

**THE EFFECTIVENESS OF USING KAHOOT IN TEACHING
VOCABULARY AND LEARNING MOTIVATION**

(A Quasi Experimental Research at Tenth Grade Students of SMA Negeri 1

Kembang Jepara in Academic Year 2019/2020)

THESIS



By

EMY MUZDALIFAH

151320000212

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER SCIENCES FACULTY
ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA**

2020

**THE EFFECTIVENESS OF USING KAHOOT IN TEACHING
VOCABULARY AND LEARNING MOTIVATION**

(A Quasi Experimental Research at Tenth Grade Students of SMA Negeri 1
Kembang Jepara in Academic Year 2019/2020)

THESIS

Submitted in partial to fulfillment of the requirements for degree of Sarjana
Pendidikan Bahasa Inggris (S.Pd)



By

EMY MUZDALIFAH

NIM 151320000212


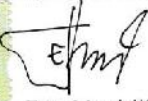
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER SCIENCES FACULTY
ISLAMIC UNIVERSITY OF NAHDLATUL ULAMA JEPARA**

2020

**STATEMENT OF ORIGINALITY
DECLARATION OF NON-PLAGIARISM**

I declare that all the material in this thesis is my own work and does not involve plagiarism.

Jepara, 26th February 2020

 
Emy Muzdalifah

**HALAMAN PERNYATAAN ORISINALITAS
DAN BEBAS PLAGIASI**

Saya menyatakan dengan sebenarnya bahwa Skripsi ini merupakan hasil karya saya sendiri dan disusun tanpa tindakan plagiarisme sesuai dengan peraturan yang berlaku di Universitas Islam Nahdlatul Ulama Jepara.

Jika di kemudian hari ternyata pernyataan ini tidak benar, saya akan bertanggung jawab sepenuhnya dan menerima sanksi yang dijatuhkan oleh Universitas Islam Nahdlatul Ulama Jepara kepada saya.

Jepara, 26th February 2020


Emy Muzdalifah

STATEMENT OF PUBLICATION

I hereby grant Islamic University Of Nahdlatul Ulama Jepara the right to display or copy any part of the thesis, in all forms of media for reference purposes and legitimate educational purposes. Any reproduction or use is prohibited without the written consent of Islamic University Of Nahdlatul Ulama Jepara.

Jepara, 26th February 2020



Emy Muzdalifah

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS AKHIR UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademik Universitas Islam Nahdlatul Ulama Jepara, saya yang bertanda tangan di bawah ini:

Nama : Emy Muzdalifah

NIM : 151320000212

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Islam Nahdlatul Ulama Jepara Hak Bebas Royalti Noneksklusif (Non-exclusive Royalty-Free Right) atas karya ilmiah saya yang berjudul:

THE EFFECTIVENESS OF USING KAHOOT IN TEACHING VOCABULARY AND LEARNING MOTIVATION

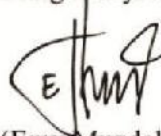
Beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti Noneksklusif ini Universitas Islam Nahdlatul Ulama Jepara berhak menyimpan, mengalihmedia/formatkan, mengelola dalam bentuk pangkalan data (data base), merawat, dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Jepara

Pada tanggal : 31st December 2019

Yang menyatakan



(Emy Muzdalifah)

ADVISOR'S APPROVAL

This thesis has been approved by the advisor on December 31st, 2019 to be examined by the board of examiners.

Advisor,

A handwritten signature in black ink, appearing to be 'H. Mubarak', written over a circular stamp or seal.

