

**THE EFFECT OF KAHOOT FOR FOURTH GRADE STUDENTS'
VOCABULARY MASTERY AT MI MAMBAUL ULUM DAHU**

SKRIPSI

Presented as a partial Fulfilment of the Requirements to obtain the Bachelor's
Degree in Education of the English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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Declare truthfully that in this skripsi, there is no work that has ever been submitted to obtain a graduate degree at the university, and to the best of my knowledge, there are no papers or opinions that have ever been published by anyone else, except those that are intentionally referred to in this text and mentioned in the bibliography.

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MOTTO AND DEDICATION

MOTTO:

“It’s important to remember when you’re in your time of need, you might not need money but there’s a room full of people just like this for you. Everybody has this room full of people and sometimes you have to reach really far away to find it, sometimes it’s right next to you. But it’s really important to remember in times like this that you’re not alone.”

—Ned Russin, Title Fight

DEDICATION:

This skripsi is dedicated to Allah SWT for His endless blessings, guidance, and mercy throughout my academic journey. I would like to express my deepest gratitude to my beloved parents, sister, niece, and family for their unconditional love, support, sacrifices, and prayers that have always strengthened me in every situation. And also, to my friends who have shared both struggles and laughter throughout the process of completing this research. My sincere appreciation also goes to everyone who has contributed directly or indirectly to this achievement. Lastly, this skripsi is dedicated to myself for staying strong, trusting the process, and never giving up despite the challenges. May this achievement become a stepping stone toward a brighter future and bring benefits to many people.

ABSTRACT

Alya Adelina Syahla: The Effectiveness of Kahoot! For Fourth Grade Students Vocabulary Mastery At MI Mambaul Ulum, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Kahoot!; vocabulary mastery; game-based learning; English language teaching; young learners.

Vocabulary mastery plays an important role in helping young learners develop their English communication skills. However, many elementary school students still experience difficulties in understanding and using English vocabulary because the learning process is often less interactive and engaging. Therefore, the integration of digital game-based learning media, such as Kahoot!, is expected to create an enjoyable learning environment and improve students' vocabulary mastery. This study aimed to determine the vocabulary mastery of fourth-grade students before and after the implementation of Kahoot! and to investigate whether Kahoot! had a significant effect on students' vocabulary mastery at MI Mambaul Ulum Dahu.

This study employed a quantitative approach using a pre-experimental method with a one-group pre-test and post-test design. The participants were 26 fourth-grade students selected as the research sample. The data were collected through a vocabulary test consisting of 15 multiple-choice questions administered as both the pre-test and post-test. The collected data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test in IBM SPSS Statistics because the data were not normally distributed. The findings revealed that the students' vocabulary mastery improved after the implementation of Kahoot!. The Wilcoxon Signed-Rank Test showed a significance value of 0.001, which was lower than 0.05 ($p = 0.001 < 0.05$). Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.

These findings indicate that Kahoot! had a significant effect on improving the vocabulary mastery of fourth-grade students at MI Mambaul Ulum Dahu. It can be concluded that Kahoot! is an effective game-based learning medium for teaching English vocabulary to young learners

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The title of this skripsi is “The Effect of Kahoot For Fourth Grade Students Vocabulary Mastery At MI Mambaul Ulum”. It is realized that this skripsi still has many shortcomings, so criticism and suggestions from various parties are highly expected.

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Kediri, July 15th 2026

Alva Adelina Syahla
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CHAPTER I

INTRODUCTION

The first chapter is divided into seven sub-chapters. This chapter includes background of the research, formulation of the problem, objective of the research, significance of the problem, and definition of key terms.

A. Background of The Research

Vocabulary is one of the components of language. Brown (2001) highlights the importance of vocabulary in communication by claiming that, in reality, humans may communicate at a survival level fairly understandably by just stringing words together without using any grammar rules at all. In this context, vocabulary is considered to be one of the key elements that significantly affects how individuals communicate. Vocabulary plays a crucial role in helping students master all four of the main language skills effectively. Without vocabulary, a person is unable to write, speak, listen, or read. English vocabulary is taught to students in vocabulary class. Mastering vocabulary helps students develop their English language skills effectively. In studying English, students need to develop four main skills: Listening, Speaking, Reading, and Writing. In addition to these main skills, they also need to understand supporting elements such as Vocabulary and Grammar. Adequate vocabulary mastery enables students to understand information, express ideas clearly, and communicate effectively in English. Therefore, vocabulary mastery becomes an essential part of English language learning. Thus, studying vocabulary is essential for anyone learning English as a second or foreign language.

