

## UTILIZING KAHOOT! IN VOCABULARY TEACHING FOR STUDENTS WITH SPECIAL NEEDS

**Anandha, Dini Anggraheni, Adiprana Yogatama**

Semarang University  
Indonesia

anandha.pbi@gmail.com, dinia85@usm.ac.id, adiprana10@usm.ac.id

### Abstract

This research purpose is to enhance the English ability of Students with Special Needs in learning English vocabulary. The use of online learning media now was needed especially on distance learning in which Schooling from Home is the only choice during the pandemic era. The use of Kahoot! meet the needs of online teaching-learning activity. The research subjects were an English club in SLB D YPAC Semarang. The descriptive qualitative method was used in this research. The research result is the English ability enhancement in gaining the new vocabularies. The result is satisfying, students of SLB D YPAC Semarang were highly motivated in using Kahoot! Because they can directly see the winner podium. The final conclusion stated that utilizing Kahoot! Could enhance the English vocabulary for Students with Special Needs.

**Keywords:** *Kahoot!, Vocabulary Teaching, Students with Special Needs*

### Introduction

The world was rapidly changed during the pandemic era. Many shiftings of education style from schools into Schooling from Home brings many experiences on English learning. The conditions that changed were very interesting to seek. The pandemic of Corona Virus 2019 or Covid-19 changes the way of teaching English in most parts of the world including Indonesia. The chalk-and-talk approach in English vocabulary changed into online quizzes, games, QR code, etc. The suitable media needs to be chosen so that students would be able to grasp the material given. The pedagogical technique changed were needed in this situation.

The teacher should be used the right teaching technique, used any kinds of media to teach their students in online teaching. They should make teaching-learning as interesting as possible, it takes efforts to reach that point. They usually combine their teaching material with the use of online technology. This research used Kahoot! as the learning media to teach English

vocabulary. Students learn English as their second language, which means English here is the foreign language for them. As stated by Lessard-Cluoston that educator needs to begin with some vocabularies that are relevant to English [1]. It could be taken from their native language that has similarity with English vocabularies.

The terms of children with special needs usually addressed to children who have abnormalities or deviations from the normal children in general on their physical, mental and social behaviour characteristics [2]. In the education settings, the government places its limitations on measuring their service needs, especially on education services. There are several types of children with special needs [3] are mental retardation or children with developmental disabilities (child with development impairment), learning disabilities, hyperactive (Attention Deficit Disorder with Hyperactive), disabled (Emotional and behavioural disorder), deaf speech (communication disorder and deafness), blind or children

with visual impairments ( Partially seeing and legally blind ), autistic, physical handicapped, and giftedness and special talents. YPAC foundation located in Jalan KH. Dahlan 4, Pekunden, Semarang. It is a foundation for Children with Disabilities or YPAC. The institution provides formal education for children with special needs started from elementary to high school levels. It provides formal education for SLB C and SLB D. There are several skills on informal education they can choose. The schools provide several specific classes so that students can learn and practice their skills.

Several factors need to be considered about selecting the engaging activity for students. The activity should correlate with the curriculum and materials. According to Fercec [4] several issues that must be considered by language teachers when choosing games for their students are, the game should have a specific purpose, fit with the students need, and easy to use. To meet the students' needs during the pandemic era, online game is one of the alternatives. Based on the previous field observations, the students engage actively in the communicative learning method [5]. One of the communicative teaching technique is using the game in the class. The game would trigger the students actively involved in the teaching-learning process. Moreover, it would motivate them to learn and grasps the material given.

