

**A THESIS**  
**THE EFFECT OF KAHOOT APPLICATION ON VOCABULARY**  
**MASTERY OF THE SECOND GRADE STUDENTS OF SMPN 2**  
**POLEWALI MANDAR**



**BY**  
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**REG NUM. 18.1300.002**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2023**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
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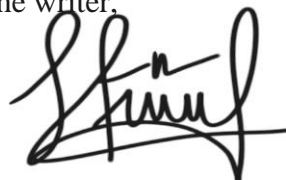
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Parepare, January 20<sup>th</sup>, 2023

The writer,



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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

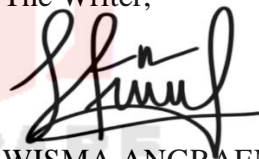
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

**Wisma Angraeni Hamzah.** *The effect of Kahoot Application on Vocabulary Mastery of The Second Grade Students of SMPN 2 Polewali Mandar.* (Supervised by Zulfah and Muh. Yusuf)

Many students do not like learning English this is because they cannot master English vocabulary. This causes them to be lazy to learn as a result it can affect their improvement in learning. There are many ways that can be done to improve student learning, one of which is the use of media one of them is Kahoot application. With the use of this media, it is hoped that it can be an alternative to solving problems faced by students in mastering language learning especially in English. The purpose of this study was to determine the effect of applying Kahoot as a learning medium in the classroom.

This type of research was a quasy-experimental research using a purposive sampling technique. The research location in Polewali Mandar, more precisely at SMPN 2 Polewali Mandar. The sample of this research was 30 students of class VIII.2. This research focus on the effect of kahoot application on vocabulary mastery of the second grade students of SMPN 2 Polewali Mandar. Before and after using the Kahoot application, the effect of using the Kahoot application on increasing students' vocabulary mastery in class. The data collected with the instrument of observation guidelines, and documentation notes. Data collect technique used pre-test and post test in both of class. The data analysis in this research using the t-test.

The results showed that there was an effect of using the Kahoot application on increasing the vocabulary mastery of the second grade students of SMPN 2 Polewali Mandar. In addition, there is a significant effect between the use of the Kahoot application on students' vocabulary mastery, which can be seen from the The results of hypothesis testing are obtained that the results of the pre-test scores in experimental class are (5.46) the students' post-test scores are (17.73). The results of the pre-test scores in control class are (4.56), the students' post-test scores are (15.7). Then the result of t-test is (34.51). with these results indicate that there is a significant difference between the results of students' test scores before treatment and after treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This means that there is an effect of kahoot application on vocabulary mastery of the second grade students of SMPN 2 Polewali Mandar.

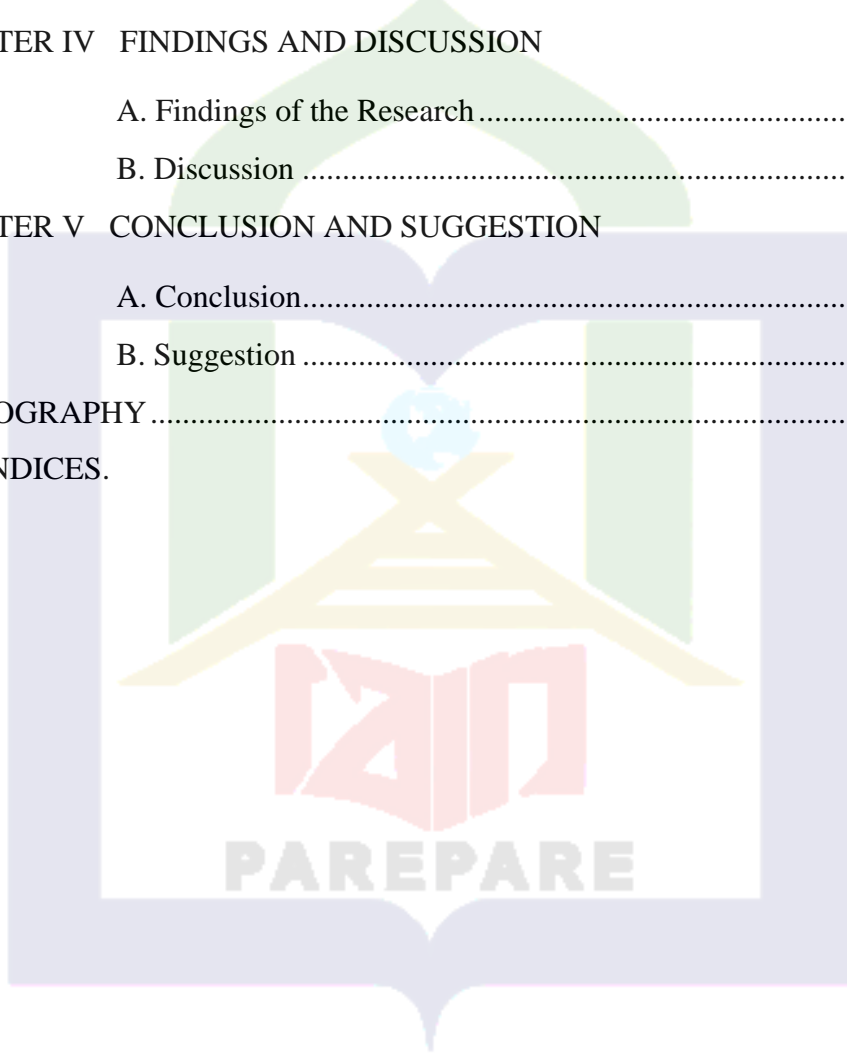
**Keywords:** Vocabulary mastery, *Kahoot* application.



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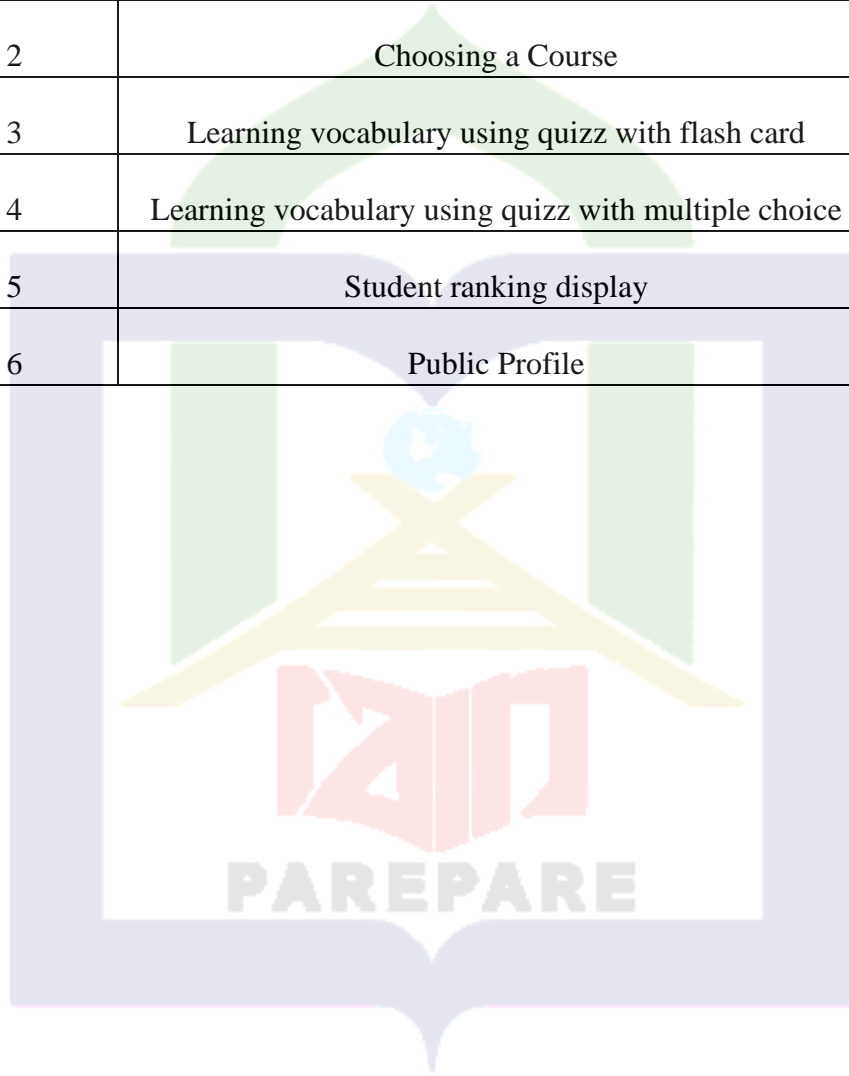


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## CHAPTER I INTRODUCTION

### A. Background

Nowadays, various forms of technology have been used by humans around the world. Technology plays a very important role in meeting daily human needs such as the use of mobile phones that are used to communicate without having to meet in person or communicate remotely. Technology is not only used in the field of communication, but also in the field of education. In the current era of digitalization, traditional learning is transformed into technology-based learning. Technological adaptation in learning greatly impacts the quality and effectiveness of learning itself. Seeing this, of course this is an important innovation in education to advance the quality of Indonesian education in the future. In line with this, according to Margaret L. Niess the existence of technology in education is expected to be renewed by redesigning the program so as to create a new learning for teachers and students.<sup>1</sup>

The learning process will experience improvement if it is run together with technology. However, before organizing the education system there needs to be a previous overhaul. In line with that, K. Ratheeswari say that technology makes dynamic changes in life, especially in the world of education. As a result, the influence of technology is increasingly felt in schools. Teachers and students can adapt influence of technology is increasingly felt in schools. Teachers and students can adapt learning and teaching according to their needs.<sup>2</sup>

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<sup>1</sup> Margaret L. Niess, 'Investigating Tpack: Knowledge Growth in Teaching With Technology', *J. Educational Computing Research : Oregon State University*, 44.3 (2017).

<sup>2</sup> K. Ratheeswari, 'Information Communication Technology In Education', *Department Of Value Education : Tamilnadu Teachers Education University, Chennai – 97, Tamil Nadu, India*, 3.1 (2018).

In learning English as a foreign language, it is necessary to master four skills, namely Listening, Speaking, Reading, and Writing, but to master the four skills it is necessary to have a basic mastery. According to Dewi Nur Asyiah also conveyed the same thing, she said that the role of vocabulary in learning English is very important. In a foreign language, there are 4 elements that make it easy for someone to master a foreign language, including listening, speaking, reading, and writing.<sup>3</sup> Mastery of these four skills cannot be separated from hard work in learning them so that there is a need to focus on learning these abilities. When these four abilities can be mastered by students, it will make it easier for students to learn English quickly and easily.

Vocabulary is a collection of words that have meaning and explanation. With the vocabulary will make it easier for students to learn English.<sup>4</sup> if the vocabulary level is low it will be very difficult for the person to express an idea or ideas. The role of vocabulary is needed in developing good language skills for most learners and the ultimate goal of learning is to be able to communicate well and fluently.

The experience he get to explore and recognize a word is very much experienced when he are faced with someone who uses a foreign language everyday, but we have difficulty using the word and pronouncing it. In a situation like this it shows that there are different levels in knowing vocabulary. When we take the initiative to create words with our own abilities when we want to communicate or write, a science called productive is born.<sup>5</sup>

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<sup>3</sup> Dewi Nur Asyiah, 'The Vocabulary Teaching And Vocabulary Learning: Perception, Strategies, And Influences On Students' Vocabulary Mastery', *Bandung: Jurnal Bahasa Lingua Scientia*, 9.2 (2017), p. 294.

<sup>4</sup> Devi Kania, 'The Effect of Using Kahoot Game Application in Teaching Vocabulary', *Jawa Barat: Suany University*, (2021).

<sup>5</sup> Norbert Schmitt & Diane Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2020), p. 4.

However, vocabulary is very important to learn as a foreign language. However, when vocabulary is taught with the wrong methods and media it will have a negative impact on student learning outcomes so that it does not provide maximum and desired results. Basically, students complain a lot when they meet foreign language learning because they have very little vocabulary. Based on initial observations at SMPN 2 Polewali Mandar, the researchers found that most of the students were less interested in learning English. When explored in depth, some students complained that they had little vocabulary so that every time they learn a foreign language, students have difficulty expressing ideas. One of the reasons why students have difficulty in learning is due to a lack of interest in learning languages, the reason is because students feel bored while studying. However, it is increasingly difficult for them to master a foreign language so that in the teaching and learning process they do not understand and do not give full attention to the learning process.

Many things are considered negative that can occur due to the problem of using inappropriate strategies in learning. Most of the teachers still use the old method when teaching vocabulary to students. Most teachers use translators when teaching foreign language vocabulary to students. The teacher only teaches unfamiliar vocabulary to students, after that students are directed to translate what is taught and then make sentences after that. This process is what the teacher does when teaching in class which makes students more bored in participating in learning in class.

There are several media that can be used to teach in class so that the atmosphere in the class is fun. researchers use in classroom teaching. The Kahoot application is a game-based learning media that can be applied by teachers in the classroom to teach English. This app can be used by teachers to create some



interesting quizzes, discussions and surveys. This application creates a unique atmosphere when used because it combines learning with games.<sup>6</sup> Therefore, this application is highly recommended for teachers to use when teaching in class. Udur Delima Sibatuara said:

*“Kahoot is a free web-based program that allows teachers to ask children questions who then respond from answer choices electronically on their own devices. It records the answer each child gave to a question, as well as how quickly they responded, so teachers can use the data to rate their children.”<sup>7</sup>*

This kahoot application can overcome the shortcomings that exist in the classroom when carrying out the learning process. Therefore, it is necessary to improve the strategies used to solve problems in the classroom using ICT. This method can make it easier for teachers to prepare effective teaching materials for students to improve vocabulary.<sup>8</sup> there are studies that show the effectiveness of using the *Kahoot* Application in the teaching and learning process of English in the classroom. Adinda Riezky Putri proves that Kahoot is effective in increasing the vocabulary of Semarang Junior High School students. In addition, many students' positive responses to the *Kahoot* application can review the improvement of English vocabulary.<sup>9</sup>

Based on some of the problems and conditions that have been described, the researcher intends to provide a solution for students in increasing vocabulary by

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<sup>6</sup>Moh. Mansur dan Dian Fadhilawati, 'Applying Kahoot to Improve the Senior High School Students' Vocabulary Achievement', *Indonesia: Universitas Islam Balitar-Blitar*, 3.2 (2019), p. 165.

<sup>7</sup>Udur Delima Sibatuara, 'The Effectiveness Of Kahoot In Improving Vocabulary: The Case Of A Private University English Study Program', *Pontianak: Jurnal Pendidikan Dan Pengajaran publication*, 8.1 (2021), p. 34.

<sup>8</sup>Martín Flores Quiroz, *et al., eds.*, 'Improving English Vocabulary Learning Through Kahoot!: A Quasi-Experimental High School Experience', *Santiago: Teaching English With Technology*, (2019), p. 3-4.

<sup>9</sup>Adinda Riezky Putri, 'The Effectiveness Of Using Kahoot Game To Improve Students' Vocabulary Comprehension', (2019) P. 24-25.

introducing the Kahoot application to students as a learning tool or media that is not boring and interesting. Researchers are interested in studying the use of the Kahoot application to improve students vocabulary mastery of second grade of SMPN 2 Polewali Mandar.

### **B. Problem Statement**

Based on the explanation of the background above, the problem statement is: Is Kahoot Application effective to improve vocabulary mastery of the Second Grade of SMPN 2 Polewali Mandar?

### **C. The Objective of the Research**

Based on the explanation of the background above, the Objectives of the Research is :

To examine the effect of *Kahoot* Application on Vocabulary in Second Grade of SMPN 2 Polewali Mandar.