Husni Mubarak, M.Pd



UNIVERSITAS ISLAM NAHDLATUL ULAMA (UNISNU) JEPARA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

• Program Studi Pendidikan Agama Islam (PAI) Akreditasi BAN-PT: Ditingkat A Nomor: 204/SK/BAN-PT/14/Jawa/2019/2019
• Program Studi Pendidikan Bahasa Inggris (PBI) Akreditasi BAN-PT: Peningkat B Nomor: 180/SK/BAN-PT/14/Jawa/2019/2017
• Program Studi Pendidikan Guru PAUD (PGPAUD) Dit. Penyelenggaraan Kejuruan Meritistik (D) Nomor: 247/PT/12/18
• Program Studi Pendidikan Guru Sekolah Dasar (PGSD) Dit. Penyelenggaraan Kejuruan Meritistik (D) Nomor: 470/PT/14/015

PAGE OF APPROVAL

Title of Thesis :
THE EFFECTIVENESS OF USING KAHOOT IN TEACHING VOCABULARY AND LEARNING MOTIVATION (A QUASI EXPERIMENTAL RESEARCH AT TENTH GRADE STUDENTS OF SMA NEGERI 1 KEMBANG JEPARA IN ACADEMIC YEAR 2019/2020)

Name : **EMY MUZDALIFAH**
Registration Number : **151320000212**
Place and Date of Birth : **Jepara, 9 Maret 1998**
Faculty : **Tarbiyah and Teacher Sciences**
Department : **English Language Education**

This thesis has been approved by the board of examiners of Tarbiyah and Teacher Sciences Faculty of Islamic University of Nahdlatul Ulama Jepara on:

February 26th, 2019

and can be accepted as one of the requirements for acquiring Sarjana Pendidikan degree of English Language Education Department.

Jepara, February 26th, 2019

Board of Examiners

Chairperson

Drs. H. Mahalli, M.Pd.

Secretary

Taufiqurrohman, S.S., M.Hum

Examiner 1

Drs. H. Mahalli, M.Pd.

Examiner 2

Taufiqurrohman, S.S., M.Hum

Advisor

Husni Mubarak, M.Pd.

MOTTO

“Allah does not burden someone beyond his/her ability”

(QS. Al Baqarah: 286)

“No matter how difficult the problems we face, don't give up cause Allah is always
with us”

DEDICATION

In the name of Allah, The Beneficent, The Merciful

This thesis is dedicated to:

My beloved parents, Mr. Rusmin and Mrs. Siti Mahmudah

My beloved brother and sister, Ahmad Syafi'i, S.Sy., and Siti Qudsiyah, S.E.,

All lecturers of English Education Program in Islamic University of Nahdlatul Ulama

Jepara

ACKNOWLEDGMENT

In the name of Allah, The Beneficent, The Merciful

Praised be onto God Allah SWT who has endlessly blessed me during the writing of this thesis. Sholawat and salam peace be upon Prophet Muhammad SAW, who has guided us into the way of truth.

I would like, furthermore, to express my sincere gratitude from my deepest heart to:

1. Mr. Dr. Sa'dullah Assa'idu, M.Ag., The Rector of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this study.
2. Mr. Drs. H. Mahalli, M.Pd., The Dean of Faculty of Tarbiyah and Teaching Sciences of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this research.
3. Mr. Husni Mubarak, M.Pd., The chairman of English Education Study Program, who has accepted my title for this research and also my advisor, for his guidance to complete this thesis.
4. All lectures at The English Study Program of Tarbiyah and Teaching Sciences Faculty of Islamic University of Nahdlatul Ulama Jepara, who have taught, motivated and given guidance for me to use some valuable references in writing this thesis.

5. The Headmaster of SMA Negeri 1 Kembang, Mr. Jamaluddin, S.Pd, M.Si., who had given the permission and also given facilitated to me for gathering the data in this research.
6. The English Teacher, Mr. Roni Kuswantoro, S.Pd. who had helped me during this research and all the students of X IPA 1 and X IPA 2 of SMA Negeri 1 Kembang, who had given attention and good participation during this research.
7. All my beloved classmates of PBI A2 2015, who had support me.
8. My partner in crime Muhammad Choiruddin, who always support me in everything. My beloved best friends; Cicik Barokatut Tahiyah, Nia Hanik Khofifah, Aida Nurya Ayu Fatma, Laila Maghfiroh, who always gives me spirit to finish my thesis and my discussion partners; Intan Khurayyah, Insy Putiyanah, Nita Nurul Hidayah, who always can solve the problems for each other.
9. All parties that cannot be mentioned, who had given helped and supported during the research process.

Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this I welcome any suggestion and criticisms.