Some research about Kahoot has been conducted. According to Sutirna [6] most of the educators agree to use Kahoot! in the class during the learning process. To use Kahoot! during the teaching and learning process requires a strong internet connection to succeed. To make students actively engage, the educator should be creative. The other research results [7] stated that students happily engaged in the learning process using Kahoot! Application. They said that the application was very easy to use. The research by them also stated that this application is suitable for a teaching-learning situation. The other research by

Suyidno in his article stated that Kahoot! Is an online application that suitable for teaching on classroom situation. A conclusion could be drawn that Kahoot! is a good application in the classroom setting in which students could be involved in. Moreover, this article will highlight how to utilize Kahoot! to teach English vocabulary to students with special needs at Y-Eclub SLB D YPAC Semarang.

### 1.1 Kahoot!

Fun learning circumstances motivate students to study harder [8]. It has proven that Kahoot! is an effective medium to use in the classroom setting. The user can access it on <https://getKahoot!.com>. It is a free website that allows teachers to create game-based quizzes and surveys. The participants would compete against each other actively [9]. The result scores are taken based on accuracy and response time. The winners revealed in each answer session. At the end of the game, the scoreboard displays the top five best score and the result can be export into a type of document [10] that can be used as teacher documentation.

How to use Kahoot! from the web [11]: first open Kahoot! on the address <https://Kahoot!.com>. Click Signup to create an account or select the Login button when the account has been successfully created. The easiest way to create an account is to select the Login with Google account. Second, Teachers can create quizzes or browse quizzes according to the theme topic being studied by students by click Discover. Third, after chooses the appropriate quiz, the user connects the computer to the screen available in the class and shows the Game PIN randomly generated by Kahoot!.Com. or in the online setting, the teacher can share the pin with the students. On the web, the teacher can select the game mode. For small classes, teachers can choose the classic mode, for a large class, teachers can choose team mode. Fourth, after selecting the game mode, the teacher can direct students to access the game on students gadget by

entering the Game PIN. Fifth, after entering the PIN, students answer the questions shown on the screen, selecting the answers provided by pressing the colour symbol. Finally, the result can be seen on the screen.

The online application Kahoot! is easy to use and useful for teaching-learning setting, it helps both educators and students [12]. It is an internet-based application and educational because it provides features that can be medium in the learning process and it is an innovative way to teach [13]. The use of Kahoot! in the teaching-learning process would be able to help the evaluation in learning.

### 1.2 Vocabulary Teaching

The knowledge of knowing and use second language words was the aim of vocabulary teaching. To be able to use the words in all four main language skills needs a lot of practice, on the contrary, mastering the knowledge of vocabulary is a challenge to every language learners [14]. Kahoot! provide a competitive learning situation in which students can learn and have fun at the same time. The needs for learner-centred learning situation in online vocabulary teaching makes Kahoot! easily accepted.

Students learn the second language through the various kinds of words in context use. The form, meaning, and use of vocabulary are several things that need to consider in vocabulary learning [1]. Students can learn new vocabularies in many different ways. The teacher can expand their student's vocabulary knowledge by giving them activity which not focusing intentionally on vocabulary [14]. The teacher can use tools such as the dictionary, vocabulary explanation, etc.

The English lesson for students with special needs at SLB D YPAC Semarang are giving and asking for information, description of objects, instructions, announcements, the text of procedures, and reading.

### 1.3 Students with Special Needs

Children with special needs need health care and other services including educational services that are different from other children in general. Special forms of treatment and services required due to their needs. Government give attention to it. The Bandung Declaration stated that Indonesia Towards Inclusive Education 2004 states that the existence of children with disabilities and other children with special needs in Indonesia has the same rights in speech, opinion, education, welfare and health. It also guaranteed by the 1945 Constitution and also get full rights and obligations as citizens. Abdul Rahim [15] in the Salamanca Declaration UNESCO at 1994 stated the equal opportunity for individuals persons with disabilities to get an education as an integral part of the education system.

Children with special needs have special characteristics and abilities that are different from other children. The types of special needs according to Kauffman and Hallahan [16] are mental retardation or children with developmental disabilities ( child with development impairment ), the difficulty in learning ( learning disabilities ) or underachieving children, hyperactive (Attention Deficit Disorder with Hyperactive), Emotional and behavioural disorder, deaf speech ( communication disorder and deafness ), blind or children with visual impairments ( partially seeing and legally blind ), autistic, physical handicapped, and gifted children ( giftedness and special talents ).

