



A Literature Review: The Effectiveness of Using Kahoot! to Enhance Student's Vocabulary

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ABSTRACT

This study aimed to analyze the effectiveness of using Kahoot! to enhance student's vocabulary. This article used qualitative research which presents the results of a literature review on the effect of using Kahoot! for learning specifically to enhance student's vocabulary includes 15 studies. The findings showed that the use of Kahoot! as a digital tool is effective in improving the English vocabulary. The students had positive attitudes towards Kahoot! being used in the classroom because it was fun and led them to enjoy the lessons. In addition, student experienced a significant vocabulary enhancement with the use of the Kahoot! Application. Teachers must be trained to apply and incorporate technology.

INTRODUCTION

Vocabulary plays an important role in language learning because it directly affects students' ability to understand and express themselves effectively. Vocabulary can be found easily in everyday life and can be learned in various ways. At school, teachers usually introduce new vocabulary according to what is in the book by showing or drawing a picture, reading text or listening to audio and then practicing. In addition, students can also learn it through novels, comics, films and songs in English. Traditional methods of teaching vocabulary often require memorization or repeated practice, which can be monotonous and demotivating for students. According to Syahputri and Solo (2022), with technological advances, there are now quite number of platforms that teachers can use to become more innovative learning media. However, educators now have access to innovative tools that make vocabulary learning more interactive and fun.

Kahoot! is a popular educational platform that mixes gamification with evaluation to create an engaging learning environment. According to Dellos cited in Singh (2021), using games like quizzes, conversations, and surveys, Kahoot! is a student response framework that improves student's vocabulary. With the platform's connection at <https://kahoot.it>, students may play the game Kahoot! on a variety of devices, either independently or in teams. In addition, according to Bicen and Kocakoyun cited in Kusumaningrum et al. (2022), students may generate debate-based multiple-choice questions using the Kahoot! program, which also functions as an instructional website and media learning platform. It promotes an interest of learning by encouraging students to expand their vocabulary in English and supporting teachers in teaching language used in everyday situations.

Thus, this study aims to determine whether Kahoot! can help students learn and improve their understanding of vocabulary. Because the understanding of vocabulary with traditional method's learning is still lacking, especially when learning new vocabulary with only lecturing method, students get bored easily and make them have difficulty remembering and knowing the meaning of the newly learned vocabulary. Therefore, this research was conducted to analyze the effectiveness of Kahoot! as an online learning media to enhance student's vocabulary. The research goal of our literature review was to investigate research studies on the effects of using Kahoot! to enhance student vocabulary in English learning.

METHOD

This study was a literature review which provides output to the data existing, as well as a description of a discoveries so that they can be used as something examples for deep research studies organize or create a discussion the content of the problem will be clear researched (Absor, 2019). The author looks for data or material literature from journals or articles so it can be used as a strong foundation content or discussion. The whole process of searching, filtering and assessing the articles is visualized in Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Moher et al., 2010).

FINDINGS AND DISCUSSION

This paper pursues to deliver information on the issues related to media learning particularly Kahoot! to enhance the student's vocabulary literature review done by other researchers. In this study, the use of Kahoot! for improve the student vocabulary will be precisely described through the 15 documents from related article in journal with analysis technique, problems and findings examined by previous researchers in the table as shown below:

Table 1: Related Article in Journal with Analysis Technique, Problems and Findings Examined

Author, Year, Title of The Article	Types of Study	Research Design	Number of Participants	Main Finding
Kelendonu and Katemba, 2023, The Use of Song, Media Social, and Games in Improving Vocabulary: Students' Perception	Qualitative research	Interview and questionnaire design	100 students of grade 10 senior high schools from four island in Indonesia.	The findings of this study indicate that learning through song, games, and social media can help students improve vocabulary
Kasap, 2023, The Effects of Using Kahoot! As a Digital Tool on Enhancing English Vocabulary of Secondary School Students' Learning English as a Foreign Language	Mixed-method research	Pre-test, post-test and delayed posttest design with 2 groups (experiment and control group)	107 students from 7th grades studying in three different classes at a secondary school in Beşiktaş, where the researcher is working as an English teacher	The results suggest that there is a statistically significant difference between the retention test scores of the control and experimental groups. This finding shows that the use of Kahoot as a digital tool is effective in improving the English vocabulary of secondary school students in terms of retention. The findings obtained through interviews with students demonstrated that they have mostly positive opinions on the integration of Kahoot! into the lessons. It can be inferred that students are happy to use Kahoot! while learning English for various reasons
Katemba et al.,	Quantitative	Pre-test	71	In this study, the male group had