Jepara, 31st December 2019
The Author,

Emy Muzdalifah

TABLE OF CONTENTS

PAGE OF TITLE	i
STATEMENT OF ORIGINALITY	Error! Bookmark not defined.
STATEMENT OF PUBLICATION	Error! Bookmark not defined.
ADVISOR’S APPROVAL	Error! Bookmark not defined.
PAGE OF APPROVAL	Error! Bookmark not defined.
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENT	xi
LIST OF FIGURE.....	xiii
LIST OF TABLE	xiv
LIST OF APPENDICES.....	xv
ABSTRACT	xvi
ABSTRAK	xvii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic	6
1.3 Statement of the Problem	7
1.4 Objective of the Study	7
1.5 Significance of the Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	10
2.1 Previous Study.....	10
2.2 Related Theories.....	14
2.2.1 Definition of Vocabulary	14
2.2.2 Types of Vocabulary	15
2.2.3 Vocabulary Mastery	16
2.2.4 Definition of Learning Motivation.....	17
2.2.5 Functions of Motivation.....	19
2.2.6 Types of Motivation.....	19

2.2.7	Motivation Factors	21
2.2.8	Definition of Kahoot	21
2.2.9	Types of Kahoot.....	22
2.2.10	Instruction of Kahoot Implementation	24
2.2.11	Advantages of Kahoot.....	25
2.3	Conceptual Framework	26
2.4	Hypothesis	28
CHAPTER III RESEARCH METHODOLOGY		29
3.1	Research Design	29
3.2	Population and Sample.....	30
3.3	Research Variables	31
3.4	Instrument of the Study	32
3.5	Trying Out Instrument.....	33
3.6	Technique of Collecting Data.....	35
3.7	Technique of Analyzing Data.....	37
CHAPTER IV DISCUSSION.....		39
4.1	The Calculation of Trying Out Instrument.....	39
4.1.1	The Validity of Trying Out Test	39
4.1.2	Reliability of Trying Out Instrument	43
4.2	Data Description.....	44
4.2.1	The Score of Experimental Class for Test	45
4.2.2	The Score of Control Class for Test	47
4.2.3	The Score of Experimental Class for Questionnaire	49
4.2.4	The Score of Control Class for Questionnaire.....	52
4.3	The Data Analysis	54
4.4	Discussion	63
CHAPTER V CONCLUSION AND SUGGESTION		66
5.1	Conclusion.....	66
5.2	Suggestion	67
BIBLIOGRAPHY		68
APPENDICES		71

LIST OF FIGURE

Figure 1 Theoretical Framework.....	27
--	-----------

LIST OF TABLE

Table 1 Population	31
Table 2 Research Variables	32
Table 3 Treatment for Experimental Class and Control Class	35
Table 4 Categorize of Questionnaire Score	38
Table 5 Validity Computation Using Manual Calculation	40
Table 6 Number of Valid Item	42
Table 7 Reliability of Trying Out Test	43
Table 8 Reliability of Trying Out Questionnaire	44
Table 9 Pretest Score of Experimental Class for Test	45
Table 10 Posttest Score of Experimental Class for Test	46
Table 11 Pretest Score of Control Class for Test	47
Table 12 Posttest Score of Control Class for Test	48
Table 13 Score of Experimental Class for Questionnaire	49
Table 14 Score of Experimental Class for Questionnaire	51
Table 15 Score of Control Class for Questionnaire	52
Table 16 Score of Control Class for Questionnaire	53
Table 17 Descriptive Statistics of Manova Pretest	55
Table 18 Box M Homogeneity Test of Manova Pretest	56
Table 19 Homogeneity Test of Manova Pretest	56
Table 20 Manova Test	57
Table 21 Test of Between Subjects of Manova Pretest	58
Table 22 Descriptive Statistic of Manova Posttest	59
Table 23 Box M Homogeneity Test of Manova Posttest	60
Table 24 Homogeneity Test of Manova Posttest	60
Table 25 Manova Test	61
Table 26 Test of Between Subjects	62

