

**THE EFFECT OF KAHOOT ON STUDENTS' VOCABULARY OF
DESCRIPTIVE TEXT OF A PERSON AT THE SEVENTH GRADE OF
SMPN 5 KATINGAN TENGAH**

THESIS

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
2026**

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THESIS

Presented to
Faculty of Teacher Training and Education
Universitas Palangka Raya
In partial fulfilment of the requirements
for the degree of
Sarjana Pendidikan

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DESCRIPTIVE TEXT OF A PERSON AT THE SEVENTH GRADE OF SMP
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STATEMENT OF ORIGINALITY

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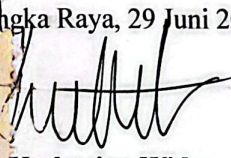
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Hereby solemnly declare that the thesis entitled The Effect of Kahoot On Students' Vocabulary of Descriptive Text of a Person at The Seventh Grade of SMP Negeri 5 Katingan Tengah which I have written, is entirely my own and has not been copied or plagiarized, either in whole or in part, from any other source.

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ABSTRACT

Katharina Widya. 2026. *The Effect of Kahoot on Students' Vocabulary of Descriptive Text of a Person at the Seventh Grade of SMPN 5 Katingan Tengah.* Thesis. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. First Advisor: Yulitriana, S.S., M.Pd, Second Advisor: Maida Norahmi, M.Pd

Keywords: vocabulary mastery, Kahoot, descriptive text, verb, noun, experimental design

The topic of this study is students' vocabulary mastery in descriptive texts of a person, particularly focusing on nouns and adjectives at the seventh grade of SMPN 5 Katingan Tengah. Here This study aims to determine whether the use of Kahoot has an effect on students' vocabulary mastery in descriptive text of a person at the seventh grade of SMPN 5 Katingan Tengah. This study employed a quantitative method with a pre-experimental one-group pre-test and post-test design.

The data were collected through vocabulary tests in the form of pre-test and post-test consisting of multiple-choice questions related to nouns and adjectives in descriptive texts of a person, particularly vocabulary about human body parts and personal characteristics, as well as a questionnaire used to identify students' responses toward the use of Kahoot during the learning process. The participants involved 17 seventh-grade students selected through total sampling due to the limited population in the research setting. The treatment was conducted through Kahoot-based learning activities that integrated interactive quizzes and visual learning materials to help students recognize, understand, and remember vocabulary more effectively. The data were analyzed using descriptive statistics to identify the students' mean scores and score improvement, while inferential statistics through normality testing and the Wilcoxon Signed Ranks Test were employed to determine the significance of the treatment effect.

The results showed that the mean score increased from 48.59 in the pre-test to 89.00 in the post-test, with a mean improvement of 40.41. The Wilcoxon test result indicated a significance value of 0.000 ($p < 0.05$), showing a significant difference between the pre-test and post-test scores, while the effect size was 0.88, categorized as a large effect. In addition, the questionnaire results revealed that most students gave positive responses toward the use of Kahoot, particularly in improving their interest, focus, and vocabulary retention. Therefore, it can be concluded that the use of Kahoot has a significant and strong effect on improving students' vocabulary mastery.

ABSTRAK

Katharina Widya. 2026. *Pengaruh Kahoot terhadap Penguasaan Kosakata Teks Deskriptif tentang Orang pada Siswa Kelas VII SMPN 5 Katingan Tengah.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. Pembimbing I: Yulitriana, S.S., M.Pd., Pembimbing II: Maida Norahmi, M.Pd.

Kata kunci: penguasaan kosakata, Kahoot, teks deskriptif, kata kerja, kata benda, experimental design.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Kahoot memiliki pengaruh terhadap penguasaan kosakata siswa dalam teks deskriptif tentang orang pada siswa kelas VII SMPN 5 Katingan Tengah. Penelitian ini menggunakan metode kuantitatif dengan desain pre-experimental berupa one-group pre-test dan post-test design.

