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Implementing Kahoot Application as Game-Based Learning to Enhance Students' Vocabulary at SMP Negeri Tiakur

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Abstract: *The integration of Kahoot aims to create an interactive and engaging classroom environment that leverages technology to support English language learning. This study explores the use of the Kahoot app as a game-based learning tool to enhance students' vocabulary at SMP Negeri Tiakur. The methodology involved three main stages: planning, implementation, and evaluation. The results indicated several positive outcomes: 1) Students were exposed to technological learning tools they had not previously encountered, particularly in English language education. 2) The game-based approach created a lively and enjoyable learning environment, increasing student engagement and participation. 3) Students expressed a strong desire to continue learning English beyond the scheduled activity, highlighting an increase in motivation. 4) The feedback from students suggested a noticeable improvement in their vocabulary acquisition. These findings suggest that Kahoot can be an effective tool for enhancing vocabulary learning in a fun and interactive way, making it a valuable addition to the language learning curriculum. Future research could explore the long-term impacts of such interventions and the potential for similar digital platforms in different educational contexts*

1. INTRODUCTION

In the modern educational landscape, technology plays a pivotal role in shaping instructional methods and enhancing student engagement. Among various digital tools, the use of game-based learning applications has gained significant traction due to their potential to make learning more interactive and enjoyable. One such application is Kahoot, a game-based learning platform that allows teachers to create quizzes, discussions, and surveys in a game-like environment. This study aims to explore the integration of the Kahoot app as a tool to enhance students' vocabulary at SMP Negeri Tiakur.

Vocabulary acquisition is a fundamental aspect of language learning that directly influences a student's ability to comprehend and communicate effectively. Traditional methods of vocabulary teaching often rely on rote memorization and repetitive drills, which can lead to disengagement and a lack of motivation among students (Alqahtani, 2015). Recent studies suggest that incorporating digital tools, such as game-based learning platforms, can significantly improve students' motivation and learning outcomes (Wang & Lieberoth, 2016). Kahoot, in particular, has been found to foster an active learning environment where students participate enthusiastically, thereby enhancing their vocabulary retention and usage (Plump & LaRosa, 2017).

The interactive nature of Kahoot supports active participation, immediate feedback, and a competitive yet collaborative learning atmosphere. Studies have shown that game-based learning, when implemented effectively, can lead to higher student engagement, better retention of vocabulary, and a more positive attitude toward learning (Zainuddin, 2018). Moreover, the use of technology in the classroom aligns with the needs of digital natives, who are more inclined towards interactive and multimedia-based learning experiences (Prensky, 2001).

However, despite its potential, the implementation of game-based learning tools like Kahoot in Indonesian schools, particularly in remote areas such as Tiakur, remains underexplored. The current study seeks to fill this gap by evaluating the effectiveness of the Kahoot app in enhancing students' vocabulary at SMP Negeri Tiakur. It is hypothesized that the interactive and competitive elements of Kahoot will create a conducive learning environment that not only improves vocabulary acquisition but also fosters a more positive attitude towards English learning among students.

This study will contribute to the growing body of literature on game-based learning by providing empirical evidence of its effectiveness in vocabulary acquisition. It will also offer practical insights for educators seeking to integrate digital tools into their teaching practices to enhance student engagement and learning outcomes.

2. METHODOLOGY

The method consists of three steps. One is planning, the second is implementation, and the third is evaluation. The method can be explained as follows:

1. Planning

The initial stage of the study involved a comprehensive planning process to ensure the smooth execution of the activity. First, the research team visited SMP Negeri Tiakur and met with the headmaster to discuss the details of the project. During this meeting, the schedule for the activity was arranged, including the specific day and time that would be most suitable for both the teachers and students.

Following the logistical planning, the content material and topics for the activity were carefully selected. The focus was on choosing topics that were relevant to the student's current curriculum and level of proficiency. The selected topics aimed to cover a range of vocabulary that would be both engaging and educational for the students. Additionally, the researchers designed a series of quizzes and interactive games using the Kahoot platform, aligning them with the chosen topics to maximize learning and participation.

2. Implementation

The implementation phase took place over a designated period, during which the researchers visited the school to conduct the activity. A total of 25 students from Grade 7 and Grade 8 participated in the sessions. The activity began with a brief introduction to the vocabulary topics that would be covered.

The researchers then used the Kahoot app to deliver the learning material in an interactive and engaging manner. Students participated in the quizzes, which were designed to reinforce their vocabulary knowledge through a game-based approach—the use of the Kahoot platform allowed for immediate feedback, keeping the students motivated and involved. The session included multiple rounds of quizzes, each focusing on different vocabulary sets, to ensure a comprehensive coverage of the material.

3. Evaluation

The evaluation phase was conducted to assess the effectiveness of the Kahoot-based learning activity in improving students' vocabulary. This stage involved both quantitative and qualitative measures. The researchers collected data on the student's performance during the Kahoot sessions, including scores and progress across the different rounds of quizzes.

