Online English Vocabulary Teaching Using Kahoot! for Students with Special Needs

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Abstract. The purpose of this research is to increase the English vocabulary of students with special needs. One of the online learning platforms use in this research is Kahoot!. The research subjects were SLB D YPAC Semarang students who were members of the Y-EClub Semarang. The research method used descriptive qualitative. The results of the research are the members of Y-Eclub SLB D YPAC Semarang using Kahoot! in learn English. They were able to catch the English vocabulary. Conclusion of this research is that Kahoot! as the internet-based platform is an effective medium in English teaching so that students could memorize English Vocabulary.

Keywords: English Vocabulary, Kahoot!, Students with Special Needs

1 Introduction

The topic of students learning during the 2019 Corona Virus (Covid-19) pandemic is interesting. It is a new condition that the world now faced. It changes the way of teaching in all parts of the world including Indonesia. In a period of quarantine due to the pandemic, a shift in pedagogical teaching needs to be made. Choosing the right learning media is one of the ways.

English is an international language. With the ability to speak English, students will be able to choose multinational and international jobs that they want. Future generations will be able to establish relationships with overseas companies or even be able to live outside Indonesia. The opportunity to study abroad is wide open for them.

A teacher during the Covid-19 pandemic is required to be able to apply the right techniques and media to their students. They need to make efforts to create an interesting learning process. The teacher could implement online learning combined with the technology-based media. The previous study has begun on media development by film editing [1], the comic based on android [2], English scafolding by tappin android for special student [3]. And the reserachers now use Kahoot! as a medium of English vocabulary learning.

The terms od children with special needs explicitly addressed to children who considered to have abnormalities/deviations from the average condition of normal children in general, in terms of physical, mental and social behaviour characteristics [4]. The term children with special needs (ABK) is a substitute for children with disabilities or people with disabilities. ABK refers to those who have physical, emotional, mental, intellectual and/or social disabilities. The government places its limitations to measuring service needs, especially on education services.

Some types of special needs children m according to Kauffman & Hallahan in Bende Delphie [5], namely (1) mental retardation (*mental retardation*) or children with developmental disabilities (*child with development impairment*), (2) difficulty learning (*learning disabilities*) or children with low achievement, (3) hyperactive (Attention Deficit Disorder with Hyperactive), (4) disabled (*Emotional and*

behavioural disorder), (5) deaf speech (*communication disorder and deafness*), (6) blind or children with visual impairments (*Partially seeing and legally blind*), (7) autistic, (8) *physical handicapped*, and (9) *giftedness and special talents*.

The Foundation for the Children with Disabilities or YPAC located on Jalan KH. Dahlan 4, Pekunden, Semarang. This institution is an education provider institution started from elementary to high school levels. It provides formal school services for children with special needs SLB C and SLB D. Students can choose skills on informal education that suits their interests. Several specific classes provided so that students can learn and practice skills that would be beneficial.

There have been many previous studies on Kahoot! those are, a research entitled "*Game Education*: Kahoot! Program Application!" In the Apperception Stage of the Teaching and Learning Process, written by Sutirna [6] from Singaperbangsa Karawang University. The conclusions of the study: 1) most of the teachers/lecturers agree to use Kahoot! in the beginning, stage of learning, 2) in using this application, a strong internet network needed to support its implementation, 3) teachers/lecturers must have creative ideas while teaching. The other research by Edison G Llerena Medina and Carlos P. Rodríguez Hurtado [7] from Universidad Tecnica de Ambato, made a research on the use of Kahoot! in learning vocabulary in an English article entitled "*Kahoot! a Digital Tool for Learning Vocabulary in a Language Classroom*". The research results are: 1) students are very happy to learn using Kahoot! Application, 2) students feel that this application is easy to use, 3) Kahoot! can be used in giving assignments to students. Suyidno [8] in his article entitled "E-learning Based Media Training Using Kahoot! for Physics Teachers" states that Kahoot! is an e-learning based media that can be used as an alternative in physics learning.

The conclusion that can be drawn from those research is the use of Kahoot! as learning media are necessary for teaching. Fun learning circumstances motivate students to study harder [9]. It has proven that Kahoot! is an effective medium to use. The researchers want to elaborate Kahoot! usage in improving *English Vocabulary* at Y-Eclub SLB D YPAC Semarang
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1.1 English Vocabulary

English vocabulary defined as all the words that people know and use in communication. In learning English as a second language, knowing vocabularies as much as possible is necessary.
Vocabulary learning in English for Second Language students taught based on stages according to their characteristics and abilities to understand something. The emphasis of English vocabulary learning is on words level rather than concepts. Students introduced to various kinds of vocabulary in which understood and used in communication.