The children with special needs classification related to the education system in Indonesia are, part A is the term for children with the blind condition, part B is for the group of children that deaf or have disabilities in hearing, part C is the term for a group of children that retarded mentally, part D is the term for a group of children with physical disabilities, part E is the term for groups of children with physical disabilities, part F is the term for the group

of children with above-average or superior abilities, part G is the terms for the group of children with doubled-disabilities. Based on the classification, YPAC Pekunden Semarang include in part D. It is the designation for children with disabilities. In this research, the researchers focus only on the English club called Y-Eclub SLB D YPAC Semarang. YPAC is a foundation that provides services for children with special needs. This institution is located in several places, one of which is located at Jalan KH. Dahlan 4, Pekunden, Semarang. This institution is an institution that provides education from elementary to high school levels. This institution also provides therapy services for children with special needs.

YPAC Pekunden Semarang provides formal school services for children with special needs SLB C and SLB D. Not only formal school, but this foundation also provides therapy for children with special needs. Children with deaf hearing and speech impaired children could have therapies in this place. YPAC Pekunden Semarang also has a dormitory for students so that they can stay and live together with twenty-four hours of supervision. The location of YPAC in Pekunden is very strategic because it located near the Semarang city centre. The additional income for YPAC is the restaurants that rent some space in YPAC and the mall parking space for motorcycles that rent some space field.

Y-Eclub stands for YPAC English club is a club of students who have an interest in learning the English language. Those who are joining the club have various motivations. As a result of primary field observations, it was found that many students were interested in learning the English language, especially in speaking practices so that Y-Eclub became a place for them to explore their ability. Disabled children at YPAC Pekunden Semarang not only provided with formal education but also skills. Various skills are facilitated, special spaces also provided for them.

Students can choose skills that meet their interests. Several special classrooms are provided so that students can learn and practice skills that meet their interest and meet their needs.

### **Methodology**

In line with Arikunto, the method used in this research was a qualitative method to get specific data [17]. The approach that used was descriptive to get the data result [18]. Those methods would describe the study results. The study object is students in SLB D YPAC Semarang who are interested in English. They have their club called Y-Eclub that consist of students from several classes. It stands for YPAC English Club.

### **Findings and Discussion**

The things highlighted in this research is the Kahoot! use in improving *English Vocabulary* at Y-Eclub SLB D YPAC Semarang.

#### **3.1 Findings**

In conducting the research, a face-to-face online meeting held by zoom. The zoom application used a paid zoom application because it is flexible and have no time limit. The research team conducted the meetings in November 2020. At each virtual meeting on zoom, the material was delivered. They act as a facilitator and mentor to the students. The English material with a specific theme was different at each of the meetings. The questions on Kahoot! given was in the form of ten multiple choices questions in English. The research was held in four meetings. Each of the online meetings uses a paid zoom application. In each meeting, the mentor provided a set of questions, the instructor also explains the topic of the material.

During the learning process, the researcher was also the instructor. The instructor introduced themselves and then provide understanding and insight into English. In the next stage, the team gave

English material to students who are members of Y-Eclub using Kahoot!. At this stage, the instructor only acts as a facilitator when students experience difficulties in learning. The instructors deliver English material on each meeting with a specific theme, then followed by ten questions in English. The result can be seen after all students have been finished. Here are the results.

At the first meeting, the material theme delivered was about *Daily Activities*. The Kahoot! podium shows three winners of the class. It was the fun part of the quiz. The first question answered correctly by 100% of the respondents. The second question was answered correctly by 80% of respondents, while 20% of respondents answered incorrectly. The third question was answered correctly by 80% of the respondents. All respondents answered the fourth and fifth questions correctly. The sixth and seventh questions were answered correctly by 80% of the respondents, while 20% of respondents choose the wrong answer. The eighth and ninth questions were answered correctly by 60% of respondents, while 40% answered incorrectly. The tenth question was answered correctly by 80% of the respondents, while 20% answered incorrectly.