Additionally, a feedback session was held with the students to gather their perspectives on the activity. The students were asked to share their thoughts on the usefulness of the activity for their learning, their enjoyment of the game-based approach, and any suggestions for improvement. The overall feedback from the students was positive, indicating that they found the activity engaging and beneficial for their vocabulary learning. This qualitative data, combined with the performance scores, provided a comprehensive evaluation of the effectiveness of the Kahoot app in enhancing vocabulary acquisition among students.

3. RESULTS AND DISCUSSION

Results

The implementation of the Kahoot app as a game-based learning tool at SMP Negeri Tiakur yielded several positive outcomes, highlighting the potential benefits of integrating technology into English language learning. The results are summarized as follows:

1. **Increased Exposure to Technological Learning**

Figure 1. Students gather in class to facilitate the learning process at Tiakur State Middle School

Prior to this study, many students at SMP Negeri Tiakur had limited access to digital learning tools, particularly in the context of English language education. In fact, the school has a Computer Laboratory. It is the chance for the students to enhance their digital literacy skill by visit the laboratory. The activity is held in the computer laboratory to give each students chance to be autonomous in their learning. Moreover, the introduction of the Kahoot app provided them with a novel and engaging way to learn. The use of an interactive platform allowed students to experience a new mode of learning that differed significantly from traditional classroom methods. This exposure to technology not only facilitated the learning process but also enhanced the students' digital literacy skills, which are increasingly essential in today's educational landscape (Bataineh & Mayyas, 2017).

2. **Enhanced Learning Environment and Student Engagement**

The game-based nature of Kahoot transformed the classroom into a lively and dynamic learning environment. Students expressed a high level of enthusiasm and engagement throughout the activity. The competitive element of the game, combined with the immediate feedback provided by the platform, kept the students motivated and actively participating (Wang & Tahir, 2020). The overall atmosphere was markedly different from conventional lessons, with students demonstrating increased interaction, both with the content and with their peers. This positive shift in the learning environment underscores the value of incorporating interactive digital tools to create a more stimulating and enjoyable educational experience (Dellos, 2015).

3. **Increased Motivation to Learn English**

Figure 2. Students' desire to increase study time.

One of the most notable outcomes of the study was the students' expressed desire for extended learning time. Despite the completion of the scheduled activity, many students expressed their eagerness to continue learning English, indicating that the Kahoot sessions had successfully sparked their interest in the language. This heightened motivation is a significant achievement, as student engagement is a crucial factor in effective language acquisition (Deci & Ryan, 1985). The students' willingness to dedicate additional time to learning suggests that the integration of game-based learning can lead to sustained interest and potentially long-term improvements in language skills (Plass et al., 2015).

4. **Improvement in Vocabulary Acquisition**

Based on the feedback collected from the students, there was a noticeable improvement in their vocabulary knowledge. The interactive quizzes and games facilitated the learning and retention of new words, with students reporting that they were able to understand and use more English vocabulary following the sessions. The immediate feedback provided by the Kahoot app helped reinforce learning, enabling students to correct mistakes and retain information more effectively (Abdulrahman, 2017). This result aligns with existing research on the benefits of game-based learning in enhancing vocabulary acquisition (Hwang & Wu, 2012).

Discussion

Figure 3. The findings of this study highlight the effectiveness of the Kahoot application as a tool to improve vocabulary mastery.

The findings from this study highlight the effectiveness of the Kahoot app as a tool for enhancing vocabulary acquisition in an engaging and interactive manner. The positive responses from students suggest that game-based learning can significantly transform the traditional learning environment, making it more conducive to active participation and sustained interest. The increased exposure to technology also underscores the importance of integrating digital tools into the curriculum, particularly in regions where access to such resources may be limited (Prensky, 2001). The enthusiasm and desire for extended learning time demonstrated by the students indicate that they found the activity both enjoyable and valuable. This is an encouraging sign for educators considering the use of game-based learning platforms as it suggests that these tools can foster a love for learning and motivate students to go beyond the classroom. Moreover, as reported by the students, the improvement in vocabulary acquisition validates the use of interactive learning strategies in teaching language skills (Nation, 2001).

In conclusion, the study demonstrates that the Kahoot app can effectively enhance vocabulary in the classroom. Its ability to create a fun, competitive, and supportive learning environment can potentially increase student engagement, motivation, and vocabulary retention. Future studies could explore the long-term impact of such interventions and examine how different types of game-based learning tools can be tailored to meet the diverse needs of learners.

4. KESIMPULAN

The current community service has succeeded in improving students' vocabulary in using game-based learning specifically Kahoot in learning. The educational affordances of game-based learning platforms, like Kahoot, must be used as a necessary and suitable technical technique to improve students' academic experience. The usage of game-based learning systems in particular can help make theoretical and abstract concepts easier to understand, especially the skills in mastering the English language. Individual assessments can be conducted using a variety of digital platforms, but doing so requires careful planning and a thorough grasp of how to use them. It can be revolutionary to use the pedagogical aspects of game-based learning platforms, such as Kahoot, to facilitate meaningful teaching and learning in higher education

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