### **D. Significances of the Research**

The significances of the research are:

#### 1. Teacher

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

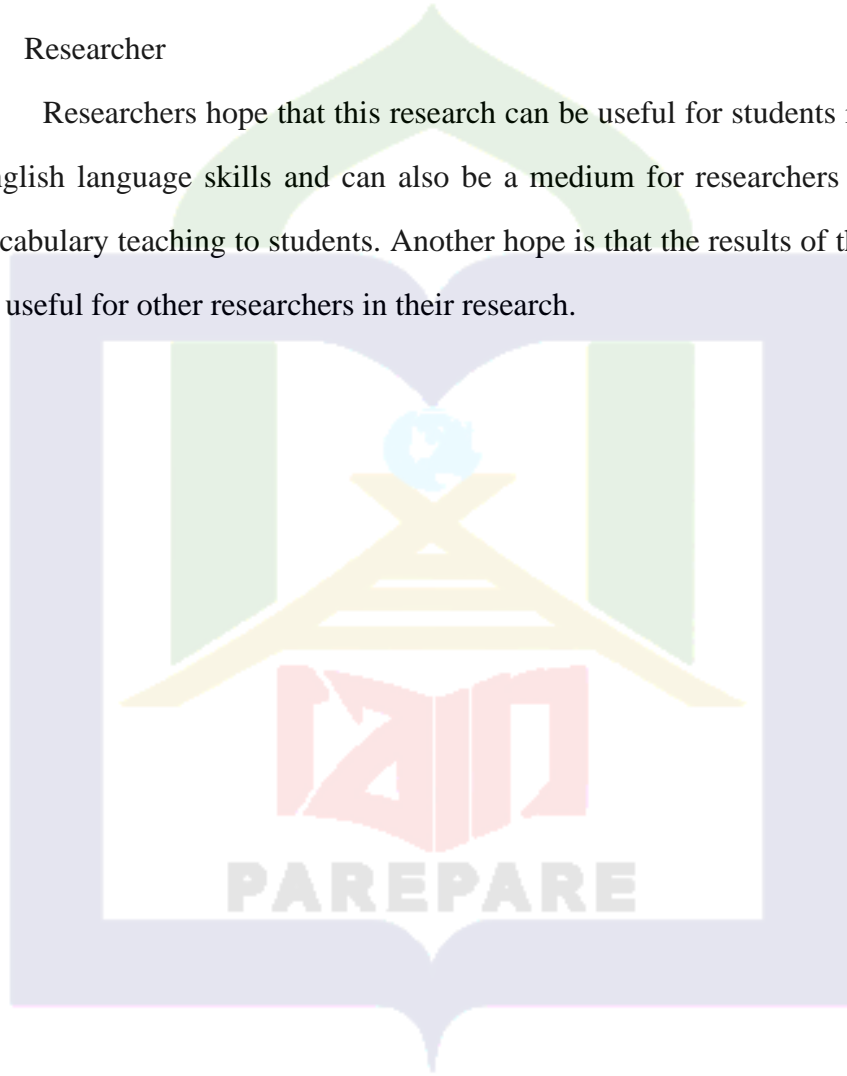
#### 2. Students

Hope for students, in the use of this application in the classroom students will be interested in learning English easily and fun as well, as the goal to

improve the vocabulary of English, can be achieved. Another hope is that by using the new method, students are expected to be able to practice often using this application in order to improve students' motor skills in using technology media.

### 3. Researcher

Researchers hope that this research can be useful for students in improving English language skills and can also be a medium for researchers in providing vocabulary teaching to students. Another hope is that the results of this study can be useful for other researchers in their research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses matters related to theory. It is important to decipher some of the theories that can be used in this research. So that, the concept of understanding can be understood. Many theories are used as a basis in research.

#### A. Previous Related Research Finding

The results or some previous research related to the research issue to be held. The research issue discussed the issue of research on kahoot. In the results of the study can be seen some previous studies as follows:

Nur Hazwani Mohd Muhridza et al conducted research on the use of applications as learning media. The purpose of this research is to describe how the level of student involvement when using *Kahoot* and see how the level of student achievement towards learning. The research method used is qualitative with data collection techniques through interviews and observations also analyzed descriptively. The results showed that there were changes when using the Kahoot application and the application could improve students' language skills.<sup>10</sup>

Ayumi and Al Maghvurah Chan conducted study to examine whether *Kahoot* application can improve students' vocabulary mastery and whether is the application effective to apply in teaching vocabulary or not. This study used class action research with the application of appropriate interventions to collect and analyze data. The results showed that the use of *Kahoot* as a medium in learning can increase students' vocabulary achievement from an average score of 26% (pre-test) to 72.7% (post-test).

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<sup>10</sup> Nur Hazwani Mohd Muhridza, et al., eds, 'Using Game-based Technology, KAHOOT! for Classroom Engagement', LSP International Journal: *Universiti Teknologi Malaysia*, 5.2 (2018)

So, based on this study, Kahoot has positive effect in the teaching and learning activities of students in class.<sup>11</sup>

Nunung Susilo Putri conducted study to examine the create an active and comfortable learning atmosphere in the classroom using the Kahoot application. This study uses a qualitative descriptive research design with data collection is taken from several literatures that apply the Kahoot application in online English classes. The results of this study prove that there are many scholars around the world who use the Kahoot application as an effective medium in the teaching and learning process and make students enjoy the learning process.<sup>12</sup>

Sherlock A. Licorish et al conducted study to examine encourage student involvement in the classroom, improve the overall student learning experience and determine the extent to which Kahoot affects student learning in the classroom. This study conducted semi-structured interviews. The results of this study indicate that Kahoot can enrich the quality of student learning in the classroom, motivation, and increase the learning experience.<sup>13</sup>

Anandha et al conducted study to examine the ability of students with special needs to improving English vocabulary. The subject of this research is the English club at SLB D YPAC Semarang. This study used descriptive qualitative method. The results of this study indicate that the use of Kahoot for Students with Special Needs can improve their English vocabulary.<sup>14</sup>

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<sup>11</sup>Ayumi and Al Maghvira Chan, 'Improving Students English Vocabulary Using Kahoot!' *Indonesia: Universitas Andalas, Padang, Indonesia*, (2020), p. 152.

<sup>12</sup>Nunung Susilo Putri. 'Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy', *Jurnal of English Language Study (ELSYA)*, 1.1 (2019).

<sup>13</sup>Sherlock A. Licorish, *et al.*, eds. 'Students' perception of Kahoot!'s influence on teaching and learning', *Research and Practice in Technology Enhanced Learning*, 13.9 (2018)

<sup>14</sup> Ananda, *et al.*, eds. 'Utilizing Kahoot! In Vocabulary Teaching For Students With Special Needs', *ELLiC*, 4 (2021)

Based on the results of the research above, it can be concluded that in each study there are differences before and after the application is used. Each researcher uses different research techniques and methods. the use of research methods from several studies taken using descriptive qualitative, some through interviews in collecting data and others. apart from that there is also the most fundamental difference, namely the location used as a place of research is also different. The similarity lies in the success of this application used in increasing student vocabulary.

## **B. Some Pertinent Ideas**

### **1. The Concept of Vocabulary**

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

Vocabulary is a collection of words that have meaning and explanation. With the vocabulary will make it easier for students to learn English.<sup>15</sup> Based on the results of explanations of vocabulary described in the background of this proposal, vocabulary plays an important role in improving English well. There is some understanding of vocabulary according to experts.the ability to master English vocabulary is the most important part in teaching English as a foreign language. the importance of vocabulary makes it easy for students to communicate with others and vocabulary learning can also make students know grammar and pronunciation well and correctly.

Someone who has a lot of vocabulary can support the ease of learning about the world, and finding new thoughts and beauty in language. A lot of vocabulary will help a person be easy to communicate and allow one to write the desired things. It is

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<sup>15</sup> Devi Kania, 'The Effect of Using Kahoot Game Application in Teaching Vocabulary', (2021)

clear that the amount of vocabulary mastered by a person creates a character to be more educated and more knowledgeable.<sup>16</sup>

On the other hand, a lot of vocabulary will be more useful for expressing knowledge as a text, especially in explaining something. That is, the vocabulary that we recognize will be able to describe things about a medium as an example in print media so that its meaning and expression can be accessed, however it will take a relatively short time. The importance of learning different types of words to add vocabulary so that when faced with learning English it will be very easy to know the meaning and be able to define the meaning for yourself in the text.

b. The goals of vocabulary learning

One of the goals of learning vocabulary is to get a lot of vocabulary so that someone can communicate well. When someone has less vocabulary, it will be difficult for him to express opinions and communicate. One of the objectives of the vocabulary can be seen as follows:

1. Improve speaking skills. Basically

Vocabulary is used as a tool to express opinions. In addition, vocabulary is also used to communicate.

2. In learning a new language,

Mastery of vocabulary will help fluency. In learning a word it is important for the user to know the meaning of each word. This is because, vocabulary is used in everyday communication. If you have a vocabulary, you will have a lot of knowledge. A person will be proficient in speaking if he trains himself to continue to memorize.

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<sup>16</sup> Beck L Isabel, *et al., eds., Bringing Words To Life Robust Vocabulary Instruction*, (New York: The Guilford Press, 2013) p. 1.

3. Sharpen the ability to communicate boldly

Loudly and without hesitation. The large number of vocabularies you have, there are also many thoughts in using them. Lack of vocabulary will make it difficult for someone to speak. On the other hand, if the vocabulary is large, it will be easier to speak.

4. Practice clear thinking

People who have a clear mind will be afraid to speak. due to his fear of speaking will make a person difficult to speak. Therefore, it is important for someone to improve and increase vocabulary.

5. Practice ethics and politeness, because they can use a variety of languages according to the place and conditions.

c. Kinds of Vocabulary

Some experts divide vocabulary into two types. Qing Ma divided this vocabulary into 2 parts, namely active and passive vocabulary. In both of this vocabulary some refer only to the way of use only following what was taught earlier. Other vocabulary refers only to a word that is only introduced by students and cannot be used or used.

Qing Ma wrote that there are two types of vocabulary, including receptive vocabulary and productive vocabulary.

1) Receptive Skills

Receptive skills are the ability to listen and understand a language.

Listening and reading are part of the receptive skills.

2) Productive Skills

Productive skills are associated with speaking and writing. Students who



can master this skill will find it easy to produce something including being able to communicate.<sup>17</sup>

According to Thornbury, in mastering vocabulary, students must have a comprehensive knowledge of vocabulary which includes:

- a) The form of word
- b) The function of word
- c) The meaning of word
- d) Word frequency
- e) General word.<sup>18</sup>

So, based on the explanation above, it is very useful for researchers to know the type of vocabulary. This type of vocabulary will greatly help researchers to stimulate the vocabulary of students and will also be easy in teaching to students later.

#### d. Word Classes

Some terms that can be used to classify various words based on the category of their functions are called parts of speech.

##### 1) Noun

A noun is a word that refers to the name of a person, place, concept, or object. This word is associated with everything that concerns "something", such as whether you talk about tourist attractions and other examples.

##### 2) Verbs

Verbs are words characterized by various actions, such as running,

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<sup>17</sup> S. Sreena and M. Hankumaran, 'Developing Productive Skills Through Receptive Skills Cognitive Approach', *International Journal of Engineering & Technology*, 4.36 (2018)

<sup>18</sup> Norbert Schmitt & Diane Schmitt, *Vocabulary in Language Teaching*.

winning, and being extraordinary. Words like this are called verbs. But sometimes, not all verbs refer to literal or verbs that simply refer to feelings, circumstances, likes to love ,and be, words like these are referred to as nonaction verbs. Instead, a verb that leads to action then describes an action verb.

### 3) Adverbs

Adverbs are words that serve to describe adjectives, verbs, or other advertise. For example, "I use the bike well". The word to use is a verb that describes that the bicycle is used well.

### 4) Pronouns

Pronouns are various words used to replace a particular noun and replace another specific noun in question. "Jennifer should have been here at the age of eight," followed by the phrase "she's always late; Next time I'll tell him to be here half an hour before". In the word Jennifer changed to she's word, this is what is called a pronoun.

### 5) Adjectives

Adjectives are words that describe nouns. When we describe something like "I have a black dog", then we use an adjective because it describes that my dog is black. Usually, the adjective is at the end of the sentence (my dog is black).

### 6) Prepositions

A preposition is a connecting word used to connect one word with another in a sentence. As a smooth, "He put the pizza in the oven". The preposition

here is the oven, when there is no preposition in this place then we don't know where the pizza is.

#### 7) Conjunction

A conjunction is a word that connects other words so that sentences are more complex and can express many ideas. I love marinara sauce, I love alfredo sauce, I don't like puttanesca sauce. The three sentences above reveal a clear idea. To better know what conjunction is, let's see this example sentence "I like marinara sauce and alfredo sauce, but I don't like puttanesca sauce". the sentence there is a word and but this word is a conjunction that connects when the sentence becomes 1 meaning.

#### 8) Article

The exact article is the word. This can limit the meaning of a noun to one particular thing. Articles that can certainly be used with various nouns such as single, plural, or countless objects. For example, your friend might ask, "Are you going to a party this weekend?" An article that definitely tells you that your friend is referring to a certain party word that you both definitely know.<sup>19</sup>

According to Sardiman, there are several indicators that state student activity in the classroom by measuring the following indicators:

1. Visual Activities, namely something related to one's activities such as observing pictures, reading, observing experiments and others.
2. Oral Activities, namely expressing a principle and facts that have a relationship with an event, question, giving, expressing opinions and others.

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<sup>19</sup> Lindsay Kramer, *Part Of Speach*, (The 8 Parts of Speech: Examples and Rules Grammarly Blog) (accessed February 9, 2021).

3. Listening Activities, activities that prioritize listening activities, whether listening to conversations, listening to a game, listening to the radio and others.
4. Writing Activities, namely the activities of someone who prioritizes writing activities such as writing a script, writing stories, writing diaries and other things.
5. Drawing Activities, activities that train the hands and the mind are then realized in the form of pictures, graphs, map diagrams and others.
6. Motor Activities, one of the activities that includes conducting an experiment, organizing games, and dancing, playing, and others.
7. Mental Activities, one of the activities that prioritize thinking, namely remembering, solving problems, analyzing, seeing and others.
8. Emotional Activities, traits possessed by students such as interest in something, calm, distinguishing nature, and others.<sup>20</sup>

## **2. The Concept of Kahoot Application (Free Online Learning Tool)**

### **a. Definition of Kahoot Application**

*Kahoot* is a system that encourages students to participate fully in game-based learning. This application makes students become more active in the classroom because this application invites students to learn as well as play. As a result, when the learning process in class occurs students will not get bored.

A feature that contains various games based on learning designed for students with the aim of so that students are easy to follow the learning process. because this

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<sup>20</sup> Sudarmin, 'Model Pembelajaran Kimia Organik Terintegrasi Dengan Kemampuan Generik Sains,' Semarang: Universitas Semarang, 17.6, (2011)

game is game-oriented, it is hoped that this application can have an effect on classroom learning.

*Kahoot* application has many interesting features in it. Students will begin to learn their way to being confronted by an interesting learning system. To make students more interested in learning English vocabulary, the use of technology in the teaching and learning process is needed one of them on the *Kahoot* platform. *Kahoot* can be one of the learning media that must be thought of by a teacher to make the classroom atmosphere more comfortable.<sup>21</sup>

This Kahoot application has four features in it, where these four features are games, quizzes, surveys and discussions. In this study, the researcher used the quiz feature in teaching English vocabulary in the classroom. The use of this quiz is based on a theme that has been used in school learning. The Kahoot application has become a learning medium that is widely used today because of the effectiveness and interest of students in operating it. In addition, this application can help teachers in collecting feedback from students.

In today's learning, it is important for a teacher to choose the right media for teaching. The application of learning media in the classroom makes it easier for teachers to teach. In addition, students will also avoid boredom due to different applications from previous applications in learning.

b. Categories of Kahoot

*Kahoot* Application provides many categories that the users are able to learn other fields as:

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<sup>21</sup> Aryamdi Arfah, 'The Use of Kahoot as Vocabulary-mediated Activity to Teach Expressions in Asking and Giving Opinion', *Indonesia: Islamic University of Indonesia*, (2019), p. 4-5.

1) Noun

This category contains courses where each course includes a lot of vocabulary related to place, people, and things.

2) Verb

Verb courses related to vocabulary about the activity in life such as run, write, sleep, think, etc.

3) Pronoun

The users are able to learn about vocabulary that in this category includes the theme that is her, his, etc.

4) Adverb

In this category contains many themes that it can reach vocabulary related to the adverb of place, time, etc.

5) Adjective

In this section there are several vocabulary that includes attitude of people such as kind, lazy, etc.

6) Vehicles

In this theme, there are several vocabularies that are used for learning including the vehicles such as car, motorcycle, etc.

Based on the various features in this Kahoot application, users can choose one of several categories in the software application, and this application users can learn some material through discussion. The Kahoot application also provides some vocabulary related to some of the themes already provided in Kahoot.

c. Kahoot Application Suitable for Learning Vocabulary

Dwi Susanti argues that the use of *Kahoot* media in learning can find a lot of

vocabulary and vocabulary meanings that have something to do with social life will greatly motivate students in learning.<sup>22</sup> The use of *Kahoot* media as a tool for learning can attract students' interest and liveliness in learning activities.