The second meeting topic was *Daily Activities*, and the results were satisfying for the respondents. This podium motivates students to do better in answering questions. In the first question, all respondents answer the question correctly. The second question correctly answered by 83% of respondents. The third question correctly answered by all respondents. The fourth question was correctly answered by 50% of respondents. The fifth question was answered correctly by 50% of respondents. The sixth question answered correctly by 100% of respondents. The seventh question was answered correctly by 67% of the respondents. The eighth question was answered correctly by 67% of the respondents. The ninth question states that

67% of respondents correctly answered the questions given. The tenth question 83% of respondents were able to answer correctly.

The third meeting theme was *Vocabularies at School*. There were ten questions given. The first question can be answered correctly by 100% of the respondents, the second question can be answered correctly by 100% of the respondents. The third question was answered correctly by 83% of respondents, while 17% answered incorrectly. The fourth question was answered correctly by 50% of the respondents. All respondents answered the fifth and sixth questions correctly. The seventh question was answered correctly by 83% of respondents. The eighth question was answered correctly by 50% of the respondents. The ninth question was answered correctly by 50% of the respondents, and the tenth question was answered correctly by all respondents.

In the fourth meeting, the first and second questions can be answered by 90% of the respondents, the third to sixth questions are answered correctly by 100% of the respondents, the seventh and eighth questions are answered correctly by 90% of the participants and the ninth to tenth questions can be answered correctly by 100% of the respondents. From the score of the last meeting on this research, it was proven that Kahoot! motivate students to learn so that they can understand the English vocabularies well.

### 3.2 Discussion

The research showed that students could grasp the new vocabularies and apply them in context. In each meeting, there were several vocabularies obtained by the students. At the first meeting, the vocabulary that students got was: jumps, brush his teeth, does his homework, bed, wakes, hear, listen, breakfast, dinner, flies, comb, jump, watch, play, see, bathroom. In the second meeting, the vocabulary the students got was: run, study, fall, ground,

cry, teach, play, do, jump, dance, yelled, soccer, kids. In the third meeting: ruler, learn, sports centre, baseball, schoolyard, yard, canteen, trumpet. In the fourth meeting: paper, glasses, sticky notes, folding paper, wrapping paper, magnifying glass, stairs, jail, telescope, step, ladder, coat.

The results show there were many words that students knew and understood. The researchers noticed that students actively participated in speaking using their English ability. The student's feedback in answering the questions demonstrate the effectiveness of Kahoot! in teaching English vocabulary to students. The podium result also motivates the students to get the best score. The vocabulary learning experience that including adrenaline is a very fun activity for the students.

There were several obstacles found in the meeting. The first is technical, the second thing is the signal. Those obstacles affected the Kahoot! score. The next obstacle is the problem with the devices used, in this case, the student's gadget is unable to access the link given. Kahoot! could be easily paired with other teaching methods. In the future, the use of technology will be incorporated into teaching and this research could give insight into the national curriculums.

### Conclusion

There were four meetings held to utilize Kahoot! is an online platform that can be used by educators to teach English vocabulary effectively. The research was used zoom application. The result obtained the enhancements of Y-Eclub SLB D YPAC Semarang English vocabulary. In each meeting, the new vocabulary obtained by the students.

Kahoot! is an online platform that can be used by educators to teach vocabularies. To use this platform, they should make sure a stable internet network connection and prepare the material. Schools could use Kahoot! as an alternative to teaching English communicatively. The

researcher found that students' actively participated in the activity. The researchers highly recommend using Kahoot! Online application to reinforce the English vocabulary material to other teachers and implementing it into their curriculum at school.