However, many EFL students still experience difficulties in mastering English vocabulary. Dakhi and Fitria (2019) stated that English language learners often experience challenges in acquiring and memorizing vocabulary. Vocabulary is often difficult for EFL students to memorize, and occasionally, when they rely on the lessons, they forget the definitions of the words that

were taught. Several previous studies have indicated that students' vocabulary mastery remains relatively low. Novianti (2017) found that Indonesian EFL students' average vocabulary knowledge was still below the 1000-word level despite receiving additional English instruction. Similarly, Akmal et al. (2024) reported that only 27% of students achieved the 2000-word level, while 26% were still categorized below the basic vocabulary level. These findings suggest that many EFL students still have limited vocabulary mastery. Furthermore, Wang et al. (2020) explained that students commonly face difficulties in understanding word meanings, pronouncing words correctly, using vocabulary appropriately, spelling words accurately, and expanding their vocabulary knowledge. This is caused by several factors, one of which is the low interest and involvement of students in the learning process. In addition, teaching methods that tend to be monotonous and less varied are also the main causes of students feeling quickly bored and unmotivated to learn.

Limited vocabulary mastery may hinder students from expressing their ideas and understanding English materials properly. Thus, expanding one's vocabulary is essential to helping students become proficient in the language they are learning. To address these challenges and to increase students encourage participation in classroom, teacher are adopting modern teaching methods that leverage technology and interactive learning environments. The use of digital tools, such as online platforms and mobile applications, has been shown to foster active participation and collaboration among students (Hockly, 2018). This is the reason why the researcher decided to examine this case.

Recent advancements in the internet environment and the rise of new media have made it simpler for consumers to read online reviews, which has resulted in an enormous volume of reviews in a variety of formats. In order to solve the problem of monotonous teaching methods, teachers are encouraged to integrate interactive digital media into the learning process. Kahoot, as a game-based learning platform, offers an engaging learning environment through quizzes, competition, instant feedback, and interactive activities. Kahoot provides engaging learning activities and responsive feedback that

support students' vocabulary mastery. The implementation of Kahoot is expected to increase students' motivation, participation, and vocabulary mastery in English learning. In addition to being repetitive in the sense that it may be played repeatedly, it also functions as a formative assessment review and a virtual word wall because the vocabulary terms are prominently displayed on the smart board.

Kahoot is a tool that asks students questions. It is designed to be a game that students can play in groups or alone. Multiple-choice questions are given to students by their instructors and displayed on the classroom screen. Students are free to design a distinctive username that appeals to them. Students can easily access it through a variety of devices, including laptops, tablets, cellphones, and other gadgets. There are up to four possible answers on the quizzes, and the questions may include a variety of multimedia materials, including images and videos. Students can design their own nicknames to appear on the game screen after joining the game using a specially created game code. The teacher can also set a time restriction for responding to the offered quizzes or surveys so that timely completion of the questions is just as important as providing accurate answers.

Kahoot provides several benefits in the teaching and learning process, especially in vocabulary learning. One of the main benefits of Kahoot is that it creates an interactive and enjoyable learning atmosphere. Through game-based activities, students become more active and enthusiastic during the lesson. Kahoot also encourages students to participate in classroom activities because the quizzes are presented in an engaging and competitive way (Dellos, 2015). In addition, Kahoot helps increase students' motivation in learning English. The use of colorful displays, music, points, and rankings can attract students' attention and reduce boredom during the learning process. As a result, students tend to be more focused and interested in learning vocabulary (Rojabi et al., 2022). Kahoot is also practical and flexible because it can be accessed through smartphones, tablets, or computers connected to the internet. Teachers can easily create quizzes, monitor students' progress, and provide feedback

directly during the lesson. Therefore, Kahoot can be an effective alternative media for improving students' engagement and vocabulary learning outcomes.

Several previous studies have investigated the use of Kahoot in vocabulary learning. Katemba et al. (2022) conducted a study on seventh-grade students and found that Kahoot was effective in improving students' vocabulary achievement and increasing their participation during the learning process. The study showed that students became more active and interested when learning activities were delivered through game-based platforms. Another study was conducted by Sibatuara (2021) investigated the effectiveness of Kahoot in improving students' vocabulary mastery at a private university. The findings showed that most students gave positive responses toward the use of Kahoot because it helped them improve their vocabulary knowledge and increased their motivation in learning English. Similarly, Quiroz et al. (2021) conducted a quasi-experimental study on high school students to examine the effect of Kahoot on English vocabulary learning. The study revealed that students who learned vocabulary through Kahoot achieved better post-test scores compared to students who learned through conventional methods. The researchers concluded that Kahoot could improve students' vocabulary learning in an EFL classroom.