2022, Do Kahoot! Games Enhance Vocabulary Learning?	tative research	Post-test group design	participants from 2 class grade VII E and F	a higher gain score compared to the females. However, in both groups, students had positive attitudes towards Kahoot! being used in the classroom because it was fun and led them to enjoy the lessons. In addition, they experienced a significant vocabulary enhancement with the use of the Kahoot! Application.
Kusumayanthi and Rusmiyati, 2021, Students' Engagement in Learning English Vocabulary via Games in Kahoot!	Qualitative research	Descriptive qualitative analysis method. The data obtained through two main instruments, namely class observations and questionnaires	Grade 7 junior high school students in the 2020 academic year are selected as the participants in this study	The results of the questionnaire show that the students are interested in learning English vocabulary using Kahoot! because they do feel the benefits of using Kahoot! in their learning English as it helps them to learn better
Mawarni and Susanto, 2021, The Effectiveness of Fun Game Kahoot as A Media in the Teaching of Vocabulary	Quantitative research	Quasi-experimental design	36 Students from XI MIPA 4 and 35 students from XI MIPA 3 of SMAN 1 Boja in the academic year 2021/2022	It was found that the students' ability to learn vocabulary taught with fun game Kahoot was improved. The value of the t-test was higher than the t-table (20, 04>1, 67). It means teaching vocabulary using the fun game Kahoot was effective. At last, the paper proposed suggestions for teachers to using fun game Kahoot in teaching vocabulary
Nurfajrina, 2023, The Effectiveness of Using Kahoot Application as Media of Vocabulary Mastery at Tenth Grade of SMAN 1 Bukittinggi	Quantitative research	Descriptive by using purposive sampling technique	The sample was 68 students which were taken from two classes at tenth grade of SMAN 1 Bukittinggi which consists of 12 classes	Based on the results of this research, it was concluded using Kahoot application as media of vocabulary mastery at tenth grade of SMAN 1 Bukittinggi was on good category where the students' mean scores was 77,31 lies on the percentage 66-79 which was effective on rating quality. Furthermore, using Kahoot application was effective to be used as media of vocabulary mastery at tenth grade of Bukittinggi
Rahmawati, 2021, The Effectiveness of Game Based	Quantitative Research	Quasi-experimental research	48 students of the seventh grade	It can be concluded that there is a significant difference in vocabulary mastery between students who are taught by using

Learning 'Kahoot' On Students' Vocabulary Mastery			students of MTsN 5 Kediri in the second semester of the academic year 2020/2021	Kahoot and students who are taught by using Google Meet. It is necessary to use appropriate learning media to increase students' vocabulary mastery. Kahoot fostered wider and active student participation, it also presents fun and interesting learning so that the students can mastering vocabulary easily
Syahputri and Solo, 2022, The Effect of Using KAHOOT! Application on Students' Vocabulary	Quantitative Research	Experimental design	40 students at seventh grade of SMPN 6 Bekasi divided into 2 classes, namely the experimental class and the control class	The use of the Kahoot! application effect on students' vocabulary understanding. the Kahoot! application can help students in learning new vocabulary. This can be applied to an effective teaching method and thus learning becomes more varied and interesting. The use of online applications in learning is highly recommended to be applied, especially with the advancement of the world of technology in today's education
Puspitaningsih and Muttaqin, 2023, The Use of KAHOOT Games Application to Improve Students' Vocabulary Mastery	Action Research	Kemmis and McTaggart models by using both of qualitative and quantitative methods. This research addressed in two cycles, were each cycle consists of four phases: planning, acting, observing, and reflecting	The subject of this study was eight grade students of SMP Negeri 1 Simo, especially class 8B consisting of 32 students	The result of this research showed that the use of Kahoot games application effective to teach them in vocabulary. There have been a lot of progress in the vocabulary learning using Kahoot games application. It is proven by the results of some data used in this study; observation, student test scores, and questionnaire. The students' score from pre-test to the final test showed a good improvement. The motivation of students was increased, it is proven by the questionnaire. From the explanation above, it can be concluded that the Kahoot! application has a positive impact on students and encourages students to be more active and motivated in learning English, especially vocabulary
Putri, 2019, The Effectiveness of Using Kahoot Game to Improve Students' Vocabulary	Quantitative research	Quasi experimental research	15 seventh grade students	The students' academic performance taught using the Kahoot Game platform varies greatly from those taught using traditional teaching used for teaching vocabulary. Kahoot game can be an alternative