The next researchers can elaborate on this theme using other theories, or develop another research focusing on online teaching. The educators can integrate several learning styles adopted on their local curriculum to get new results that would be another evidence on the teaching-learning world.

### References

- [1] M. Lessard-Clouston, *Teaching Vocabulary*. Maryland, USA: TESOL International Association, 2013.
- [2] M. Efendi, *Pengantar psikopedagogik anak berkelainan /*, 2nd ed. Jakarta: Bumi Aksara, 2008.
- [3] B. Delphie, *Pembelajaran Anak Berkebutuhan Khusus: dalam Setting Pendidikan Inklusi*, vol. X. Bandung: PT Refika Aditama, 2006.
- [4] I. Ferčec, Y. Liermann-Zeljck, D. B. Lenard, and J. J. Strossmayer, "Games and Engaging Activities in the ESP/EAP Classroom," p. 8, Sep. 2019.
- [5] D. Anggraheni, Anandha, and H. Laksmi TS, "Enhancing English Vocabulary Using CLT Method Toward SLB D Students Via Zoom Application as Interactive Learning Media," *Eternal (English Teaching Journal)*, vol. 11, no. 2, pp. 10–21, Aug. 2020.
- [6] Sutirna, "Game Education: Aplikasi Program Kahoot Dalam Tahap Apersepsi Proses Belajar Mengajar," p. 10, 2018.
- [7] E. G. L. Medina and C. P. R. Hurtado, "Kahoot! a Digital Tool for Learning Vocabulary in a Language Classroom," *2017-09-09*, vol. Vol. 4 Núm. 12 (1) (2017), 2017, [Online]. Available: <https://bit.ly/2LPDH1v>.
- [8] C. Charlina and E. Septyanti, "Pemanfaatan Media Kahoots sebagai Motivasi Belajar Mengikuti Kuis Wacana

- Bahasa Indonesia,” *geram*, vol. 7, no. 2, pp. 78–82, Dec. 2019, doi: 10.25299/geram.2019.vol7(2).4036.
- [9] C. M. Plump and J. LaRosa, “Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices,” *Management Teaching Review*, p. 8.
- [10] K. Johns, “Engaging and Assessing Students with Technology: A Review of Kahoot!,” *The Delta Kappa Gamma bulletin*, no. 2015, 2015, [Online]. Available: <https://bit.ly/38pD6LE>.
- [11] V. Heni, S. Sudarsono, and R. Regina, “Using Kahoot to Increase Students’ Engagement and Active Learning: A Game Based Technology to Senior High School Student,” p. 6, 2018.
- [12] R. Dellos, “Kahoot! A Digital Game Resource for Learning,” *International Journal of Instructional Technology and Distance Learning*, vol. 12, no. 4, pp. 49–52, Apr. 2015.
- [13] I. Irwan, Z. F. Luthfi, and A. Waldi, “Efektifitas Penggunaan Kahoot! untuk Meningkatkan Hasil Belajar Siswa [Effectiveness of Using Kahoot! to Improve Student Learning Outcomes],” *PEDAGOGIA*, vol. 8, no. 1, p. 95, Apr. 2019, doi: 10.21070/pedagogia.v8i1.1866.
- [14] M. Taghizadeh, S. Vaezi, and M. Ravan, “Digital Games, Songs and Flashcards and their Effects on Vocabulary Knowledge of Iranian Preschoolers,” p. 16, Jan. 2018.
- [15] A. Rahim, “Inklusivitas Pada Sekolah Dasar di Kota Makassar,” Universitas Pendidikan Indonesia, Makassar, 2014.
- [16] D. P. Hallahan and J. M. Kauffman, *Exceptional Learners: An Introduction to Special Education, 14th Edition*, 14th Edition. Unites States: Pearson, 2019.
- [17] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta, 2013.
- [18] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D – MPKK*, 2nd ed. Bandung: CV Alfabeta, 2019.