

## APPLYING KAHOOT TO LEAR VOCABULARY

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**Abstract:** *The advancement of technology has improved the implementation of gamification in various educational settings. Gamification has been implemented in numerous educational settings as technology has advanced. Kahoot is a digital game-based learning platform that is becoming more and more incorporated into educational settings to enhance classroom learning and it can be increasingly to boost classroom learning. It is hoped that this can be applied by the students in learning vocabulary also they can practice it with more cheerful and enjoyment.*

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## INTRODUCTION

English is the language of international communication. English has become a core topic in Indonesian middle schools, despite not being the most widely spoken language globally. Some Indonesians consider English to be their primary foreign language. Indonesian language learners face challenges in learning English, which requires mastery of four skills: writing, reading, listening, and speaking (Hummer & Rohimajaya, 2018). However, mastering vocabulary must come before learning the four components. (Munawaroh, 2022) emphasizes the importance of studying language before other skills.

According to (Abdullayuna, 2020), vocabulary plays a crucial role in speech activities such as listening, speaking, reading, and writing. This implies that vocabulary is the most significant aspect of language since it influences the four language skills: listening, speaking, reading, and writing. To master four language skills. Students must first learn vocabulary, which improves their speaking, listening, reading, and writing skills.

According to (Hummer & Rohimajaya, 2018), vocabulary is widely regarded as a crucial aspect of both language learning and skill development. Vocabulary also determines how students interact with others. Mastering a language can lead to better communication skills. According to (Neuman & Dwyer, 2009), vocabulary is defined as the words that students must know to communicate their words and what they hear successfully. According to (Zheng, 2012), 45% of the students in his study found that learning vocabulary is boring. One explanation is that the traditional method does not properly cover students' learning needs.

Thus, educators must investigate other approaches that are effective in increasing students' interest in studying this language component. Teachers' traditional vocabulary learning practices, such as explaining word meanings and memorizing lists, are outdated and may discourage students from acquiring vocabulary effectively.

Furthermore, the majority of students nowadays are part of Generation Z, or Gen Z. This generation's learning styles differ from those of millennials and previous generations. They typically combine abstract conceptualization with reflective observation (Manzoni, Caporarello, Cirulli, & Magni, 2021). Students who have grown up with technology tend to be more didactic, utilizing available resources to study. They are more autonomous and aware of what and how they desire to learn (Iftode, 2019). The changing learning styles that students in this generation experience also have an impact on their acceptance of how their teachers present learning material.

Teachers need to do some revolution in the way of teaching in the learning process related to this era, the teacher should know and because of the advent of technology, teachers must be adept in the use of online learning programs. This situation is related to the impact of COVID-19 when all learning was done online. Teachers are expected to be more proficient at teaching both face-to-face and online utilizing cutting-edge technology and media. Online language learning (OLL) can take various forms, including web-based, hybrid, and virtual learning (Atmojo & Nugroho, 2020). As a result, teachers must select an online language learning form that is appropriate for the learners' needs and the information given.

There are numerous platforms for increasing students' vocabulary, one of them is using games in the Kahoot application. Kahoot is a game-based learning platform that is utilized as instructional technology in schools and other institutions.

Brand and Brooker (2018) in (Pah & Kesi, 2023) state that Kahoot is a popular game-based learning platform that is easy to use by both teachers and students. Jamie Brooker, Morten Versvik, and Johan Brand collaborated on its creation at the Norwegian University of Technology and Science. Kahoot, a game-based learning platform, is an example of digital learning medium.

Kahoot allows instructors to construct online examinations that students can take on their computers, tablets, or smartphones. Educators can create tests or platforms and connect students to them to assess their understanding of the information taught (Dellos, 2015). Students can also use the platform on their cell phones or other suitable devices. (Hidayati, 2019) suggests that using the Kahoot! app might help students retain language through enjoyable and competitive games while also assisting teachers with assessment.

The conclusion is Kahoot is a game-based learning tool that is utilized in schools and other educational institutions. Educational games are multiple-choice quizzes made by users that may be accessed via a web browser or the Kahoot application. Kahoot platform helps you to learn successfully; because Kahoot is a technology medium, its technology is currently quite advanced. Everything is available to students in the teaching medium. Using the Kahoot application in the classroom helps engage students in vocabulary acquisition and minimizes boredom.

## LITERATURE REVIEW

### Classroom Activities

Playing games is enjoyable not just for children, but for all levels of learners. Everyone enjoys playing games because they allow them to create a pleasant environment in their surroundings. Thus, playing a game while learning a language is supposed to remove the

barrier of boredom caused by tedious activities using an improper method. According to (Huyen & Nga, 2003) Vocabulary learning through games can help students learn new words, practice using them, and recall their vocabulary list. Playing games can enhance the enjoyment of regular activities. Students experience various emotions when they complete vocabulary activities while playing a game.