Some of English materials teach for students of SLB D YPAC Semarang are: 1) Giving and asking for information of the self-identity and family relationships, 2) description of objects, other people and animals, 3) instructions to invite, prohibit, and ask permission, 4) social function of announcements/notifications, 5) text of procedures, and 6) reading. The determination of this material based on information from the students of SLB D YPAC Semarang.

1.2 Kahoot!

Kahoot! with the address https://getKahoot!.com is a free website that allows teachers to create game-based quizzes and surveys in which participants compete against each other actively [10]. Scores are taken based on accuracy and response time, and the top winners revealed after each answer. The class scoreboard at the end of the game displays the top five respondents with the correct number and the result can be export into a document for the teacher to keep as notes [11].

Here is the explanation on how to use Kahoot! [12]: 1) open the Kahoot! site on the address https://Kahoot!.com. Create an account by pressing the Signup button or selecting 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. 2) Teachers can create their quizzes or choose existing quizzes that are under the topic being studied by students by selecting the *Discover* game section. 3) After the teacher chooses the appropriate quiz, the teacher connects the computer to the screen available in the class and shows the Game PIN randomly generated by Kahoot!.Com. The teacher can select the mode according to the number of students in the class. In small classes, teachers can choose the *classic* mode. In a large class, teachers can choose *team* mode. 4) After selecting a mode, the teacher asks students to access Kahoot! on their gadget and entered the Game PIN. 5) After entering the PIN, students can answer the questions given by selecting the answers provided by pressing the colour symbol according to the symbol that appears on the screen. 5) Finally, the final result that has been calculated by the system can be seen on the screen.

Kahoot! is easy to use and useful for both educators and students [13]. It is internet-based and very educational because it provides features as an innovative medium in the learning process [14]. The use of Kahoot! platform in learning can help the learning evaluation. The learning implementation becomes more interesting, interactive, and conducive. The final score results can be seen directly by the students and teacher.

1.3 Students with Special Needs

Children with special needs long time ago were called children with disabilities, have special characteristics and abilities that are different from other children. The types of special needs according to Kauffman and Hallahan [15] are (1) mental retardation (*mental retardation*) or children with developmental disabilities (*child with development impairment*), (2) the difficulty in learning (*learning disabilities*) or underachieving children, (3) hyperactive (Attention Deficit Disorder with Hyperactive), (4) tunalaras (Emotional and behavioural disorder), (5) deaf speech (*communication disorder and deafness*), (6) blind or children with visual impairments (*partially seeing and legally blind*), (7) autistic, (8) *physical handicapped*, and (9) gifted children (*giftedness and special talents*).

Related to this chronic condition, children with special needs (ABK) also need health care and other services, including educational services, more than other children in general. Special forms of treatment and services required due to their needs and characteristics differences. Their different condition is not a reason to avoid or discard them. Government give attention and ideal service. As stated in the Bandung Declaration: Indonesia Towards Inclusive Education 2004 states that the existence of children with disabilities and other children with special needs in Indonesia has the right to equal rights in speech, opinion, education, welfare and health, as guaranteed by the 1945 Constitution; and get full rights and obligations as citizens. Abdul Rahim [13] in the Salamanca Declaration UNESCO at 1994 which was attended by world education ministers about a reaffirmation of the 1948 United Nations Declaration on Human Rights and various further declarations that culminated in the 1993 UN Standard Regulation on equal opportunity for individuals persons with disabilities to get an education as an integral part of the education system.

The classification of children with special needs related to the education system in Indonesia as follows: 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.

According to the classification of children with special needs related to the education system in Indonesia, YPAC Pekunden Semarang include in part D. It is the designation for children with

disabilities. On this research, the researchers focus only at the English club called Y-Eclub SLB D YPAC Semarang.

1.4 Y-Eclub SLB D YPAC Semarang

The Children with Disabilities Foundation well-known as YPAC is a foundation in Indonesia 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 which 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 such as dor children with deaf hearing and speech impaired children. YPAC Pekunden Semarang also has a dormitory for students with special needs from outside of Semarang city so that they can stay and live together with twenty-four hours supervision. Children with special needs that study at YPAC required to be an independent person. They got the same education as normal children in general.

The location of YPAC in Pekunden is very strategic because it close to the Semarang city centre such as Simpang Lima, Baiturrahman Mosque, and Citraland Mall. Some of the additional income for YPAC are the restaurants that rent some space in YPAC, and the mall parking space for motorcycles that rent some space field.