In this case, Kahoot is used as an online learning tool that provides various spaces in it, one of which is discussions, surveys, and as a feature for students to work on and memorize vocabulary. As a result, a major influence can have an impact on students to have knowledge of the mastery of the vocabulary they have learned. Various features that are applied make students interested and further deepen their vocabulary understanding.

Using the Kahoot application as a learning medium will give students new knowledge about the large number of English vocabularies. This quiz makes students more enthusiastic in learning. In line with that, according to Nunung Susilo Putri, the application of applications in the classroom can create a more interesting atmosphere because students prefer game-based learning.<sup>23</sup> Therefore, the application of the Kahoot application in learning provides a unique appearance for students to learn and work on so that students will not feel bored to learn it.

d. Advantages and disadvantages to the Kahoot application.

Kahoot is a website on the internet that can present an atmosphere of game-based games that can make classes more exciting. In other words, learning coupled with the use of the Kahoot application will be very useful for changing the atmosphere in the classroom.

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<sup>22</sup> Dwi Susanti, 'Application of Kahoot Media to Improve Student Learning Outcomes in Finding Vocabulary and Meaning of Vocabulary Relating to Social Life', *Indonesia: Workshop Nasional Penguatan Kompetensi Guru Sekolah Dasar 2020*, 3.3 (2020), p. 81.

<sup>23</sup> Nunung Susilo Putri. 'Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy'.

The use of kahoot as one of the learning media is still minimally used in the teaching and learning process. this is due to a person's lack of interest in studying technology and how to apply it, making education in Indonesia declining. the application of kahoot as one of the learning media is a good choice for teachers in teaching, with the media it will create a more interesting classroom atmosphere.

There are several advantages and disadvantages to the Kahoot application, one of the advantages and disadvantages of the Kahoot application can be seen as follows :

1) kahoot app advantages

One of the advantages of the Kahoot application is:

a) Attractive look.

When playing a quiz game on the Kahoot application, there are several displays that attract students' attention, including presenting answer choices with various colors, both multiple choice and other choices, so students are interested in playing the quiz with enthusiasm.

b) Each question presented displays an interesting picture.

On the question display in the kahoot application, players will be shown several questions accompanied by pictures that match the questions on the quiz questions.

c) Division of time for each quiz question.

Each question has a time limit in the process, this can trigger students' mindsets by answering questions quickly and carefully and students are also helped to focus more on when working on quiz questions.

d) Sound on every quiz question.

On each quiz display there is a sound that makes students more interested



in working on the quiz

e) Ranking display.

After taking the quiz, students will be shown on the menu display the ranking or score obtained during the quiz.

f) Existing questions

In the Kahoot application, there are many questions listed in it from various existing themes. this can help the teacher if you want to find a question with a certain theme. the teacher no longer makes various questions because they are already presented in the application.

2) kahoot app disadvantages

One of the disadvantages of the Kahoot application is:

a) Not all teachers can use the application as a medium in teaching.

In this case, most teachers prefer to use the old method compared to using the new method. this is because, teachers are not good in terms of technology or it can be said that there is a lack of teaching on current methods. Therefore, it is important for a teacher to update various materials in teaching so that it will be easy to deal with the world of technology.

b) There are no facilities for teachers to use applications in the study room.

It is important for a teacher to be able to master technology. this can have a big impact on the world of education today. The problem that occurs today is the lack of adequate facilities from schools so that teachers only rely on old learning materials. As a result, new and up-to-date materials are not easily accessible.

c) Not all teachers can use applications to create learning materials or design learning materials well.

The problem that occurs today is the lack of interest of teachers in new material using modern technology. when teachers are faced with a variety of new material, they find it difficult to learn the material. As a result, the more difficult it is to learn the material, the more difficult it will be to teach it. this greatly affects the learning process of students in the classroom because the teacher only relies on the old method while there are new and contemporary methods that are easy to apply in class.

d) The application will not be accessible if there is interference with the internet.

Therefore, it is important for a teacher to master technology so that it can make the class more fun. On the other hand, students are also helped in mastering English vocabulary due to the use of new methods and media in learning. Although the kahoot application has many shortcomings, it also has many advantages that result in many people accessing and operating the kahoot application as a medium in language learning.

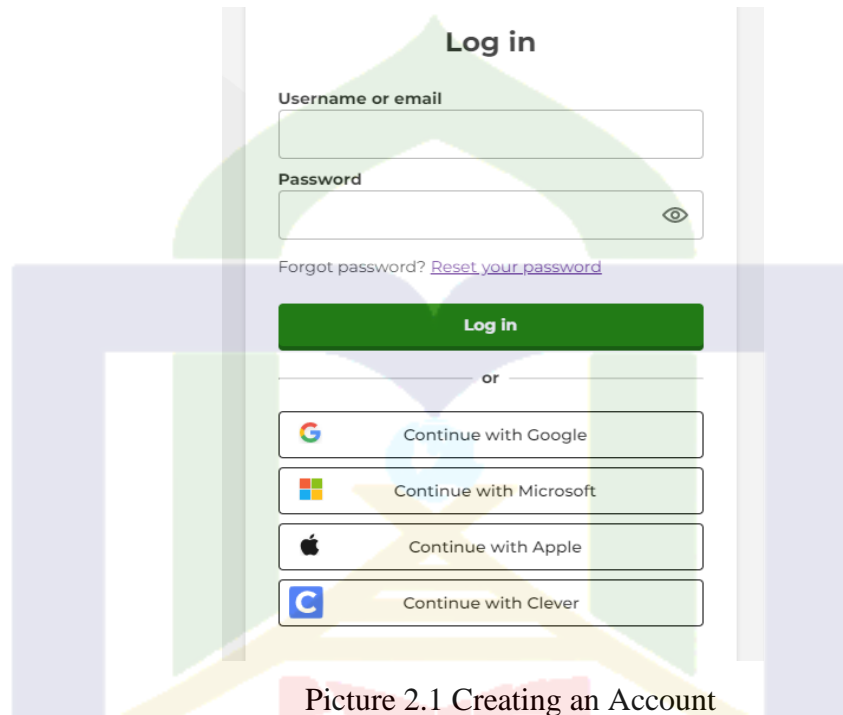
e) The Procedures of Using Kahoot Application.

accessing a web or other things is important for users to access a good and smooth internet network. when faced with learning materials related to technology, it is important for users to make sure the network is good to use. In order to start using *Kahoot*:

1) Creating an account by signing up.

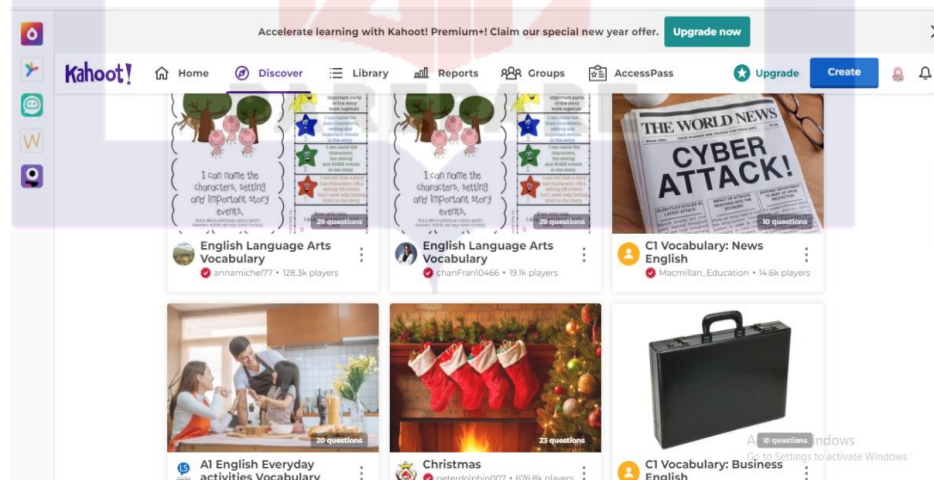
When you want to create an account, students are expected to download the Kahoot application first. This app can be downloaded on Google Play store and install Kahoot app. When the app is installed, students can open the app and create a Kahoot account. The account that students can enter can be

a Google account or create their own Kahoot application account. the account that students create will be saved automatically if they are saved when they want to log back in. which can be seen in the following image.



Picture 2.1 Creating an Account

## 2) Choosing a course



Picture 2.2 Choosing a Course

when students have entered the application, students will be presented with various features in it, namely there are several interesting themes to play. The theme in this application is that there are several learning materials about grammar and vocabulary. There are several types of vocabulary that appear on the screen. Students can choose from several categories of vocabulary by clicking on the browser above, then several types of vocabulary will appear on the screen.

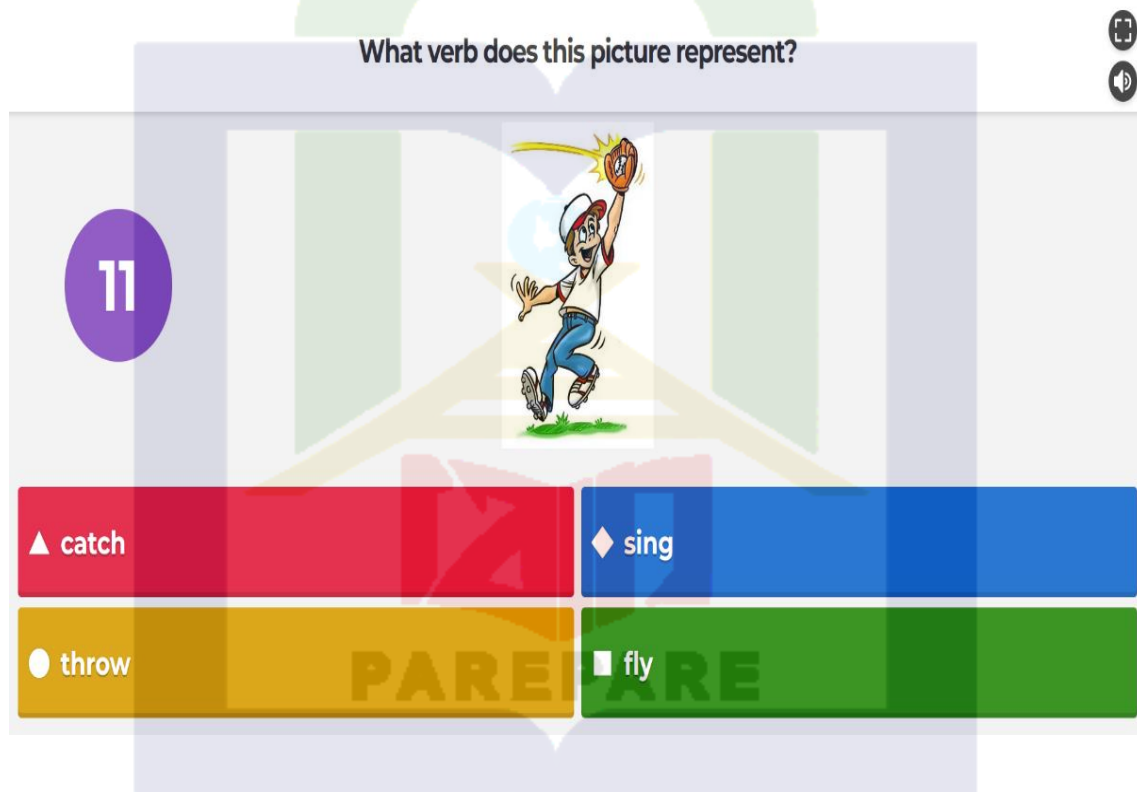
The materials presented are materials that already exist in the Kahoot application. The material contained in Kahoot can be played by users using flash cards or in the form of multiple choice quizzes, it depends on the user's wishes. In addition, users can learn more enthusiastically and can train themselves to continue working on questions. As a result, more and more vocabulary and materials are obtained so that knowledge will increase.

### 3) Learning vocabulary by using Kahoot Application.



Picture 2.3 learning vocabulary using quizz with flash card


in the picture above shows when the Kahoot application is used as a flash card game. How to play this game is to read the question first and see the image displayed above the question, then students are directed to choose what activity is shown in the question. In the next picture it can be seen that there is a quiz game in the form of multiple choice where this game leads students to guess the activities seen in the questions and students are directed to choose the correct answer from the image display on the question.



Picture 2.4 learning vocabulary using quizz with multiple choice

What verb does this picture represent?

Time's up  
Nothing worth having comes easy!



Next

▲ catch ✓	◆ sing ✗
● throw ✗	■ fly ✗

in the picture above explains that if a student answers incorrectly it will display a red display and this application automatically shows the correct answer which is ticked and green.

What verb does this picture represent?

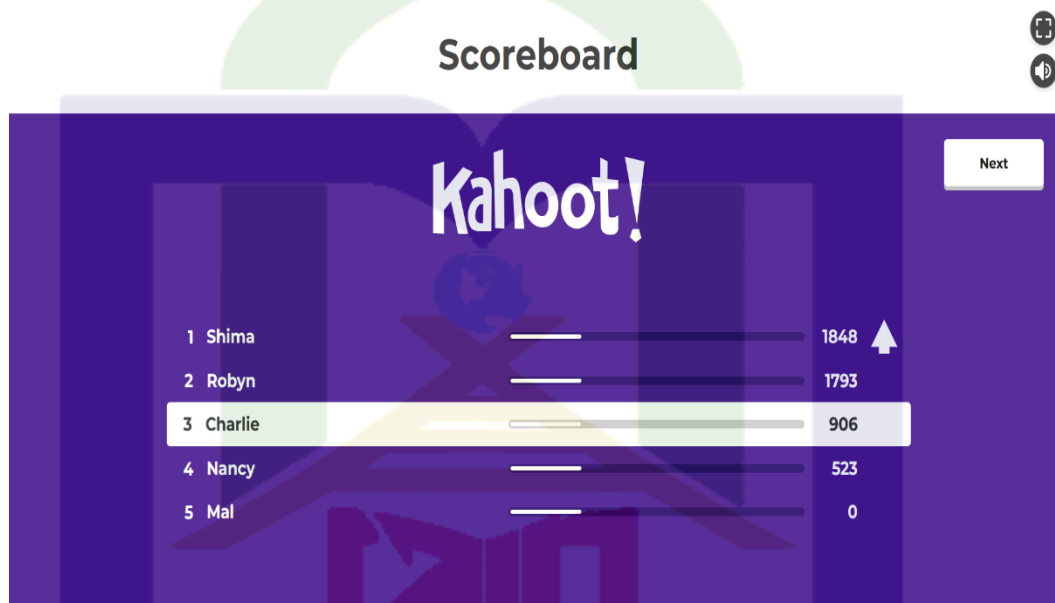
Correct  
+ 906



Next

▲ eat ✗	◆ drink ✗
● fly ✓	■ smile ✗

In the picture above explains that if students answer correctly it will display a green display at the top of the display and this application automatically shows the correct answer which is ticked and green. The figure below explains that when students answer correctly, the ranking score will go up and vice versa if students answer wrong, the ranking score will go down.



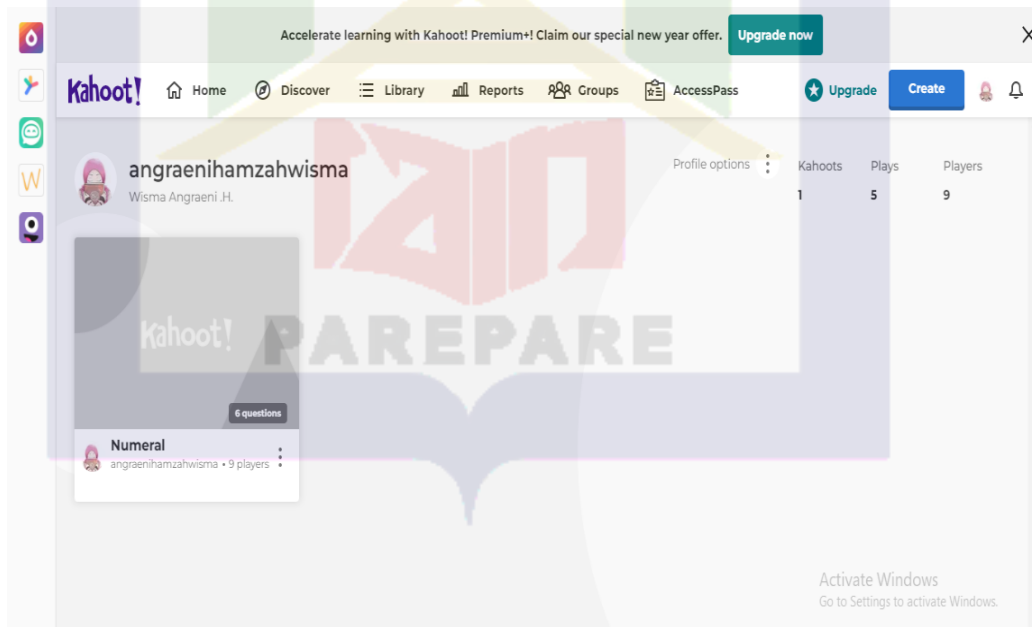
Picture 2.5 Student ranking display

Once students have selected the vocabulary they will learn, the next step is to click on one of the few vocabulary listed in the search results. when the student has already selected one of the few vocabulary the next step is to click on the selected vocabulary. There are fseveral features of *Kahoot* regarding vocabulary with the use of quiz such us vocabulary image, guess the defenition of the word, guess the meaning of word, pronounce, ect.