Data penelitian dikumpulkan melalui tes kosakata dalam bentuk pre-test dan post-test yang terdiri dari soal pilihan ganda terkait noun dan adjective dalam teks deskriptif tentang orang, khususnya kosakata mengenai bagian tubuh dan karakteristik seseorang, serta kuesioner yang digunakan untuk mengetahui respon siswa terhadap penggunaan Kahoot selama proses pembelajaran. Partisipan penelitian ini melibatkan 17 siswa kelas VII yang dipilih menggunakan teknik total sampling karena keterbatasan jumlah populasi di lokasi penelitian. Perlakuan dilakukan melalui kegiatan pembelajaran berbasis Kahoot yang mengintegrasikan kuis interaktif dan materi visual untuk membantu siswa mengenali, memahami, dan mengingat kosakata dengan lebih efektif. Data dianalisis menggunakan statistik deskriptif untuk mengetahui nilai rata-rata dan peningkatan skor siswa, sedangkan statistik inferensial melalui uji normalitas dan Wilcoxon Signed Ranks Test digunakan untuk menentukan signifikansi pengaruh perlakuan.

Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat dari 48,59 pada pre-test menjadi 89,00 pada post-test, dengan peningkatan rata-rata sebesar 40,41. Hasil uji Wilcoxon menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan yang signifikan antara nilai pre-test dan post-test, sedangkan nilai effect size sebesar 0,88 yang termasuk dalam kategori efek besar. Selain itu, hasil kuesioner menunjukkan bahwa sebagian besar siswa memberikan respon positif terhadap penggunaan Kahoot, khususnya dalam meningkatkan minat, fokus, dan daya ingat kosakata. Oleh karena itu, dapat disimpulkan bahwa penggunaan Kahoot memiliki pengaruh yang signifikan dan kuat terhadap peningkatan penguasaan kosakata siswa.

ACKNOWLEDGEMENT

All praise and deepest gratitude are devoted to God Almighty for His boundless grace and blessings, which have granted the researcher the strength, opportunity, and perseverance to complete this thesis entitled “*The Effect of Kahoot on Students’ Vocabulary of Descriptive Text of a Person at the Seventh Grade of SMP Negeri 5 Katingan Tengah.*”

On this meaningful occasion, the researcher would like to express profound appreciation and sincere gratitude to all individuals who have contributed their guidance, support, and encouragement throughout the completion of this thesis. Without their invaluable assistance, this work would not have been accomplished as it is today. Therefore, the researcher would like to extend heartfelt thanks and highest appreciation to the following respected individuals:

1. Ma’am Yulitriana, S.S., M.Pd as the First Supervisor and Ma’am Maida Norahmi, M.Pd as the Second Supervisor. The researcher would like to express the deepest gratitude for their sincerity, patience, and invaluable time in providing guidance, support, and direction throughout the completion of this thesis.
2. Prof. Dr. Maria Arina Luardini., M.A as my reviewer for her constructive criticism, valuable suggestions, and insightful feedback that have greatly contributed to the improvement and completion of this thesis.
3. Mr. Akhmad Fauzan, M.Pd as the Coordinator of the Study Program of FKIP, Universitas Palangka Raya, for his support and facilitation throughout the process of completing this thesis.
4. All lecturers of the English Education Study Program, for their knowledge, guidance, and valuable experiences shared with the researcher during the academic years.
5. Ma’am Chalen Nur Aprilian Feliana, S.Pd as the Principal of SMPN 5 Katingan Tengah, for granting permission and providing the opportunity for the researcher to conduct this research.
6. Miss Nurul Karmila as the English teacher at SMPN 5 Katingan Tengah, for her support and assistance during the research process.

7. The researcher's beloved parents, for their endless prayers, unconditional love, unwavering support, and sacrifices that have made the completion of this thesis possible.
8. The researcher's beloved friends, Elin Yunistiraliani, for her constant care in reminding and motivating the researcher to keep working on this thesis, Eka Sinta, for always being present throughout every stage of the journey, sharing struggles and strengthening one another, and also the researcher's senior, kak Angel, for her patience and kindness in assisting and answering various questions regarding procedures and administrative matters during the thesis completion process.
9. The researcher's online friends, namely Huggy, who has always been a place to share stories and emotions, and Andini, who, with great kindness, has provided significant help during the writing process, especially in guiding and helping the researcher understand quantitative research writing when facing difficulties.

Palangka Raya, April 2026

Katharina Widya

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