However, many students at MI MAMBAUL ULUM DAHU still face difficulties in mastering English vocabulary due to low interest and lack of engagement in learning activities. in MI MAMBAUL ULUM DAHU, vocabulary teaching is still often delivered in a traditional, monotonous way because the lack of utilization of engaging teaching resources like game-based learning. Teaching methods that are monotonous and teacher-centered tend to reduce students' motivation and participation. There is also limited implementation of technology-based learning tools such as Kahoot, which are proven to foster a more interactive and enjoyable learning experience.

Although previous studies have shown positive results regarding the use of Kahoot in vocabulary learning, most of the studies were conducted at the secondary school or university level. Therefore, research investigating the

effectiveness of Kahoot in teaching vocabulary to fourth-grade students, especially in Islamic elementary schools such as MI MAMBAUL ULUM DAHU, is still limited. This condition indicates the need for further research related to the implementation of Kahoot in vocabulary learning for young learners.

Based on the issues and the circumstances that the students of fourth grade at MI MAMBAUL ULUM DAHU faced, this research is expected to bring meaningful contributions to the teaching and learning of English, particularly in vocabulary instruction at the vocational high school level. First, it aims to improve the learning process by utilizing game-based learning media, such as Kahoot, which offers a more interactive and engaging alternative to traditional, monotonous vocabulary teaching methods. By using Kahoot, students are more likely to stay focused, actively participate in class, and feel motivated to learn, which ultimately enhances their vocabulary mastery. Second, this study provides a practical teaching model that can be adopted or adapted by English teachers. The implementation of Kahoot in this research may serve as a valuable reference for teachers looking to integrate technology into their lessons, as it outlines clear strategies for planning, delivering, and assessing vocabulary learning using digital tools. Lastly, this research contributes new insights to the growing body of literature on the use of educational technology in language learning. Digital learning platforms like Kahoot have been shown in numerous studies to boost students' interest and engagement in language learning; nevertheless, the majority of these studies were carried out in public schools or universities. The findings of this study offer important perspectives and may encourage future researchers to explore similar topics or investigate other digital platforms in comparable educational settings. The researchers wanted to conduct a study titled "The Effectiveness of Using Kahoot on fourth Grade Students in Teaching English at MI MAMBAUL ULUM DAHU". This study focuses only on the use of Kahoot as a media to teach English vocabulary and its effectiveness in improving vocabulary mastery among 4th-grade students at MI MAMBAUL ULUM. Other language skills (such as

speaking, reading, or grammar) and other technology-based media are not the focus of this research

B. Formulation of the Problem

Based on the background of the study, the formulation of the research question is:

1. How is the effect of the kahoot on students' vocabulary mastery at MI Mambaul Ulum Dahu Kediri?
2. How significant is the difference in vocabulary mastery of the fourth grade students who are taught using kahoot and those who are taught without using kahoot at MI Mambaul Ulum Dahu Kediri?

C. Objective of the Research

Based on the background of the study, the formulation of the research question is:

1. To know the effect of kahoot on students vocabulary mastery at MI Mambaul Ulum Dahu Kediri
2. To determine how significant is the difference in vocabulary mastery between students taught using Kahoot! and those taught without Kahoot!

D. Significance of the Research

This research is expected to provide several benefits:

1. For teachers: as an alternative teaching strategy to make vocabulary lessons more engaging and effective using game-based learning.
2. For future researchers: as a reference for conducting further research on game-based learning tools in language teaching, particularly in vocational school contexts.

E. Definition of the Key Terms

1. Effectiveness

Effectiveness in this context means the degree to which using Kahoot contributes to improving students' vocabulary mastery, demonstrated through increased motivation, participation, and achievement in vocabulary learning.

2. Vocabulary Mastery

Vocabulary mastery refers to the students' ability to understand, recall, and use English words correctly and effectively in various language skills such as listening, speaking, reading, and writing. It is a fundamental aspect of language acquisition that supports overall communication competence.

3. Game-Based Learning

Game-based learning refers to an educational approach that integrates games into the learning process to increase student motivation, engagement, and understanding of the material. In this study, Kahoot is used as a game-based learning tool to improve vocabulary mastery.

4. Kahoot

Kahoot is a game-based learning platform that serves as a learning media allowing teachers to create interactive quizzes, surveys, and discussions using multimedia elements like images and videos. Students can access Kahoot through various devices, and it encourages active participation, competition, and collaboration during the learning process.

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