#### 4) Public profile.

In this public profile shows there is one quiz in the form of a number with the end informing how many players are working on the quiz. Based on some of the above explanations regarding the steps of using *Kahoot* application, researchers can conclude that there are several activities in the use of *Kahoot* application for learning and can review students' vocabulary, including students can read English vocabulary or phrases related to the previously selected theme.

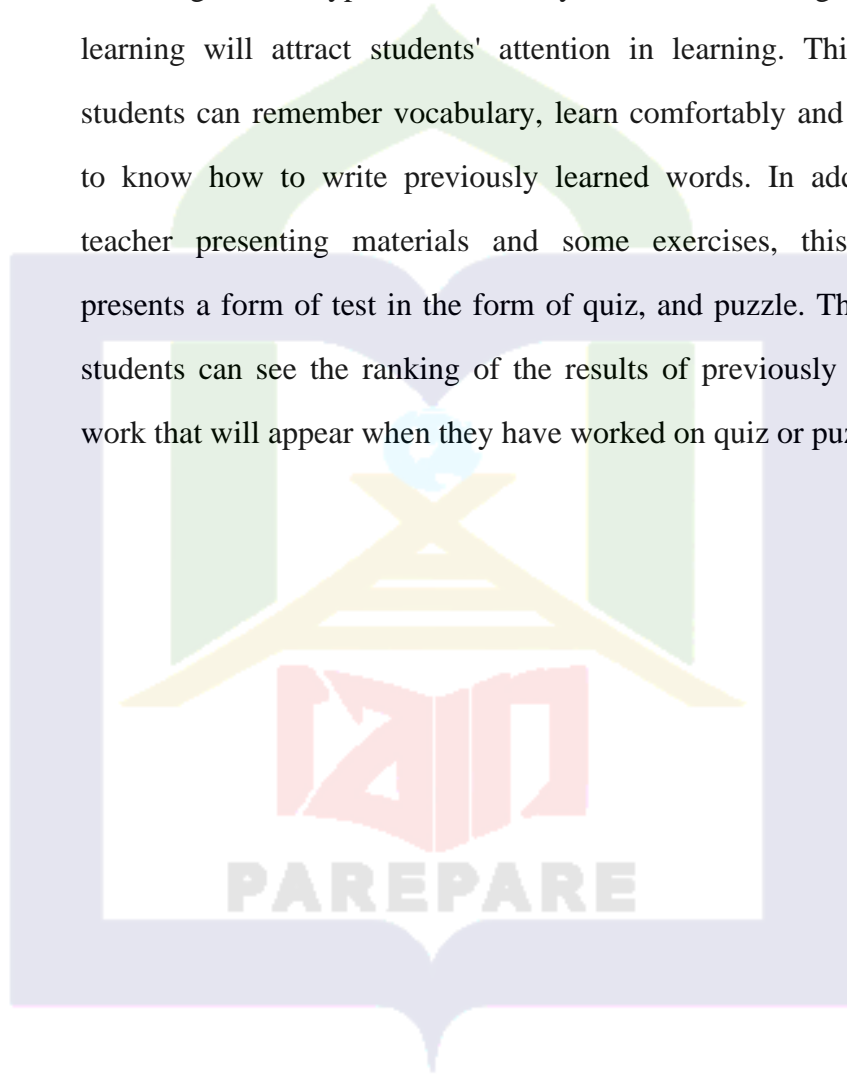
The picture also explains that if students are able to create or create learning materials in the form of quizzes, games or others, it will be displayed in the profile section as in the picture that this profile has created a quiz entitled numerals.



Picture 2.6 Public Profile

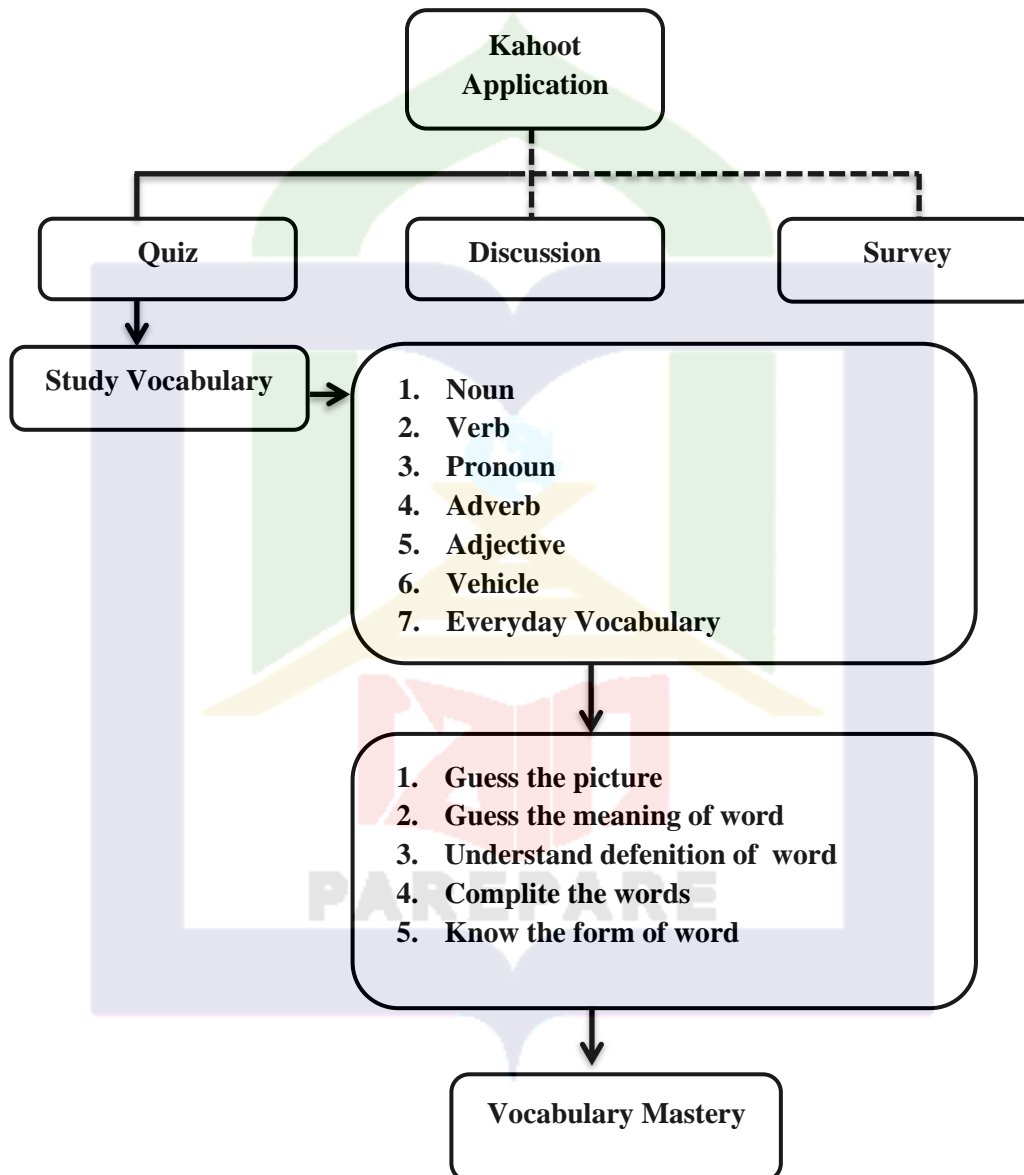


In this application, students can understand vocabulary and learn it in the application again this application can display several images according to the type of vocabulary. The use of images in English learning will attract students' attention in learning. This is so that students can remember vocabulary, learn comfortably and also be able to know how to write previously learned words. In addition to the teacher presenting materials and some exercises, this application presents a form of test in the form of quiz, and puzzle. The last is that students can see the ranking of the results of previously learned quiz work that will appear when they have worked on quiz or puzzle.



### C. Conceptual Framework

The main focus on this research is the suse of *Kahoot* applications for increased mastery of students' vocabulary. The basis of this research will provide in the following diagram:



In the chart above, it can be explained that kahoot is a learning medium that can increase students' foreign language vocabulary with receptive and productive vocabulary forms. The materials contained in the vocabulary are Noun, Verb, Pronoun, Adverb, Adjective, Vehicles, which will be taught at each meeting by providing vocabulary from each theme. Giving vocabulary material to students with various topics is not only based on the meaning of each theme but is also taught how students can understand and memorize the vocabulary by teaching students how to write the words, guess the picture, guess the meaning of words, understand the definition of word, complete the words, and pronounce it. The results obtained are that students can use the vocabulary both in written and spoken form so that in the end students will easily master the vocabulary. It will be seen whether the mastery of the student vocabulary will increase or not. In addition, researchers will know that this treatment will be useful in learning or still need other means.

#### **D. Hypothesis**

Based on the previous literature and the problem statement above, it can be formulated the hypothesis as follows:

1.  $H_a$  (Alternative Hypothesis): There is significant difference between the experimental group and the control group in improving the vocabulary master of the second grade students of SMPN 2 Polewali Mandar.
2.  $H_0$  (Null Hypothesis): There is no significant difference between the experimental group and the control group in improving the vocabulary master of the second grade students of SMPN 2 Polewali Mandar.

### **E. Operational Definition of Variable**

In this study, there were two variables including dependent variables and independent variables. Dependent variables are mastery of student vocabulary and independent variables, namely *Kahoot* Application.

#### 1. Vocabulary Mastery

Vocabulary mastery in this research is vocabulary regarding everyday activity vocabulary which includes nouns, verbs, pronouns, adverbs, adjectives, and vehicles as students' ability to know, understand, memorize meanings, and be able to pronounce vocabulary properly based on the themes contained in the kahoot application. There are multiple vocabularies from each theme with only 20 vocabularies per theme. The number of themes that will be taught is 6 themes. So, the number of vocabulary that must be mastered by students is 120 vocabulary in 6 meetings later.

#### 2. *Kahoot* Application

*Kahoot* is an internet website that can give birth to an atmosphere of quiz and make students happy and comfortable in class. This application presents several images according to the desired theme so that it can attract students' attention to learn. Vocabulary contained in the theme is presented in the form of learning or can create tasks in the form of quiz. As a result, students will better understand vocabulary well because there is an understanding before and continued with fun quiz work.

### CHAPTER III RESEARCH METHOD

In this chapter discuss research design, location and duration, population and sample, research instruments, data collection procedures and data analysis techniques.

#### A. The Research Design

In this research, the researcher used the quasy-experimental method which apply non-equivalent control group model. by using this research design, both the experimental group and control group were given pre-test before given treatment, with the intention of knowing the condition of group before treatment. In this study, the experimental group, learning was carried out using *Kahoot* application, and for the control group, learning is carried out using the conventional method which teaching and learning activities that still use textbook. After being given treatment, the experimental group and control group was given post-test to determine the condition of group after treatment.

In this case, the researcher use the test method as a comparison from the use of the *kahoot* application. The formula of this design can be seen as follows :

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

Where:

E : Experimen Class

C : Control Class

O<sub>1</sub> : Pre Test

O<sub>2</sub> : Post Test

X : Treatment Experimental Class (taught by using Kahoot App)

X : Treatment Control Class (taught by using Student's Textbook)<sup>24</sup>

## B. Location and Duration of the Research

The location in this study is located in the Mammi area, Binuang sub-district, Polewali Mandar Regency, more precisely at the SMPN 2 Polewali Mandar school. This study uses quantitative research and has made previous observations on schools. Therefore, this study took more than one month to collect research data

## C. Population and Sample

### 1. Population

The population in this research is whole students at the eight grade of SMP Negeri 2 Polewali Mandar in academic year 2021/2022. The eight grade of SMP Negeri 2 Polewali Mandar consist of 7 classes and the total of population is 220 students. The distribution of population can be seen in the following table:

Table 1. The Total of The Eight Grade Students of SMPN 2 Polman

No	Class	Total of Students
1	VIII. 2 (Experimental Group)	30
2	VIII. 3 (Control Group)	30
The Total of Students		60

(Source: Administration of SMPN 2 Polewali Mandar Academic Year 2021/2022)

### 2. Sample

The researcher takes two classes as sample of this research, namely VIII-2 class as experiment group and VIII-3 class as control group. Both of them have 60 students. In determining the sample, the researcher use purposive sampling

<sup>24</sup>Louis Cohen, Lawrence and Keith Morrison, *Research Methods in Education*, Fifth edition, p. 214.

technique which is the process of determining sample that is believed to be representative of population based on observation and preliminary analysis conducted by researcher in the location of study.

#### **D. The Instrument of This Research**

In this study, researchers used a test to collect data.

- Test

In this study, researchers used the vocabulary test as an instruments in collecting data. The test be applied to pre-test-and post-test. The purpose of the pre-test to find out how much mastery of the student vocabulary before the application of *Kahoot* while post-test aims to find out the increasing in student vocabulary after the application of *Kahoot*.

#### **E. Procedures of Collecting Data**

Researchers conducted a test and provided questionnaires in collecting data, namely the use of pre-test and post-test. Pre-tests are given to find out the student's previous abilities before the presentation of the material and post-test showed mastery of the student's vocabulary after presenting the material using the *Kahoot* Application.

1. Pre-Test

Before providing the treatment, researchers gave the students a pre-test as a test to measure how much vocabulary mastery they had. After giving a pre-test, the researcher will examine the work previously given to students to find out how lack of vocabulary the student mastered. After pre-test application, the researcher will provide care to the student.

2. Treatments

In this treatment, the researcher teach 2 classes, namely the experimental class and the control class. In the experimental class, the researcher applied the Kahoot application at every meeting and in the control class, the researcher only taught using the student textbook. the implementation of teaching will take place for 6 meetings by providing a different theme in each meeting. Researchers used the material contained in the student textbook, which can be seen as follows:

a. Experimental Class

The steps that need to be taken in teaching the experimental class are as follows:

- 1) The first meeting
  - a) The researchers open the class.
  - b) Before starting the lesson, the researcher invites students to pray together according to their respective beliefs.
  - c) The researchers greeted the students.
  - d) The researcher checks student attendance.
  - e) The researchers provide a motivation to students before starting learning.
  - f) The researchers introduce students to Kahoot applications.
  - g) Researchers give directions to use mobile phones / tablets or laptops so that students can download Kahoot applications.
  - h) Researchers provide directions in the use of applications to students, namely how to use the application.
  - i) Researchers give students the opportunity to ask questions about applications they don't yet understand.



- j) Researchers allow students to login in kahoot applications with students' personal accounts.
- k) After that, students will playing the kahoot application with theme “Noun” by looking at various features in it with directions by researchers..
- l) According to the procedure of the Kahoot application, there are several activities that can be done by students when playing using this application including students can read material about English vocabulary and equipped with interesting images and equipped with various types of vocabulary in everyday life. Students can rewrite a given vocabulary and then memorize it. In the end, students will be given a test in the form of a quiz
- m) After the students finishing play the Kahoot application. students will be directed to write 5-10 vocabulary and also don't forget with the meaning of vocabulary that has been studied before.
- n) Before the learning is complete, the researcher invites students to take classes that have been made in the Kahoot application. In online classes students should be given a vocabulary of 20 words that must be learned by students at home.
- o) Researchers provide opportunities for students to ask questions about things that have not been understood about the material that has been studied
- p) Researchers provide conclusions from the results of the material that has been taught

- q) The researchers will next close the class.
- 2) The second until sixth meeting.
- a) The researchers open the class.
  - b) Before starting the lesson, the researcher invites students to pray together according to their respective beliefs.
  - c) The researchers greeted the students.
  - d) The researcher checks student attendance.
  - e) The researchers provide a motivation to students before starting learning.
  - f) In this second meeting, students continue to study vocabulary. Students play the application with another theme “Verb, Pronoun, Adverb, Adjective, Vehicle” by following the procedures on the Kahoot application. (Students read English vocabulary material or prasa, understand the meaning of words, write words and do quizzes).
  - g) After the students finishing play the Kahoot application, students will be directed to write 5-10 vocabulary and also don't forget with the meaning of vocabulary that has been studied before.
  - h) Researchers provide opportunities for students to ask questions about things that have not been understood about the material that has been studied
  - i) Researchers provide conclusions from the results of the material that has been taught
  - j) The researchers next close the class.