LIST OF APPENDICES

Appendix 1 Instrument for Trying Out Test	71
Appendix 2 Instrument of Trying Out Questionnaire Test	82
Appendix 3 Validity of Trying Out Instrument	85
Appendix 4 Instrument of Trying Out Test 2	103
Appendix 5 Instrument of Pretest	110
Appendix 6 Instrument of Posttest	116
Appendix 7 Lesson Plan of Experimental Group	122
Appendix 8 Lesson Plan of Control Class	129
Appendix 9 Blueprint Trying Out Validity Test	136
Appendix 10 Blueprint of Trying Out Questionnaire	137
Appendix 11 Blueprint Pretest	140
Appendix 12 Blueprint Posttest	141
Appendix 13 Blueprint of Pretest and Posttest Questionnaire	142
Appendix 14 Key Answer	144
Appendix 15 List of Students' Name	146
Appendix 16 Documentation	147
Appendix 17 Letter of Finishing the Research	149
Appendix 18 Letter of Expert Judgement	150

ABSTRACT

Emy Muzdalifah, 2020. **The Effectiveness of Using Kahoot in Teaching Vocabulary and Learning Motivation (A Quasi Experimental Research at Tenth Grade Students of SMA Negeri 1 Kembang in Acedemic Year 2019/2020). English Study Program, Islamic University of Nahdlatul Ulama Jepara.** Advisor: Husni Mubarak, M.Pd.

Keywords: Kahoot, Instruction of Kahoot Implementation, Vocabulary, Vocabulary mastery Learning Motivation.

The objective of the research is to find out the effectiveness of using Kahoot in teaching vocabulary and learning motivation at tenth grade students of SMA Negeri 1 Kembang. The researcher used quasi experimental research. The population was all of tenth grade students and the samples were two classes of population. The experimental class was treated by using Kahoot and the control class was treated by other technique. The researcher collected the data by using test and questionnaire. In analyzing the data, the researcher used manova pretest and manova posttest to know the significant difference after giving the treatment. The result of manova pretest, there was significant difference on students' vocabulary but there was no significant difference on students' learning motivation. While the result of manova posttest, there was significant difference on students' vocabulary and learning motivation. It can be concluded that Kahoot was effective in teaching vocabulary and students' learning motivation.

ABSTRAK

Judul : THE EFFECTIVENESS OF USING KAHOOT IN TEACHING VOCABULARY AND LEARNING MOTIVATION (A Emy Muzdalifah, 2020. **The** (A Quasi Experimental Research at Tenth Grade Students of SMA Negeri 1 Kembang in Acedemic Year 2019/2020).

Penulis : Emy Muzdalifah

NIM : 151320000212

Prodi : Pendidikan Bahasa Inggris

Pembimbing : Husni Mubarak, M.Pd.

Penguji 1 : Drs. H. Mahalli, M.Pd.

Penguji 2 : Taufiqurrahman, S.S., M.Hum

Tanggal Ujian : 26 Februari 2020

Tujuan penelitian adalah untuk mencari keefektifan penggunaan Kahoot dalam pembelajaran kosakata dan motivasi belajar di kelas sepuluh SMA Negeri 1 Kembang. Peneliti menggunakan model penelitian quasi. Populasi dari penelitian ini adalah seluruh siswa dari kelas sepuluh dan sampel dari penelitian adalah dua kelas dari populasi. Kelas eksperimen telah diberikan perlakuan menggunakan Kahoot dan kelas kontrol diberikan perlakuan menggunakan teknik selain Kahoot. Pengumpulan data menggunakan tes dan kuesioner. Pada analisis data, peneliti menggunakan manova pretest dan manova posttest untuk mengetahui adanya perbedaan signifikan setelah diberikan perlakuan. Hasil dari manova pretest, ada perbedaan yang signifikan terhadap kosakata siswa tetapi tidak ada perbedaan yang signifikan terhadap motivasi belajar siswa. Sedangkan dari hasil manova posttest, adanya perbedaan yang signifikan pada kosakata siswa dan motivasi belajar siswa. Dapat disimpulkan bahwa Kahoot efektif terhadap pembelajaran kosakata dan motivasi belajar siswa.

Kata Kunci: Kahoot, Instruksi Pelaksanaan Kahoot, Kosakata, Penguasaan Kosakata, Motivasi Belajar.