Playing traditional games is entertaining for learners of all ages and skill levels. Everyone enjoys playing games because they enable them to create a nice environment for others around them. Thus, playing a game while learning a language is intended to overcome the boredom induced by monotonous chores carried out incorrectly. (Huyen & Nga, 2003) state that games can assist students in acquiring new words, practicing using them, and retaining their vocabulary list. Playing games can help you enjoy your normal activities more. Students feel a variety of emotions when they accomplish language activities while playing a game.

Gaming, especially Traditional game, has evolved into an interactive learning method because it uses techniques that encourage students to race and compete to be the game's winner. The techniques that are commonly employed in gamification include: (1) Point: students are vying to gather as many points as possible to be the winner; (2) Badges: These are visual representations of achievements acquired and accumulated in gamified activities. (3) The leaderboard displays the rank of the pupils who won the game. (4) Level: Gamers are ranked accordingly on their completed levels (Alomori, Al-, & Yousef, 2019).

These strategies vary in terms of how the game producer rewards his gamer. This incentive encourages players to race and win the game. Games can improve student motivation, activity, and performance by providing a suitable setting and context. Students may be more active in completing tasks and boost their interest in learning if they find learning to be entertaining and engaging through games. One approach that could make the game and learning activity more enjoyable is to introduce the game before implementing it in class. Choosing a game that corresponds to the learning activity is critical. Teachers must select and evaluate whether this game is appropriate for the students' ages, satisfies the learning purpose, accommodates the quantity of learners, and is practical to implement.

Kahoot! has four kinds of games that can be used in the class: quiz, jumble, survey, and Discussion, and they can be used favorably based on the needs and interests (Sabandar, Supit, & Suryana, 2018). When the Kahoot! game is played in an online class, the teacher needs another application to share the computer screen so the students could see their result (Kalleny, 2020). Kahoot! is played in real-time whether it is conducted in a face-to-face meeting or online class. (Sabandar, Supit, & Suryana, 2018) proposed teaching using Kahoot! online as follows: "Students should enter the system with a game pin (a number) and a nickname." Multiple-choice questions are provided via the video conference program, and learners can then answer them using a number of devices (computers, laptops, pads, and/or cellophanes) by connecting colors and shapes to the answers. The learners' goal is to select the correct answer as quickly as feasible and to get as many points as possible. The website even tracks users' progress by analysing what they performed during the Kahoot! as well as their general performance when logged in .

## DISCUSSION

There are some advantages and disadvantages of the Kahoot application in learning

process. Kahoot! allows teachers and students to collaborate in a variety of difficult game-based learning activities. Students are not required to register or sign up to play the game. They simply enter the code via Kahoot! website: <https://kahoot.it/#/>, as instructed by their teacher (game host). This game could benefit both teachers and students because it allows them to play while learning (Kalleney, 2020).

Furthermore, (Felszeghy, et al., 2019) discovered that the Kahoot! application has benefited learners by increasing their learning motivation, resolving learner learning difficulties, facilitating student collaboration, and encouraging students to participate in the game. Using the Kahoot! app to provide quizzes allows teachers to provide direct feedback to students when they complete questions. Direct feedback would help students increase comprehension and recall their memory (Parera, Lee, Win, Perera, & Wijesuriya, 2008). Kahoot! can be used for distance learning, but it requires a video conference application that can share the teacher's screen, such as Zoom, Skype, WebEx, Google Meet, or others (Kalleney, 2020). Corrective feedback after the quiz is also beneficial for students' confidence, motivation, and self-esteem (Clynes & Raftery, 2008).

The usage of the Kahoot! application in the teaching-learning process offers several advantages; yet, this enjoyable game also has some disadvantages. According to (Hodson, 2017), there are at least two weaknesses of using Kahoot! in the learning process, including: 1) The answers are true or false, yes or no, or multiple-choice questions, limiting students' ability to explain. As a result, following the game, corrective feedback and learning reflection are required; 2) the faster the learner answers, the greater his score. It is capable of emphasizing speed over content. As a result, this game is useful for memorizing material rather than commanding students to perform something.

One drawback of this application is that students with slower internet speeds may struggle to log in, leading to late participation. Furthermore, this application benefits from being a timely survey of student understanding at times. This shortcoming is problematic if the evaluation relies solely on the primary form, with no more rigorous and comprehensive assessment models integrated before and after. The application requires both smartphones and digital literacy. Students should have their devices, but not all schools supply them (Bicen & Kocakoyun, 2018).

## CONCLUSION

Teaching vocabulary with the Kahoot! app clearly has an impact on students' learning outcomes. It is evident from their enthusiastic participation and success in learning vocabulary. The game's entertaining and competitive atmosphere encourages students to participate, and they instinctively acquire and grasp vocabulary content while answering game questions. When implementing the Kahoot! game online, teachers must provide alternative communication tools and share their computer screens with students. According to the experts, learning while playing can help students relax and absorb content more effectively, as well as increase their vocabulary mastery. The Kahoot application could be utilized as a learning tool while adopting distance learning.

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