## b. Control Class

The steps that need to be taken in teaching the experimental class are as follows:

- 1) The first until sixth meeting.
  - a) The researcher open the class.
  - b) Before starting the lesson, the researcher invites students to pray together according to their respective beliefs.
  - c) The researcher give greetings before starting the lesson.
  - d) The researcher check student attendance before studying
  - e) The researcher give a motivation to the students
  - f) The researcher asked students to open their textbooks according to the material to be taught.
  - g) The researcher explain the material to be taught with the “Noun, Verb, Pronoun, Adverb, Adjective, Vehicle” theme .
  - h) The researcher gave assignments to students by writing 5-10 vocabularies and writing down their meanings
  - i) Researchers provide opportunities for students to ask questions about things that have not been understood about the material that has been studied
  - j) Researchers provide conclusions from the results of the material that has been taught
  - k) The researcher close the class.

## 3. Post Test

After the assessment of treatment, researchers conducted post-tests, which in

this case to find out whether the increase in the student's vocabulary was successful or not. Post-test is the same as pre-test that is has the same procedure.

## F. Technique of Data Analysis

Data that has been collected from previous tests to be analyzed using quantitative analysis with static calculations in testing hypotheses. As for the steps as follows:

1. Classifying the students score based on the following classification:

Table 2. The Classification Students' Score

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	$\leq 40$

(Dirjen Pendidikan Dasar dan Menengah)<sup>25</sup>

2. Counting response results

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

Information :

P : Presentase

f : Frequency of all questionnaire answers.

n : Number of respondents <sup>26</sup>

3. Find out the mean score of the students' pre-test and post-test used the formula :

<sup>25</sup> Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang, *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005).

<sup>26</sup> Adam Malik, *pengantar Statistika Pendidikan* (Yogyakarta: CV BUDI UTAMA 2018)

$$M = \frac{\sum x}{\sum y}$$

Where :

M = Average value

$\sum x$  = Number of values

$\sum y$  = Number of respondents<sup>27</sup>

4. The standar deviation used the following formula.

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where :

SD = Standar Deviation

SS = Some of square

$\sum x^2$  = the sum all square, square each score and add up all the squares

$(\sum x)^2$  = the square of the sum : add up all, the score the square the sum or total.

N = Total number of students.

5. To compute the value of t-test

$$t - test = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t = Test of significance

$x_1$  = Mean score of experimental group

<sup>27</sup> Adam Malik, *pengantar Statistika Pendidikan* (Yogyakarta: CV BUDI UTAMA 2018)

- $x_2$  = Mean score of control group
- $SS_1$  = The sum of square of experimental group
- $SS_2$  = The sum of square of control group
- $n_1$  = Total number of subject of experimental group
- $n_2$  = Total number of subject of control group.<sup>28</sup>



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<sup>28</sup> Nuryadi, *et al.*, eds., *Dasar-dasar Statistik Penelitian* (Yogyakarta: Sibuku Media, 2017).

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discuss how to analyze data, find and discuss the results of data analysis. The findings of the researchers include descriptions and results of data management obtained through teaching to students. Besides, there is a process of hypothesis testing including an explanation of students' English vocabulary mastery after applying the *Kahoot* application.

#### A. Findings of the Research

In this section, the researcher collect data from the results of teaching English vocabulary in two classes using pre-test and post-test research instruments. The findings in the data collection process from the instrument should be described as follows.

##### 1. Vocabulary score in Experimental Class and Control Class

Table 3. Scoring Vocabulary of experimental Class and Control Class

No	Value	Class							
		Experimental Class				Control Class			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		Scoring	Category	Scoring	Category	Scoring	Category	Scoring	Category
1	Max Score	50	Poor	100	Very Good	40	Very Poor	90	Very Good
2	Min Score	10	Very Poor	70	Good	10	Very Poor	60	Fair
3	Median	40	Very Poor	95	Very Good	15	Very Poor	80	Good
4	Modus	25	Very Poor	95	Very Good	20	Very Poor	85	Good

In the scoring table above, it can be explained that in the experimental class there are results from the students' pre-test and post-test. In the pretest score, students

get a maximum score of 50 in the bad category, a minimum score of 40 in the very bad category, the median score of 10 in the very bad category and the mode score of 25 in the very bad category. Furthermore, in the posttest score, students get a maximum score of 100 in the very good category, the minimum score of 70 students in the good category, the median student score of 95 in the very good category and the last mode the student score is 95 in the very good category.

In the control class, it can be explained that the pretest results of students with a maximum score of 40 in the very bad category, a minimum score of 10 students in the very bad category, the median score of 15 students in the very bad category, and mode scores of students as much as 20 in the very bad category. . In the posttest control class, there are a maximum score of 90 in the very good category, a minimum score of 60 students in the normal category, the median score of 80 students in the good category, and 85 student mode in the good category.

## 2. Students' Classification Score of Experimental Class and Control Class

Table 4. Classification of student scores in the pre-test and post-test experimental classes and control class.

No.	Classification	Score	Class							
			Experimental Class				Control Class			
			Pre test		Post Test		Pre test		Post Test	
			F	%	F	%	F	%	F	%
1.	Very Good	86-100			18	60			2	6,67
2.	Good	71-85			12	40			21	70
3.	Fair	56-70							7	23,33
4.	Poor	41-55	4	13,33						
5.	Very Poor	≤ 40	26	86,67			30	100		
<b>Total</b>			30	100	30	100	30	100	30	100



In the table of experimental class above, it can be explained that the pre-test data showed that some of the experimental class got a very bad grade classification with a frequency of 26 (86,67) out of 30 students in the class where students had difficulty understanding the meaning of each word. Furthermore, there are 4 (13,33) students who get a bad classification.

It can be interpreted that before students are given treatment in class, students' vocabulary mastery in the experimental class is very little so that it is included in the very bad category. Therefore, the researchers conducted treatment using the Kahoot application to improve students' vocabulary in class.

In the post test given to students, researchers have given treatment using the Kahoot application and it is proven that this application can improve students' vocabulary in class. There are 12 (40) students who get a good classification, and there are 18 (60) students who get a very good grade classification. On the other hand, in the post-test data, there were no students who got very bad or bad grades. Therefore, the use of the Kahoot application can be said to be good when taught in class.

While the control class in the table above shows that the results of the pretest data in the control class as a whole, namely 30 (100%) students get very bad classification, meaning that students' ability in mastering vocabulary in this class is very minimal, it is proven that all students get very bad classification.

On the other hand, the results of the post-test students have increased from before using the student test book, namely there are 7 (23.33%) students who get a moderate grade classification, there are 21 (70%) students who get a good grade classification, and there are 2 (6,67%) students who get a very good grade

classification. In increasing students' vocabulary using test books, it was proven to have an increase even though only slightly, but students who previously got very poor classifications could get normal, good, even very good.

### 3. Total Score in Experimental Class and Control Class

Table 5. Total pre-test and post-test scores of students in the experimental class and control class.

No	Experimental Class				Control Class			
	Pre-Test	Post-Test	X	X <sup>2</sup>	Pre-Test	Post-Test	Y	Y <sup>2</sup>
<b>Σ</b>	168	532	336	4.654	137	471	334	3.840
<b>Mean Score</b>			<b>12,2</b>		<b>Mean Score</b>		<b>11,13</b>	

$$X = \frac{\Sigma x}{N} = \frac{366}{30} = 12,2$$

$$Y = \frac{\Sigma x}{N} = \frac{334}{30} = 11,13$$

The table above explains that, in the experimental class there are total scores from the students' pretest and posttest results. The students' pretest results in the experimental class were 169 and the students' posttest scores were 532 with an X score of 336 and an X<sup>2</sup> score of 4654. The result of the mean score of students was 12.2 in the experimental class.

In the control class there are total scores from the results of the pretest and posttest of students in the class. The results of the students' pretest were 137, the students' posttest results were 471, the Y value in the control class was 334, and the

$Y^2$  value was 3840. The final result or the mean score of the students obtained in the control class was 11.13.

#### 4. The Mean Score

After calculating the results of the overall student scores, namely pre-test and post-test. Furthermore, the researcher will calculate the average value of the experimental class and the control class can be seen as follows:

##### a. The Mean Score of Eksperimental Class

$$X = \frac{\Sigma x}{N} = \frac{168}{30} = 5,46$$

$$X = \frac{\Sigma x}{N} = \frac{532}{30} = 17,73$$

Based on the formula above, it can be explained that a score of 168 was obtained on the total pretest results of students in the experimental class and divided by the total number of students to obtain the results; 5.46. As for the second formula, the student's score is obtained on the total posttest results of students in the experimental class, namely 532 which is divided by the total number of students in the class so that it gets a score of 17.73.

##### b. The Mean Score of Control Class

$$Y = \frac{\Sigma y}{N} = \frac{137}{30} = 4,56$$

$$Y = \frac{\Sigma y}{N} = \frac{471}{30} = 15,7$$

Based on the formula above, it can be explained that a score of 137 was obtained on the total pretest results of students in the dick class and divided by the

total number of students to obtain the results; 4.56. As for the second formula, the student's score was obtained on the total posttest results of students in the control class, namely 471 which was divided by the total number of students in the class so that the score was 15.7.

Table 6. Samples in both classes can be seen in the following table:

No	Group	Mean Score	
		Pre Test	Post Test
1	Experimental Class	5,46	17,73
2	Control Class	4,56	15,7

The table above shows that the average value of the pre-test and post-test results of each class, namely the experimental class and the control class, shows that the pre-test scores of the experimental class students are greater than the control class scores ( $5.6 > 4.56$ ). Meanwhile, the post test scores of students in each class also showed that the experimental class was higher than the control class ( $17,73 > 15.7$ ).

#### 5. Sum of Square

Determination of the Sum of Square of the experimental class:

$$\begin{aligned}
 SS &= \Sigma X^2 - \frac{(\Sigma X)^2}{N} \\
 &= 4.654 - \frac{(366)^2}{30} \\
 &= 4.654 - 3,763 \\
 &= 0.891
 \end{aligned}$$

Determination of the Sum of Square of the control class:

$$\begin{aligned}
 SS &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \\
 &= 3.840 - \frac{(334)^2}{30} \\
 &= 3.840 - 3,718 \\
 &= 0.122
 \end{aligned}$$

#### 6. T – Test Value

When analyzing the data, the value of the t test serves to ensure that there is an improvement in student scores after the application of the Kahoot application in the classroom and to facilitate researchers in testing hypotheses. The formula can be seen as follows:

$$t - test = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Determine the value of the hypothetical test using the formula of t-test.

$$\begin{aligned}
 t - test &= \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{12,2 - 11,13}{\sqrt{\left(\frac{0,891 + 0,122}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\
 &= \frac{1,07}{\sqrt{(0,017)(0,06)}} \\
 &= \frac{1,07}{\sqrt{(0,00102)}}
 \end{aligned}$$

$$= \frac{1,07}{0,031}$$

$$= 34.51$$

Determining degrees of freedom :

$$df = n_1 + n_2 - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

After getting the results of degrees of freedom, it can be seen in the t-table (tt) at degrees of freedom the results obtained are 58 and at a significant degree of 0.05 (5%), so that the t-table (tt) obtained is 1.67.

## B. Discussion

Based on the description above, the results of the analysis show that there is a significant difference between the experimental class and the control class. In other words, the Kahoot application is effective in improving students' English vocabulary skills in class. In addition, the application of the Kahoot application as a learning medium makes students interested in learning in class. There is a significant difference between students who are taught using the Kahoot application and only use textbooks. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

1. Procedures for using the Kahoot application as a learning medium in the experimental class

At the first meeting on August 9<sup>th</sup>, 2022, the first researcher entered the class and prayed together. Furthermore, the researcher introduced himself to the students and then provided information about the aims and objectives of this study. At this meeting the researchers had not given treatment to students but gave pre-tests

to students as many as 20 test questions first. The purpose of giving tests to students is to find out how much vocabulary the students got previously. Next, the researcher close the class.

The second meeting on August 10<sup>th</sup>, 2022, the researchers started learning by inviting students to pray together before studying and then introducing the Kahoot application to students. The next researcher teaches students how to use this application and provides understanding in it. Next, students are directed to use their phones or laptops to create their own accounts by logging in using their Google account or Facebook account. The researcher directs students to study the first theme in the Kahoot application is "nouns". Based on the existing procedures in this application, students are directed to learn some objects that are around them by using the quiz in the application. Next, the researcher close the class.

After the students studied the material in the application, the researcher then gave assignments to students by rewriting 5-10 vocabularies with their meanings. Besides students writing vocabulary, the researcher also invited students to find out the meaning of the word. Next, the researcher concluded from the results of the material presented and gave. Next, the researcher close the class.

The third meeting on August 16<sup>th</sup>, 2022, researchers started the lesson by praying together first and giving motivation to students. At this meeting students are invited to log in to the Kahoot application and learn the next theme, namely "verbs". The next researcher taught verbs to students by using quizzes. Furthermore, the researcher held a task after teaching the material by giving 5-10 vocabularies and their meanings. Next, the researcher close the class.

The fourth meeting on 23<sup>rd</sup>, August 2022, researchers will start learning by inviting students to pray before starting learning and providing motivation to students. Next, the researcher invites students to log in to the Kahoot application by studying the next theme, namely "pronoun" which the researcher has previously explained. Students will study this theme using quizzes. Furthermore, the researcher gave a task at the end of the meeting, which was to invite students to write vocabulary related to the themes taught at this meeting by writing 5-10 vocabularies and their meanings. Next, the researcher close the class.

The fifth meeting on August 24<sup>th</sup>, 2022, researchers started learning by inviting students to pray together and provide motivation to students at the beginning of the meeting. Next, the researcher directs students to login in the application and learn the next material with the theme "adverb". Before the researcher teaches students to use quizzes, the researcher will explain a little about the meaning of adverbs. Furthermore, students are directed to learn the material through quizzes. After that, the researcher gave assignments regarding the material taught today to students by writing 5-10 vocabularies and their meanings. Next, the researcher close the class.

The sixth meeting was on August 30<sup>th</sup>, 2022. The researcher started the lesson by asking the students to pray together then the researcher gave motivation at the beginning of the meeting. The researcher then directs students to log in to the application and learn the material, namely "adjectives" by using quizzes. Next, the researcher gave assignments to students by rewriting the adjective vocabulary as much as 5-10 with their meanings. Next, the researcher close the class.



The seventh meeting on August 31<sup>st</sup>, 2022, the researcher started the lesson by praying together then giving motivation to the students at the beginning of the meeting. The researcher then directs students to login in the application and learn the last theme, namely "vehicles" by using a quiz. Next, the researcher gave assignments to students by rewriting the vocabulary related to the material as much as 5-10 vocabularies and their meanings. Next, the researcher close the class.

After using the treatment for six meetings, on September 6<sup>th</sup>, 2022, the researcher invited the students to pray together and then the researcher gave a post-test to the students to find out whether this application was effective in increasing students' vocabulary in class or not. The previous test can be explained that students have low vocabulary. after the treatment, the students had a change in vocabulary mastery.

After looking at the results of the student pre test, most students got a very bad score classification as many as 26 (86.67%) students and those who got a bad score classification were 4 (13.33%) students, while the results of the post test scores of students can be seen that students no one gets a bad or very bad rating. Classification of student scores on the post test, namely very good classification as many as 18 (60%) students and good score classification as many as 12 (40%) students. From the results obtained, the researcher can conclude that students can improve their vocabulary from very poor classification to very good classification.

## 2. Procedures for teaching in the control class

The first meeting on August 9<sup>th</sup>, 2022, the researchers invited students to pray together and provide motivation before studying. Furthermore, the researcher introduced himself to the students and then provided information about the aims and

objectives of this study. At this meeting the researchers did not teach students but gave pre-tests to students as many as 20 test questions first. The purpose of giving tests to students is to find out how much vocabulary the students got previously.