Disabled children who attend YPAC Pekunden Semarang are 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 as provisions when they graduate later.

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. The result of primary field observations, it was found that many students were interested in learning the English language, especially on speaking practices so that Y-Eclub became a place for them to explore their ability.

2. METHOD

A research method is a scientific way to get data based on research for a specific purpose [17]. This research applied a qualitative method with a descriptive approach [18]. By using the descriptive method in this study, the research team can describe the results of the study. The object of the studies is students in Y-Eclub. It is a club for students who are interested in learning English. Those who are interested in learning English join the Y-Eclub. It stands for YPAC English Club.

3. FINDINGS

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

3.1 Teaching Systematics Using Kahoot!

The research implementation of teaching using Kahoot! was in two meetings. The online meeting uses a paid zoom application. In each meeting, the instructor provided a set of questions to determine student abilities. The instructor also explains English. The meeting topic is about daily activities.

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

At each meeting, the material given by the instructor who is experts in English. The instructors deliver English material on each meeting with a specific theme, then followed by ten questions in English.

3.2 Teaching Results Using Kahoot!

In conducting the research, the team conducted face-to-face online meeting by zoom. The zoom application used a paid zoom application because it is flexible and have no time limit. The research team conducted twice face-to-face meetings in November 2020. Here are the results.

At the first meeting, the material theme delivered by the teacher was *Daily Activities*. The Kahoot! podium first rank goes to Audrey, followed by Keisha in the second place, and the third-place goes to Angel. It was the part that said to be a fun part by the students. The results of each number obtained from Kahoot! described in detail. 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 material was Daily Activities. Results on the first Kahoot! podium goes to Audrey, followed by Keisha on the second podium, while Jennifer won third place on the podium. 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.

4. DISCUSSION

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.

The results show there were many words that students knew and understood. It allowed us to provide clarification about things in ways that traditional assessments do not. The researchers noticed that students actively participated in asked more questions using the English language. They were more comfortable asking questions when they could see other students achievement in the Kahoot! podium result. The students were curious about knowing the correct answer.

The student's immediate feedback in answering the questions demonstrate the effectiveness of Kahoot! in teaching English vocabulary for students. The podium result also shows the students got the right answer. The vocabulary learning experience that including adrenaline is invaluable for the students.

In meetings held during the pandemic, the research team used online media to interact with students. The research team used an app that could cut distance and time. It is an effective way because there is no contact between participants that could increase the risk of contracting Covid-19. There were several obstacles found in the meeting. First is technical, the second thing is the signal. Those resulted in the application of Kahoot! for students, not all students could work together on the questions at the same time. The next obstacle is the problem with the devices used, in this case, the student's gadget is unable to access the link given. Meanwhile, obstacles found by the mentors are the schedule of campus activities makes them unable to do the teaching at any time. Then an error that occurred on the Kahoot! so that the question inaccessible. Another error also appears for the link cannot be accessed by students. The next obstacle is about the schedule and timing. On the time the mentor would hold a meeting, the students also have an exam. Then after the students finished the exam, the meeting was postponed due to the Covid-19 on Semarang University environment in which one of the mentors was affected by Covid-19. Although the implementation of this research encountered various obstacles, it was successfully implemented in the end.

Due to easy accessibility and affordability of Kahoot!, it can be easily paired with other teaching methods. It is likely due to online teaching in the pandemic era nowadays, over time, there will be more educational technology like Kahoot!. Technology will be incorporated into teaching and the application of the national curriculums since it is accessible to all students and teachers nowadays. The internet and gadgets are affordable for all, in line with the development of personal computer and smartphones technology.

5. CONCLUSION

Implementation of teaching using Kahoot! held in two meetings by paid zoom application. Result obtained the absorption of the English vocabulary by students of Y-Eclub SLB D YPAC Semarang. In each meeting, the additional vocabulary obtained by the students was asked directly by the instructor, then written by the students in the space provided by the research team.

For teachers that will apply Kahoot!, they should make sure a stable internet network connection and prepare the material. Schools may consider using Kahoot! as an alternative to teaching English. The researcher was delighted about students' participation in the activity. The researchers highly recommends using Kahoot! Online application to reinforce the English vocabulary material to other teachers and implementing it into their curriculum at school. It is important that teachers should be able to recognize their students learning styles so that they can integrate a number of learning styles instead of just one.

Further researchers can elaborate on this theme using other theories, or develop another research focusing on online teaching. One online learning media can be easily paired with other teaching methods, so that teachers can integrate a number of learning styles adopted on their curriculum.

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