Comprehension				solution to have a class engagement become more fun to learn English vocabulary
Ali and AbdAlgane, 2022, The Impact of Gamification “Kahoot App” in Teaching English for Academic Purposes	A quantitative methodology	A quasi-experimental research design was employed in the current study	60 students were selected from among the university students enrolled in the English Language for Academic Purposes course	The results showed positive results on the extent of the positive impact (of the Kahoot Learning tool based on gamification) in learning English vocabulary for academic purposes and motivation
Melo Herrera and García Campos, 2021, Young learners’ evaluation of using Kahoot to learn vocabulary in English at Cursos de Extention Universitaria (CEU) BUAP	A mixed-method approach was employed to collect data in order to address the research questions of this study	In quantitative, homogeneous sampling used to bring together people with similar experiences and backgrounds with Likert’s scale as the instrument. The qualitative angle of this research is to collect data in the form of words through the use of focus group interviews to analyze the evaluations and perceptions that learners	The participants are children who study English at the beginner-intermediate level in age from 7 to 12 years old and are mostly interested in taking English classes at Cursos de Extensión Universitaria located in the city of Puebla	The analysis of these perceptions regarding the use of Kahoot! to learn vocabulary guides us to understand how participants evaluate the use of Kahoot in the EFL classroom and to determine if this application might enhance their language skills. The data obtained in this study shows that students are used to use internet and applications either for entertainment or to enhance their learning. In addition, students’ evaluations are mainly positive because they consider that the inclusion of educational applications is important today and through these tools, they find an innovative and useful way to acquire or learn vocabulary. At the same time, it motivates students to maintain an active role in the classroom. Therefore, we found that the lack of training for teachers is considered to be the main obstacle in this approach. Teachers must be trained to apply and incorporate technology in their lessons

		may described		
Abdel-Rahman, 2021, The Effect of Quizizz and Kahoot! Applications on Developing EFL Vocabulary Learning among Freshmen Students at Faculty of Education	Quantitative research	One group pre-posttest design	The participants of the study consisted of 30 freshmen students enrolled in the English section at Faculty of Education, Benha University	After implementing the intervention, the EFL vocabulary learning posttest was administrated to the study participants. The results revealed that the use of Quizizz and Kahoot! Applications was effective in developing freshmen students' EFL vocabulary learning
Sibatuara, 2021, The Effectiveness of KAHOOT in Improving Vocabulary: The Case of A Private University English Study Program	Mixed Research	Questionnaire and interviews online using Google form and interviews directly by using zoom	Student at the English Study Program students of Widya Dharma University Pontianak	The findings showed that the majority of the respondents who took part in the study mostly gave the positive responses which showed that Kahoot could help them greatly in improving their English learning vocabulary and could increase their motivation in gaining the knowledge and getting the new vocabularies
Quiroz et al., 2021, Improving English Vocabulary Learning through Kahoot!: A Quasi-experimental High School Experience	Quantitative research	Quasi experimental Pre-test – Post-test group design	the two 9th grade classes experiment and control group	The results of the experimental treatment indicated an improvement regarding English vocabulary knowledge using the Kahoot! app, with a significant variation and a medium effect size. In general, this suggests the necessity of implementing new strategies with the available ICTs at hand to enhance

After reviewing the 15 journal articles, the researcher noticed a systematic procedure of data collection, compilation, analysis, interpretation and implication on the effectiveness of using media learning, Kahoot! to enhance the student's vocabulary. This review seems to have reported the capability of Kahoot! holds for developing vocabulary of student.

Moreover, the researchers of the journal articles have used numerous research designs to conduct the studies to produce valid results. As a result of the findings of the 15 journal articles, the researchers draw a conclusion that the use of media learning undoubtedly enables sustainable learning to be achieved through a passion for excellence amongst learners. This renders learning success an attainable outcome among learners. This can be justified where most of the researchers agree that Kahoot motivates students to participate and engage in learning vocabulary better compared to using the conventional approach.

Based on the 15 journal articles reviewed, most of the researchers choose to

conduct their studies using quantitative research rather than qualitative research or class action research or even mix method. They also used pre-test and post-test, quasi experiment, literature review, descriptive analysis, statistical analysis, content analysis, observation, deep interview etc. in their analysis.

Based on the studies reviewed, it is apparent that Kahoot! is effective in enhancing students' vocabulary. many advantages are using Kahoot! media learning increases students' vocabulary skills such as providing fun learning, increasing the student's interest in learning, improving the motivation to study vocabulary, and last but not least, active student participation.

Implementing opportunities for online and digital learning can help to reduce operational costs without taking up more time. We can assist in preparing students for higher education and professions with technology, while also allowing for more independent learning. The inclusion of educational applications is important today and through these tools. Generation Z students have access to a range of online material and communication methods. They appeared to embrace Kahoot's use! as an assessment instrument in the classroom, both genders show equal interest in Kahoot! as an English learning tool in the language classroom. At the same time, it motivates students to maintain an active role in the classroom. Therefore, we found that the lack of training for teachers is considered to be the main obstacle in this approach. Teachers must be trained to apply and incorporate technology in their lessons.

CONCLUSION

Kahoot! is a popular educational platform that mixes gamification with evaluation to create an engaging learning environment which has been proven to help students learn vocabulary effectively. In addition to the various benefits that can get from using Kahoot! as a media for learning city for students, teachers also need to prepare themselves and improve the capacity and ability to use technology effectively so that they can adjust to the times. Teachers must be trained to apply and incorporate technology.

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