The second meeting on August 11<sup>th</sup>, 2022, researchers started learning by inviting students to pray first and giving motivation to students. Next, the researcher directs students to open their books with the material to be studied is "noun". The researcher explained to the students about the nouns around them. Next, the researcher gave assignments to the students by rewriting 5-10 vocabularies with their meanings and the researcher closed the class.

The third meeting on August 16<sup>th</sup>, 2022, researchers started the class by praying together and giving motivation before studying. Furthermore, the researcher continued the material with the theme "verb". The researcher explains the material to students and assignments by rewriting 5-10 vocabularies that have been taught along with their meanings. Then the researcher closed the class.

The fourth meeting on August 18<sup>th</sup>, 2022, researchers started the class by praying together and giving motivation to students. Furthermore, the researchers taught the material to students with the theme "pronoun". Next, the researcher taught the theme to the students and gave assignments at the end of the meeting by rewriting 5-10 vocabulary words and their meanings. Then, the researcher closed the class.

The fifth meeting on August 23<sup>rd</sup>, 2022, the researcher started the class by inviting students to pray before starting the lesson and giving motivation. The researcher directed the students to open their books. The material to be taught is "adverb". Furthermore, the researcher taught the theme to the students and at the end

of the meeting the researcher gave the task to the students by rewriting 5-10 vocabularies and their meanings. The next researcher closed the class.

The sixth meeting on August 26<sup>th</sup>, 2022, researchers started the class by praying together and giving motivation before studying. Furthermore, the researcher continued the material with the theme "adjective". The researcher explains the material to students and assignments by rewriting 5-10 vocabularies that have been taught along with their meanings. Then the researcher closed the class.

The seventh meeting on August 30<sup>th</sup>, 2022, the researchers started the class by praying together and giving motivation before studying. Furthermore, the researcher continued the material with the theme "vehicles". The researcher explained the material to the students and the assignment at the end of the meeting by rewriting 5-10 vocabularies that had been taught along with their meanings. Then the researcher closed the class.

After teaching six meetings, on September 8<sup>th</sup>, 2022, the researcher invited the students to pray together then the researcher gave a post-test to the students to find out whether in teaching students could improve their vocabulary in class or not. After seeing the results of the student pre-test, all students got a very bad score classification of 30 (100%). while the results of the post test scores of students can be seen that none of the students get a bad or very bad grade classification. Classification of student scores in the post test, namely very good classification as many as 2 (6.67%) students, good score classification by 21 (71%) students and classification of average/normal scores as many as 7 (23.33%) students. From the results obtained, the researcher can conclude that students can improve their vocabulary from very poor classification to very good classification.

Based on the explanation above, there is a difference in increasing students' vocabulary in class. The indirect effect can be seen in the features that can increase motivation in mastering English vocabulary. This is supported by the statement of Sherlock A. Licorish. et al. who said that the use of the Kahoot application as a learning medium can increase students' learning motivation and in the end can improve the student's learning experience.<sup>29</sup> There are 4 features of the Kahoot application including discussions, quizzes, surveys, and jumble. In line with this, according to Widi Harawi, Rizqi Nasution said that the survey feature allows a person or institution to conduct a survey on something.<sup>30</sup>

In addition, the use of the Kahoot application is easy to use because the way to access it can be anywhere and anytime and it costs a lot of money. This is in line with the opinion of Gloria et al who said that the operation of the Kahoot application can be operated in 2 ways, namely as a teacher and as a participant/student. Accessing the app as a teacher is logging in with a teacher account and selecting a theme to teach students. The operation as a student or student is logging in with a student account and getting a link that is shared in the classroom contained in the kahoot application.<sup>31</sup>

Sherlock A. Licorish et al said that the Kahoot application is effective because it can encourage student involvement in the classroom and improve the overall

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<sup>29</sup> Licorish S. A, et al., eds., 'Students' perception of Kahoot!'s influence on teaching and learning', *Research and Practice in Technology Enhanced Learning*, (2018)

<sup>30</sup> Widi Harawi Rizqi Nasutio, 'Pemanfaatan Media Kahoot Dalam Pembelajaran Ipa P{ada Sekolah Dasar di Era Revolusi 4.0' Medan: Universitas Negeri Medan, 3, (2019)

<sup>31</sup> Gloria, *et al.*, eds, ' Penggunaan Media Kahoot! Dalam Pembelajaran Struktur Bahasa Inggris Studi Kasus: Mahasiswa Sekolah Vokasi Institut Pertanian Bogor', *Seminar Nasional Teknologi Terapan Berbasis Kearifan Lokal*, (2019)

student learning experience and determine the extent to which Kahoot affects student learning in the classroom.<sup>32</sup> Based on this explanation, the application of the Kahoot application in learning does have a good impact on students and teachers.

According to Lukman, the advantages of the application that have an effect on students are as follows:

1. There is a time limit when doing the questions. This affects the accuracy and accuracy of students in answering questions quickly.
2. In each question there are several pictures that are displayed so that students are interested in working on the questions.
3. The answer to the question is displayed with attractive pictures and colors.<sup>33</sup>

In this study, the researcher focused on teaching vocabulary to students at SMPN 2 Polewali Mandar. The basic ability that students must have in order to be able to speak English well is mastery of vocabulary and it is very important to learn. In the initial observation it was found that the teacher never used the application in the learning process to improve students' vocabulary. Therefore, researchers use the Kahoot application so that students can easily master English vocabulary. The use of the Kahoot application is only taught in the experimental class.

The use of the Kahoot application has a big impact on students. The result of his research is that the Kahoot application can improve student learning outcomes and can increase good interaction between teacher and student.<sup>34</sup> The application of

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<sup>32</sup> Licorish S. A, et al., eds., 'Students' perception of Kahoot!'s influence on teaching and learning', (2018)

<sup>33</sup> Lukman A. S, 'Efektifitas Penerapan Aplikasi Kahoot Dalam Mengkondosikan Kelas Pada Mata Pelajaran Pendidikan Agama Islam di SMP 1 Pengantan Kabupaten Banjarnegara,' Universitas Islam Indonesia, (2019)

<sup>34</sup> Qi Zhang and Zhonggen Yu, 'A literature review on the influence of Kahoot! On learning outcomes, interaction, and collaboration', Education and Information Technologies, (2021)

applications as learning media in class produces a new atmosphere that makes students more relaxed and the teacher is also easy to provide learning. The reason why this application can change the atmosphere in the classroom is because of the use of new methods and media based on technology that allows students to be enthusiastic in the learning process. In addition, the teacher as a motivator can teach easily.

From several explanations regarding the appearance and use of the Kahoot application above, it can be said that this application has a great influence on students and teachers which makes it easy for them to manage learning materials effectively and easily. On the other hand, the effect of Kahoot as a learning medium is to make it easier for students to master vocabulary quickly starting from the meaning of words, functions of words and ways of pronunciation. After the application of the application in class students better understand the English vocabulary taught.

Based on the description above, the results obtained are in the experimental class the average value of the student's pre-test is 5.46 and the average value of the post-test of students is 17.73. In the control class the average score obtained in the pre-test was 4.56 and the post-test average of students was 15.7. For the significant level ( $p$ ) 5% and  $df = 58$ , and the  $t$ -table value is 1.671 while the  $t$ -test value is 2.81. This means that the  $t$ -test value is greater than the  $t$ -table ( $34.51 > 1.671$ ). Thus, it can be said that the application of the Kahoot application as a learning medium can improve students' vocabulary mastery skills in class. There is a significant difference between students who are taught using the Kahoot application and only use textbooks. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

In this study, the researcher focused on teaching vocabulary to students at SMPN 2 Polewali Mandar. The basic ability that students must have in order to be able to speak English well is mastery of vocabulary and it is very important to learn. In the initial observation it was found that the teacher never used the application in the learning process to improve students' vocabulary. Therefore, researchers use the Kahoot application so that students can easily master English vocabulary. The use of the Kahoot application is only taught in the experimental class.

One of the factors that researchers can conclude is that according to them English is a difficult language to learn so they do not have the intention to study hard. In addition, teachers who teach in class only use the lecture method and assign assignments after receiving the material which makes students uncomfortable in learning. On the other hand, teachers use monotonous teaching strategies or techniques, so students are overwhelmed in studying the material being taught.

In this study, researchers provide solutions to problems that exist in the school. Researchers provide methods and learning strategies that make students comfortable and feel happy in class. Researchers use the Kahoot application in teaching so that students are easy to understand the material being taught. In the control class, researchers only used student textbooks in teaching but the learning methods used were different from the learning methods used by teachers at the school so that there were differences in teaching.

According to Sherlock A. Licorish. et al. the use of the Kahoot application as a learning medium can increase students' learning motivation and in the end can

improve the student's learning experience.<sup>35</sup> so it can be said that the use of the Kahoot application does have a major influence on students when it is used as a learning medium.

The use of the Kahoot application has a big impact on students. The result of his research is that the Kahoot application can improve student learning outcomes and can increase good interaction between teacher and student.<sup>36</sup> The application of applications as learning media in class produces a new atmosphere that makes students more relaxed and the teacher is also easy to provide learning.

On the other hand, the effect of Kahoot as a learning medium is to make it easier for students to master vocabulary quickly starting from the meaning of words, functions of words and ways of pronunciation. After the application of the application in class students better understand the English vocabulary taught.

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<sup>35</sup> Sherlock A. Licorish, et al., eds., 'Go Kahoot!' Enriching Classroom Engagement, Motivation and Learning Experience with Games', New zeland : Asia-Pacific Society for Computers in Education, (2017).

<sup>36</sup> Qi Zhang and Zhonggen Yu, 'A literature review on the influence of Kahoot! On learning outcomes, interaction, and collaboration', (2021)



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter there are two things that will be discussed which in the first part discusses the conclusions based on the research findings in chapter IV and there is also a discussion, while the second part discusses suggestions from the conclusions.

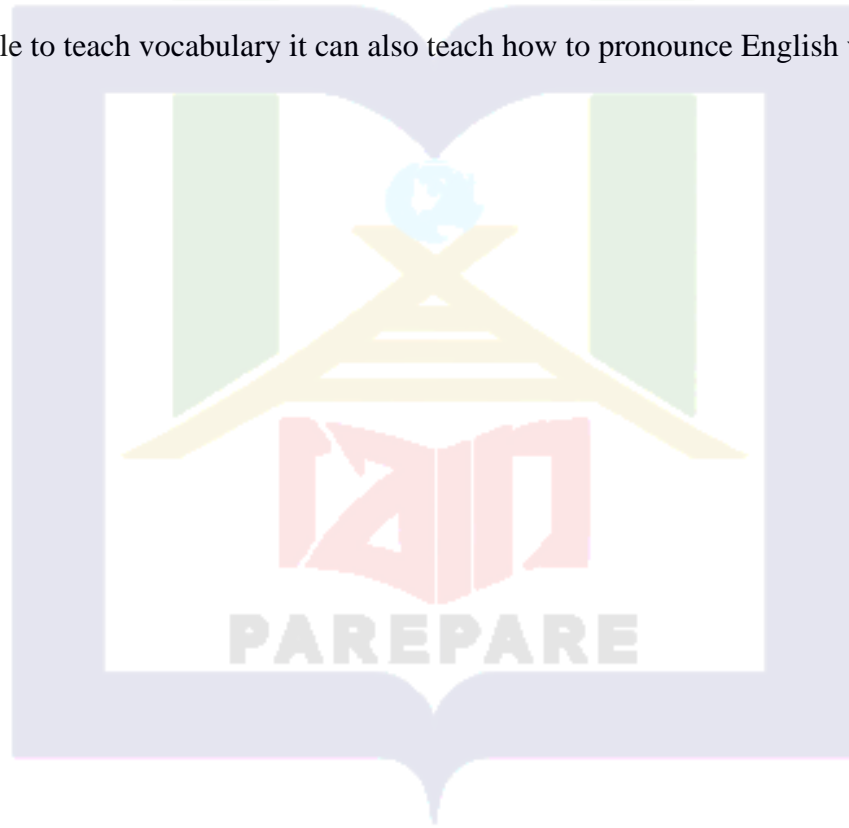
#### **A. Conclusion**

Based on the findings and discussion obtained in chapter IV it can be concluded that:

1. The results of discussion showed that there was an effect of using the Kahoot application on increasing the vocabulary mastery of the second grade students of SMPN 2 Polewali Mandar. In addition, there is a significant effect between the use of the Kahoot application on students' vocabulary mastery, which can be seen from the The results of hypothesis testing are obtained that the results of the pre-test scores in experimental class are (5.46) the students' post-test scores are (17.73). The results of the pre-test scores in control class are (4.56), the students' post-test scores are (15.7). Then the result of t-test is (34.51). with these results indicate that there is a significant difference between the results of students' test scores before treatment and after treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This means that there is an effect of kahoot application on vocabulary mastery of the second grade students of SMPN 2 Polewali Mandar.

**B. Suggestion**

1. For teachers at SMPN 2 Polewali Mandar, it is better to use media in teaching so that students in class do not feel bored while studying. One of the applications that can be used to improve students' vocabulary mastery is Kahoot.
2. For students at SMPN 2 Polewali Mandar, in mastering English vocabulary, it should be followed by increasing memorization of English vocabulary so that it is easy and understandable in mastering English.
3. For future researchers it is recommended to use the application apart from being able to teach vocabulary it can also teach how to pronounce English vocabulary.



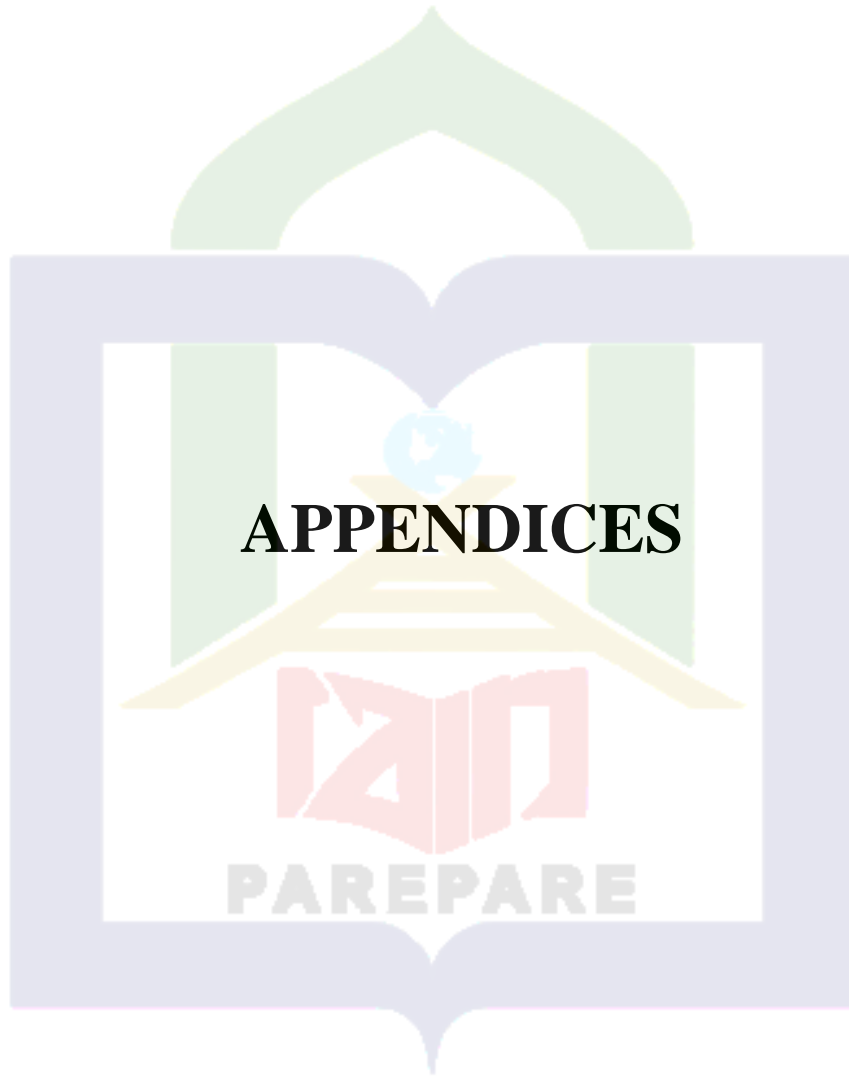
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# **APPENDICES**

Appendix 1. Research Instrument


	<p style="text-align: center;"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b></p> <p style="text-align: center;">Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100, website: <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a>, email: <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a></p>
	<b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b>

