vocabulary related to the multimedia field.

2. Vocabulary Mastery

Vocabulary mastery is a person's ability to understand and master vocabulary (Rahmah et al., 2023). Vocabulary mastery the ability to understand and learn English words, which are the basis of communication, used by everyone both verbally and in writing, so that they can convey the correct meaning (Magdalena, 2023). Vocabulary mastery is the key to successfully using a second language. You must have sufficient vocabulary because without it, you will not be able to easily use the structures and conversational goals you may have learned (Lia, 2023). The ability to master a deep vocabulary for basic communication, writing, and understanding meaning is called vocabulary mastery.