**Pre Test**

NAMA MAHASISWA : WISMA ANGRAENI HAMZAH  
NIM : 18.1300.002  
FAKULTAS/PRODI : TARBIYAH/PBI  
JUDUL : THE EFFECT OF KAHOOT APPLICATION ON  
VOCABULARY MASTERY OF THE SECOND GRADE  
STUDENTS OF SMPN 2 POLEWALI MANDAR






**A. Choose the best answer!**

1. My little sister don't like a  
a. Toy  
b. Candy  
c. Cigaretate  
d. Dool
2. Someone will be smart to study if they \_\_\_\_\_ .  
a. Eat  
b. Lazy  
c. Diligent  
d. Sweep
3. One of the vehicles that have wings is.....  
a. Air plane  
b. Train  
c. Motorcycle  
d. Car
4. The vehicle used to extinguish the fire is.....  
a. Ambulance  
b. Air plane  
c. Boat  
d. Fire Truck

5. I like to see \_\_\_\_\_ in the afternoon.
- a. Kite
  - b. Bedroom
  - c. Newspaper
  - d. Table
6. What activities the students do in the following picture.....
- a. Run
  - b. Sell
  - c. Read
  - d. Pusha
- 
7. Someone who has money is called.....
- a. Sleep
  - b. Rich
  - c. Fake
  - d. Lazy
8. Every day I weak up in the morning and I Clean my \_\_\_\_\_.
- a. Dress
  - b. House
  - c. Room
  - d. Bad
9. Justin like \_\_\_\_\_ because he is a football player.
- a. Powder
  - b. Ball
  - c. Tennis
  - d. Cook
10. Everyday Bella \_\_\_\_\_ in the sugar company.
- a. Work
  - b. See
  - c. Run
  - d. Like



**B. Write the correct word on the picture !**

1		
2		
3		
4		
		

**C. Complete the following words correctly !**

NO	WORD	MEANING
1	L _ B R _ R _ Y	PERPUSTAKAAN
2	E _ E	MELIHAT
3	A _ Y _ A Y	BAGAIMANAPUN
4	G _ E _ D Y	SERAKAH
5	E _ E _ T _ I _ _ A R	MOBIL LISTRIK

Parepare, June 06<sup>th</sup> 2022

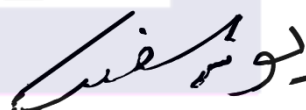
Mengetahui,

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Dr. Zulfah, M.Pd.  
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Muh. Yusuf, M.Pd.  
NIDN. 2018089301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

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email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**

**Post Test**

NAMA MAHASISWA : WISMA ANGRAENI HAMZAH  
NIM : 18.1300.002  
FAKULTAS/PRODI : TARBIYAH/PBI  
JUDUL : THE EFFECT OF KAHOOT APPLICATION ON  
VOCABULARY MASTERY OF THE SECOND GRADE  
STUDENTS OF SMPN 2 POLEWALI MANDAR

**A. Choose the best answer!**

1. Lisa is a smart student because she is always \_\_\_\_\_ in class while studying.
  - a. Fearless
  - b. Gorgeous
  - c. Accurate
  - d. Active
2. It's very hot here, that's way I brought a \_\_\_\_\_.
  - a. Fan
  - b. Hat
  - c. Umbrella
  - d. Book
3. Look t the following picture !



In the picture above what activity is being carried out.....

- a. Push
  - b. Read
  - c. Refuse
  - d. Remember
4. Daniel has a \_\_\_\_\_ body due to frequent eating.
- a. Gifted
  - b. Fake
  - c. Fat
  - d. Fancy
5. You are a man and I am a woman, therefore the skirt is \_\_\_\_\_.
- a. What
  - b. Yours
  - c. Myself
  - d. Mine
6. If we want to make a sweet tea, we need to provide tea, hot water and \_\_\_\_\_.
- a. Salt
  - b. Sugar
  - c. Coofie
  - d. Chocolate
7. Widya creates many \_\_\_\_\_ because she good at drawing.
- a. Poetry
  - b. Picture
  - c. Song
  - d. Note
8. Kevin really likes \_\_\_\_\_ because it can fly high.
- a. Car
  - b. Ambulance
  - c. Boat
  - d. Helicopter
9. Everyday Bella always bring many candys to school, she is very \_\_\_\_\_ because she doesn't want to give her candys to her classmate.
- a. Lazy
  - b. Kind
  - c. Good
  - d. Stingy
10. My school and house are not too far away, so I usually ride a \_\_\_\_\_ everyday.
- a. Bicycle
  - b. Helicopter
  - c. Boat
  - d. Car

**B. Write the correct word on the picture !**

1		
2		
3		
4		
5		

**C. Complete the following words correctly !**

NO	WORD	MEANING
1	_ A _ _ R _ O _	KAMAR MANDI
2	_ R O _ I _ E	MENYEDIAKAN
3	S O _ E _ N E	SESEORANG
4	T R _ C T O _	TRAKTOR
5	D _ F I _ I T _ L _	PASTI

Parepare, June 06<sup>th</sup> 2022

Mengetahui,

Consultant,



Dr. Zulfah, M.Pd.  
NIP. 198304202008012010

Co-Consultant,



Muh. Yusuf, M.Pd.  
NIDN. 2018089301

Appendix 2. Lesson Plan

**Experimental Class**

<b>LESSON PLAN ONE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Nouns (Chapter I)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about nouns around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• LCD/Projector</li> <li>• vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The teacher greeted and give motivation to the students.</li> <li>• The teacher introduce Kahoot app to students and how to use it.</li> <li>• Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN TWO</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Verb (Chapter II)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about verb around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>Rewrite some activity that have been taught</li> <li>Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>Laptops/mobile phones</li> <li>LCD/Projector</li> <li>vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>The teacher greeted and give motivation to the students.</li> <li>The teacher introduce Kahoot app to students and how to use it.</li> <li>Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>Teacher conclude the materials</li> <li>Teacher closing the class.</li> </ul>



<b>LESSON PLAN THREE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Pronoun (Chapter III)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about pronoun around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• LCD/Projector</li> <li>• vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The teacher greeted and give motivation to the students.</li> <li>• The teacher introduce Kahoot app to students and how to use it.</li> <li>• Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN FOUR</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Adverb (Chapter IV)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about adverb around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• LCD/Projector</li> <li>• vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The teacher greeted and give motivation to the students.</li> <li>• The teacher introduce Kahoot app to students and how to use it.</li> <li>• Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN FIVE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Adjective (Chapter V)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about adjective around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• LCD/Projector</li> <li>• vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The teacher greeted and give motivation to the students.</li> <li>• The teacher introduce Kahoot app to students and how to use it.</li> <li>• Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN SIX</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Vehicle (Chapter VI)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about vehicle around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• LCD/Projector</li> <li>• vocabulary on the Kahoot App.</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The teacher greeted and give motivation to the students.</li> <li>• The teacher introduce Kahoot app to students and how to use it.</li> <li>• Teacher ask student to listen how to read the words given and rewrite the words given.</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

**Control Class**

<b>LESSON PLAN ONE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Noun (Chapter I)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about nouns around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN TWO</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Verb (Chapter II)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about verb around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN THREE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Pronoun (Chapter III)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about pronoun around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN FOUR</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Adverb (Chapter IV)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about adverb around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>



<b>LESSON PLAN FIVE</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Adjective (Chapter V)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about adjective around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

<b>LESSON PLAN SIX</b>	
School Name	SMPN 2 Polewali Mandar
Subjects	Bahasa Inggris
Class/Semester	VIII / I
Chapter	Vehicle (Chapter VI)
Time Allocation	60 minute
Subject Description	This subject prepares students to be able to understand explanations related to vocabulary about vehicle around them which are given both in terms of definition and meaning. With this, students can learn vocabulary well and correctly
Purpose of the Subject	Through this learning vocabulary, during and after participating in this learning process, students are expected to be able to: <ul style="list-style-type: none"> <li>• Identify types of words, word meanings, and word functions in everyday life. and linguistic elements of spoken and written transactional interaction texts</li> <li>• Rewrite some objects that have been taught</li> <li>• Read the objects that have been taught.</li> </ul>
Materials and Equipment	<ul style="list-style-type: none"> <li>• Student pack book</li> <li>• Whiteboard marke</li> <li>• Dictionary</li> </ul>
Procedure Activities	<ul style="list-style-type: none"> <li>• The researcher will open the class with greetings before starting the lesson</li> <li>• The researcher will check student attendance Before studying</li> <li>• The researcher will give a motivation to the students</li> <li>• The researcher will explain the material to be taught with the theme .</li> </ul>
Evaluate	The teacher gives assignments to students by writing 5-10 vocabularies and their meanings from what has been taught.
Closing	<ul style="list-style-type: none"> <li>• teacher give students the opportunity to ask questions about applications they don't yet understand.</li> <li>• Teacher conclude the materials</li> <li>• Teacher closing the class.</li> </ul>

### Appendix 3. Students' Pre-test

#### Experimental Class

NAMA SISWA : Asyura mana Dani  
 KELAS : V.III.2






**A. Choose the best answer!**

- My little sister don't like a \_\_\_\_\_.  
 a. Toy  
 b. Candy  
 c. Cigarette  
 d. Dool
- Someone will be smart to study if they \_\_\_\_\_.  
 a. Eat  
 b. Lazy  
 c. Diligent  
 d. Sweep
- One of the vehicles that have wings is.....  
 a. Air plane  
 b. Train  
 c. Motorcycle  
 d. Car
- The vehicle used to extinguish the fire is.....  
 a. Ambulance  
 b. Air plane  
 c. Boat  
 d. Fire truck
- I like to see \_\_\_\_\_ in the afternoon.  
 a. Kite  
 b. Badroom  
 c. Newspaper  
 d. Table
- What activities the students do in the following picture.....  
 a. Run  
 b. Sell  
 c. Read  
 d. Pusha



- Someone who has money is called.....  
 a. Sleep  
 b. Rich  
 c. Fake  
 d. Lazy
- Every day I weak up in the morning and I Clean my \_\_\_\_\_.  
 a. Dress  
 b. House  
 c. Room  
 d. Bad
- Justin like \_\_\_\_\_ because he is a football player.  
 a. Powder  
 b. Ball  
 c. tennis  
 d. cook
- Everyday Bella \_\_\_\_\_ in the sugar company.  
 a. Work  
 b. See  
 c. Run  
 d. Like

**B. Write the correct word on the picture!**

1		air plane
2		Sailing Boat
3		Timbangan
4		Train
5		Book

**C. Complete the following words correctly!**

NO	WORD	MEANING
1	<u>L I B R A R Y</u>	PERPUSTAKAAN
2	<u>B E I</u>	MELIHAT
3	<u>A N Y A N Y</u>	BAGAIMANAPUN
4	<u>G O D L</u>	SERAKAH
5	<u>E l e S T a r i b a R</u>	MOBIL LISTRIK

### Control Class

NAMA SISWA : Amcis Samdi  
 KELAS : 8.3

**A. Choose the best answer!**

1. My little sister don't like a \_\_\_\_\_  
 a. Toy  
 b. Candy  
 c. Cigarette  
 d. Dool

2. Someone will be smart to study if they \_\_\_\_\_  
 a. Eat  
 b. Lazy  
 c. Diligent  
 d. Sweep

3. One of the vehicles that have wings is.....  
 a. Air plane  
 b. Train  
 c. Motorcycle  
 d. Car

4. The vehicle used to extinguish the fire is.....  
 a. Ambulance  
 b. Air plane  
 c. Boat  
 d. Fire truck

5. I like to see \_\_\_\_\_ in the afternoon.  
 a. Kite  
 b. Bedroom  
 c. Newspaper  
 d. Table

6. What activities the students do in the following picture.....  
 a. Run  
 b. Sell  
 c. Read  
 d. Pusha



7. Someone who has money is called.....

- a. Sleep  
 b. Rich  
 c. Fake  
 d. Lazy

8. Every day I weak up in the morning and I Clean my \_\_\_\_\_

- a. Dress  
 b. House  
 c. Room  
 d. Bad






9. Justin like \_\_\_\_\_ because he is a football player.

- a. Powder  
 b. Ball  
 c. tennis  
 d. cook

10. Everyday Bella \_\_\_\_\_ in the sugar company.

- a. Work  
 b. See  
 c. Run  
 d. Like

**B. Write the correct word on the picture!**

1		wings	X
2		present SMP	X
3		big	X
4		Item	✓
5		Bookh	X

**C. Complete the following words correctly!**

NO	WORD	MEANING
1	L _ B _ R _ R _	PERPUSTAKAAN
2	H E M	MELHIAT
3	A _ Y _ G _ A _	BAGAIMANAPUN
4	G _ A _ D _	SERAKAH
5	E N E G T I S h A R	MOBIL LISTRIK

4:16

## Appendix 4. Students' Post Test

### Experimental Class

NAMA SISWA : Yusef Al Hafid M.  
 KELAS : VIII. 2

17:05

#### A. Choose the best answer!

- Lisa is a smart student because she is always \_\_\_\_\_ in class while studying.
  - Fearless
  - Gorgeous
  - Accurate
  - Active
- It's very hot here, that's way I brought a \_\_\_\_\_.
  - Fan
  - Hat
  - Umbrella
  - Book
- Look at the following picture!



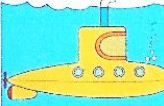




In the picture above what activity is being carried out.....

- Push
  - Read
  - Refuse
  - Remember
- Daniel has a \_\_\_\_\_ body due to frequent eating.
    - Gifted
    - Fake
    - Fat
    - Fancy
  - You are a man and I am a woman, therefore the skirt is \_\_\_\_\_.
    - What
    - Yours
    - Myself
    - Mine

- If we want to make a sweet tea, we need to provide tea, hot water and \_\_\_\_\_.
  - Salt
  - Sugar
  - Coffee
  - Chocolate
- Widya creates many \_\_\_\_\_ because she good at drawing.
  - Poetry
  - Picture
  - Song
  - Note
- Kevin really likes \_\_\_\_\_ because it can fly high.
  - Car
  - Ambulance
  - Boat
  - Helicopter
- Everyday Bella always bring many candies to school, she is very \_\_\_\_\_ because she doesn't want to give her candies to her classmate.
  - Lazy
  - Kind
  - Good
  - Slingy
- My school and house are not too far away, so I usually ride a \_\_\_\_\_ everyday.
  - Bicycle
  - Helicopter
  - Boat
  - Car

#### B. Write the correct word on the picture!

1		Kite
2		work
3		Submarine
4		Scooter
5		Run

#### C. Complete the following words correctly!

NO	WORD	MEANING
1	BATHROOM	KAMAR MANDI
2	PROVIDE	MENYEDIAKAN
3	SOMEONE	SESEORANG
4	TRACTOR	TRAKTOR
5	DEFINITELY	PASTI

## Control Class

NAMA SISWA : AHMAD AL VANDI  
 KELAS : VIII, 3

16=B

### A. Choose the best answer!

- Lisa is a smart student because she is always \_\_\_\_\_ in class while studying.
  - Fearless
  - Gorgeous
  - Accurate
  - Active
- It's very hot here. that's way I brought a \_\_\_\_\_.
  - Fan
  - Hat
  - Umbrella
  - Book
- Look t the following picture !



In the picture above what activity is being carried out.....

- Push
  - Read
  - Refuse
  - Remember
- Daniel has a \_\_\_\_\_ body due to frequent eating.
    - Gifted
    - Fake
    - Fat
    - Fancy
  - You are a man and I am a woman, therefore the skirt is \_\_\_\_\_.
    - What
    - Yours
    - Myself
    - Mine

- If we want to make a sweet tea, we need to provide tea, hot water and \_\_\_\_\_.
  - Salt
  - Sugar
  - Coofie
  - Chocolate

- Widya creates many \_\_\_\_\_ because she good at drawing.
  - Poetry
  - Picture
  - Song
  - Note

- Kevin really likes \_\_\_\_\_ because it can fly high.
  - Car
  - Ambulance
  - Boat
  - Helicopter

- Everyday Bella always bring many candys to school, she is very \_\_\_\_\_ because she doesn't want to give her candys to her classmate.
  - Lazy
  - Kind
  - Good
  - Stingy

- My school and house are not too far away, so I usually ride a \_\_\_\_\_ everyday.
  - Bicycle
  - Helicopter
  - Boat
  - Car

### B. Write the correct word on the picture !

1		kite
2		work
3		Submarine
4		motorcycle
5		run


### C. Complete the following words correctly !

NO	WORD	MEANING
1	<u>BATHROOM</u>	KAMAR MANDI
2	<u>PROVIDE</u>	MENYEDIAKAN
3	<u>SOMEONE</u>	SESEORANG
4	<u>TRACTOR</u>	TRAKTOR
5	<u>DEFINITELY</u>	PASTI

Appendix 5. Kahoot Application Display

What verb does this picture represent?


17



<input checked="" type="radio"/> catch	<input type="radio"/> sing
<input type="radio"/> throw	<input type="radio"/> fly

What verb does this picture represent?

Correct  
+ 666



Next

<input type="radio"/> eat <input checked="" type="checkbox"/>	<input type="radio"/> drink <input checked="" type="checkbox"/>
<input checked="" type="radio"/> fly <input checked="" type="checkbox"/>	<input type="radio"/> smile <input checked="" type="checkbox"/>

Appendix 6. Students' pre-test and Post test in Experimental Class and Control Class

**1. Experimental Class**

**a. Students' Score in Pre Test**

No	Students	Correct Answer	Avirage	Classification
1	S1	3	15	Very Poor
2	S2	10	50	Poor
3	S3	2	10	Very Poor
4	S4	4	20	Very Poor
5	S5	5	25	Very Poor
6	S6	4	20	Very Poor
7	S7	5	25	Very Poor
8	S8	5	25	Very Poor
9	S9	8	40	Very Poor
10	S10	8	40	Very Poor
11	S11	9	45	Poor
12	S12	3	15	Very Poor
13	S13	7	35	Very Poor
14	S14	7	35	Very Poor
15	S15	8	40	Very Poor
16	S16	4	20	Very Poor
17	S17	3	15	Very Poor
18	S18	7	35	Very Poor
19	S19	5	25	Very Poor
20	S20	6	30	Very Poor
21	S21	9	45	Poor
22	S22	3	15	Very Poor
23	S23	9	45	Poor
24	S24	2	10	Very Poor
25	S25	7	35	Very Poor
26	S26	4	20	Very Poor
27	S27	5	25	Very Poor
28	S28	2	10	Very Poor
29	S29	5	25	Very Poor
30	S30	9	85	Poor



**b. The Result of Post Test**

No	Students	Correct Answer	Avirage	Classification
1	S1	19	95	Very Good
2	S2	19	95	Very Good
3	S3	18	90	Very Good
4	S4	20	100	Very Good
5	S5	19	95	Very Good
6	S6	18	90	Very Good
7	S7	19	95	Very Good
8	S8	18	90	Very Good
9	S9	19	95	Very Good
10	S10	17	85	Good
11	S11	18	90	Very Good
12	S12	15	75	Good
13	S13	16	80	Good
14	S14	18	90	Very Good
15	S15	19	95	Very Good
16	S16	17	85	Good
17	S17	15	75	Good
18	S18	17	85	Good
19	S19	18	90	Very Good
20	S20	17	70	Good
21	S21	19	95	Very Good
22	S22	17	85	Good
23	S23	15	75	Good
24	S24	17	85	Good
25	S25	16	80	Good
26	S26	17	85	Good
27	S27	19	95	Very Good
28	S28	18	90	Very Good
29	S29	19	95	Very Good
30	S30	19	95	Very Good

## c. pre-test and post-test scores of students in the experimental class.

No	Pre Test	Post Test	X	X <sup>2</sup>
1	3	19	16	256
2	10	19	11	121
3	2	18	16	256
4	4	20	16	256
5	5	19	14	196
6	4	18	14	196
7	5	19	14	196
8	5	18	13	169
9	8	19	11	121
10	8	17	9	81
11	9	18	9	81
12	3	15	12	144
13	7	16	9	81
14	7	18	11	121
15	8	19	11	121
16	4	17	13	169
17	3	15	12	144
18	7	17	10	100
19	5	18	13	169
20	6	17	11	121
21	9	19	10	100
22	3	17	14	196
23	9	15	6	36
24	2	17	15	225
25	7	16	9	81
26	4	17	13	169
27	5	19	14	196
28	2	18	16	256
29	5	19	14	196
30	9	19	10	100
$\Sigma$	168	532	366	4654
<b>Mean Score</b>			<b>12,2</b>	

## 2. Data of Control Class

### a. The Result of Pre Test

No	Students	Correct Answer	Avirage	Classification
1	S1	3	15	Very Poor
2	S2	5	25	Very Poor
3	S3	4	20	Very Poor
4	S4	2	10	Very Poor
5	S5	3	15	Very Poor
6	S6	4	20	Very Poor
7	S7	6	30	Very Poor
8	S8	2	10	Very Poor
9	S9	4	20	Very Poor
10	S10	7	35	Very Poor
11	S11	4	20	Very Poor
12	S12	5	25	Very Poor
13	S13	6	30	Very Poor
14	S14	8	40	Very Poor
15	S15	3	15	Very Poor
16	S16	5	25	Very Poor
17	S17	4	20	Very Poor
18	S18	6	30	Very Poor
19	S19	2	10	Very Poor
20	S20	3	15	Very Poor
21	S21	8	40	Very Poor
22	S22	4	20	Very Poor
23	S23	7	35	Very Poor
24	S24	4	20	Very Poor
25	S25	2	10	Very Poor
26	S26	2	10	Very Poor
27	S27	6	30	Very Poor
28	S28	4	20	Very Poor
29	S29	6	30	Very Poor
30	S30	8	40	Very Poor

**b. The Result of Post Test**

No	Students	Correct Answer	Avirage	Classification
1	S1	14	70	Fair
2	S2	15	75	Good
3	S3	12	60	Fair
4	S4	15	75	Good
5	S5	16	80	Good
6	S6	15	75	Good
7	S7	17	85	Good
8	S8	16	80	Good
9	S9	17	85	Good
10	S10	17	85	Good
11	S11	15	75	Good
12	S12	16	80	Good
13	S13	14	70	Fair
14	S14	17	85	Good
15	S15	16	80	Good
16	S16	17	85	Good
17	S17	17	85	Good
18	S18	18	90	Very Good
19	S19	15	75	Good
20	S20	13	65	Fair
21	S21	14	70	Fair
22	S22	18	90	Very Good
23	S23	17	85	Good
24	S24	17	85	Good
25	S25	16	80	Good
26	S26	13	65	Fair
27	S27	14	70	Fair
28	S28	16	80	Good
29	S29	17	85	Good
30	S30	17	85	Good

c. pre-test and post-test scores of students in the control class.

No	Pre Test	Post Test	Y	Y <sup>2</sup>
1	3	14	11	121
2	5	15	10	100
3	4	12	8	64
4	2	15	13	169
5	3	16	13	169
6	4	15	11	121
7	6	17	11	121
8	2	16	14	196
9	4	17	13	169
10	7	17	10	100
11	4	15	11	121
12	5	16	11	121
13	6	14	8	64
14	8	17	9	81
15	3	16	13	169
16	5	17	12	144
17	4	17	13	169
18	6	18	12	144
19	2	15	13	169
20	3	13	10	100
21	8	14	6	36
22	4	18	14	196
23	7	17	10	100
24	4	17	13	169
25	2	16	14	196
26	2	13	11	121
27	6	14	8	64
28	4	16	12	144
29	6	17	11	121
30	8	17	9	81
$\Sigma$	137	471	334	3840
	<b>Mean Score</b>		<b>11,13</b>	

## Appendix 7. List of Vocabulary

<b>NOUN ( KATA BENDA)</b>		
<b>No</b>	<b>Vocabulary</b>	<b>Meaning</b>
1	Advice	Nasihat
2	Air	Udara
3	Fan	Kipas angin
4	Ball	Bola
5	Bathroom	Kamar Mandi
6	Bed	Tempat Tidur
7	Bedroom	Kamar Tidur
8	Book	Buku
9	Cigarette	Rokok
10	College	Perguruan Tinggi
11	Island	Pulau
12	Lamp	Lampu
13	Library	Perpustakaan
14	Kite	Layang-layang
15	Newspaper	Koran
16	Picture	Gambar
17	Wood	Kayu
18	Table	Meja
19	Window	Jendela
20	Sugar	Gula

<b>VERB ( KATA KERJA )</b>		
<b>No</b>	<b>Vocabulary</b>	<b>Meaning</b>
1	Catch	Menangkap
2	See	Melihat
3	Know	Tahu
4	Find	Menemukan
5	May	Mungkin
6	Need	Membutuhkan
7	Work	Bekerja
8	Fly	Terbang
9	Want	Ingin
10	Think	Berfikir
11	Look	Melihat
12	Give	Memberi
13	Active	Aktif
14	Run	Lari
15	Help	Membantu
16	Provide	Menyediakan
17	Start	Memulai
18	Try	Mencoba
19	Sell	Menjual
20	Keep	Menjaga/menyimpan

<b>PRONOUN ( KATA GANTI)</b>		
<b>No</b>	<b>Vocabulary</b>	<b>Meaning</b>
1	I	Saya
2	We	Kami
3	He	Dia (Laki-laki)
4	She	Dia (perempuan)
5	This	Ini
6	That	Itu
7	What	Apa
8	Which	Yang
9	Nothing	Tidak ada
10	Someone	Seseorang
11	Everybody	Setiap orang
12	Mine	Kepunyaan (milikku)

<b>ADVERB ( KATA KETERANGAN )</b>		
<b>No</b>	<b>Vocabulary</b>	<b>Meaning</b>
1	<i>Actually</i>	Sebenarnya
2	<i>Again</i>	Lagi
3	<i>Ahead</i>	Di depan
4	<i>Almost</i>	Hampir
5	<i>Already</i>	Sudah
6	<i>Also</i>	Juga
7	<i>Together</i>	Bersama
8	<i>Always</i>	Selalu
9	<i>Anyway</i>	Bagaimanapun
10	<i>About</i>	Tentang
11	<i>Carefully</i>	Dengan hati-hati
12	<i>Certainly</i>	Dengan pasti

13	Yours	Kepunyaan (milikmu)
14	Myself	Diriku
15	Ourselves	Diri kami
16	Each other	Satu sama lain
17	One other	Yang lainnya
18	Who	Siapa
19	Them selves	Diri mereka
20	Anywhere	Kemana saja

13	<i>However</i>	Bagaimanapun
14	<i>Closely</i>	Dengan rapat
15	<i>Completely</i>	Sama sekali
16	<i>Constantly</i>	Selalu
17	<i>Currently</i>	Saat ini
18	<i>Daily</i>	Harian
19	<i>Definitely</i>	Pasti
20	<i>Once</i>	Sekali

ADJECTIVE ( KATA SIFAT )		
No	Vocabulary	Meaning
1	Adorable	Menggemaskan
2	Charming	Menawan
3	Clean	Bersih
4	Handsome	Ganteng
5	Rich	Kaya
6	Lazy	Malas
7	Diligent	Rajin
8	Smart	Pintar
9	Ugly	Jelek
10	Stingy	Pelit
11	Sweet	Manis
12	Tall	Tinggi
13	Small	Kecil
14	Big	Besar
15	Natural	Alami
16	Good	Baik
17	Greedy	Serakah
18	Fat	Gemuk
19	Hot	Panas
20	Cool	Dingin

VEHICLES ( KENDARAAN )		
No	Vocabulary	Meaning
1	Airplane	Pesawat Terbang
2	Car	Mobil
3	Bicycle	Sepeda
4	Boat	Perahu
5	Bus	Bus
6	Bajaj	Bajai
7	Helicopter	Helikopter
8	Motorcycle	Sepeda Motor
9	Tractor	Traktor
10	Train	Kereta Api
11	Hot air balloon	Balon Udara
12	Jet	Pesawat Jet
13	Sailboat	Perahu Layar
14	Taxi	Taksi
15	Ambulance	Ambulans
16	Electric car	Mobil Listrik
17	Scooter	Skuter
18	Fire truck	Truk Pemadam Kebakaran
19	Submarine	Kapal Selam
20	Subway	Kereta Bawah Tanah

## Appendix 8. Distribution of T-Table

## Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01689	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526



## Appendix 9. Documentation

### Experimental Class



The researcher introduced himself and conveyed his intentions and objectives, then continued by giving pre-test to students.



Researchers introduce Kahoot applications to students and how to use them. Furthermore, students are directed to study vocabulary through the application.



The researcher gives a post-test to students and then closes the class and thanked for their participation.

### Control Class



The researcher introduced himself and conveyed his intentions and objectives, then continued by giving pre-test to students.



Before teaching in class using a package book, the researcher gives a pre-test to students.



The researcher gives a post-test to students and then closes the class and thanked for their participation.

Appendix 10. Recommendation



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.2756/ln.39.5.1/PP.00.9/08/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polman  
C.q. Kepala Kesatuan Bangsa dan Politik  
di,-

Kab. Polman

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

hNama : Wisma Angraeni HamzaH  
Tempat/ Tgl. Lahir : Polewali Mandar, 12 November 2000  
NIM : 18.1300.002  
Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Kanang, Desa Batatangnga, Kec. Binuang, Kab. Polman,  
Prov. Sulbar

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul "**The Effect Of Kahoot Application On Vocabulary Mastery Of The Second Grade Students Of SMPN 2 Polewali Mandar**". Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 03 Agustus 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**

NOMOR : 503/0545/IPL/DPMPTSP/VIII/2022

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat Permohonan Sdr WISMA ANGRAENI HAMZAH
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0545/Kesbangpol/B.1/410.7/VIII/2022, Tgl. 11-08-2022

**MEMBERIKAN IZIN**

Kepada :

Nama	:	WISMA ANGRAENI HAMZAH
NIM/NIDN/NIP/NPn	:	18.1300.002
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	TARBIYAH
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	BATETANGGA KEC. BINUANG KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di SMPN 2 Polewali Kabupaten Polewali Mandar yang dilaksanakan pada bulan Agustus s/d September 2022 dengan proposal berjudul "THE EFFECT OF KAHOOT APPLICATION ON VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS OF SMPN 2 POLEWALI MANDAR"

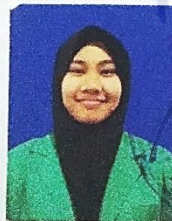
Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
Pada Tanggal, 11 Agustus 2022

**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**



**Mrs. MUJAHIDIN, M.Si**

Pangkat : Pembina Utama Muda  
NIP. : 19660606 199803 1 014

Tembusan:

1. Unsur Forkopinda di tempat



PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 POLEWALI

Alamat: Jl. Durian No. 7 (Telp. 0428-21150) Polewali Kab. Polewali Mandar 91311

SURAT KETERANGAN

Nomor : B-690/SMPN.2/Kasck/421.3/IX/2022

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Polewali Kec. Polewali Kab. Polewali Mandar menerangkan bahwa :

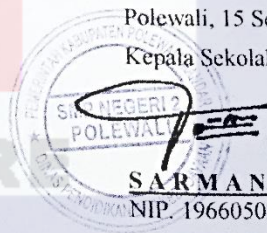
Nama : **WISMA ANGRAENI HAMZAH**  
NIM : 18.1300.002  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah  
Universitas : IAIN Pare-Pare  
Alamat : Kanang

Telah melaksanakan penelitian di SMP Negeri 2 Polewali mulai bulan Agustus sampai September 2022, dalam rangka penyelesaian SKRIPSI disertai pengumpulan data dengan judul:

“THE EFFECT OF KAHOOT APPLICATION ON VOCABULARY MASTERY OF THE SECOND GRADE STUDENTS OF SMPN 2 POLEWALI MANDAR”

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Polewali, 15 September 2022  
Kepala Sekolah,



**SARMAN, S.Pd, M.Pd**  
NIP. 19660502 199001 1 004

## CURRICULUM VITAE



The name of this author is Wisma Angraeni Hamzah who have born to the Hamzah and Tisa couple. She is the second child of five siblings who have an older brother and three younger sisters. She was born in Kanang, Batetangnga Village on November 12, 2000. She began school at MI DDI Kanang in 2007, then continued her education at SMPN 2

Polewali Mandar in 2013, then she continued her education at MAN 2 Parepare in 2015, and finally she completed her Bachelor Education (S1) at the State Islamic Institute (IAIN) of the Tarbiyah Faculty, English Education Study Program.

With the results of hard work and perseverance and high motivation in learning, she successfully completed the final project. Researcher's hope that this thesis can be useful for others who read it. In the end, the author expressed her gratitude for completing her thesis with the title "The Effect of Kahoot Application on Vocabulary Mastery of The Second Grade Students of SMPN 2 Polewali Mandar".